



A brighter future for Nottingham children

Education Improvement Board

Annual Report 2017

A review of the work of the EIB during the academic year 2016/2017

Following public consultation on its proposals set out in 'Ambition 2025', the EIB identified four strands of work to focus its efforts on. These were:

- Improving provision for literacy
- Improving provision for mathematics
- Improving the retention and recruitment of teachers and other school staff
- Improving transition between the city's primary and secondary schools

A fifth strand of 'improving provision for science' was added later and work began on this towards the end of 2016/2017.

The EIB was unable to appoint a full time 'strategic lead' to manage work on the strands. David Anstead and Jen Hardy agreed to cover this function between them. A new 'business sub-group' of the EIB was created to coordinate work on the strands between full EIB meetings.

Literacy Strand

The EIB was unable to appoint a strand lead for literacy. Instead, the business group commissioned a range of local providers to deliver the projects identified for this strand.

Project

Outcome

Key Stage 2 and Key Stage 4 question Level analysis of the 2016 examinations.

Primary and secondary schools were provided with a detailed report setting out strengths and weaknesses in their pupils' performance in their last set of examinations.

Teaching assistant 'inference' project.

Primary and secondary teaching assistants were trained to support children in 'reading for inference'. 4 city schools involved.

Improving secondary teachers' knowledge of strategies for teaching of reading.

A 'reading recovery' initiative suitable for secondary age pupils was devised and implemented. 4 city secondaries involved.

Training a cohort of 'reading recovery' teachers

Teachers were trained in the use of 'reading recovery' resources which were purchased for schools by the EIB. 4 city primaries participated.

Leading literacy project.

Primary school English subject leaders were trained in strategies for raising standards in literacy. 14 city primaries involved.

Coaching for secondary English teachers.

City headteachers, governors and teachers visited Thistley Hough Academy in Stoke to see outstanding provision and progress in English. Teachers from Thistley Hough Academy coached English teachers from participating secondary schools. Seven secondaries are involved.

Mathematics Strand

The EIB was unable to appoint a strand lead for mathematics. Instead, the business group commissioned a range of local providers to deliver the projects identified for this strand.

Project

Key Stage 2 and Key Stage 4 question Level analysis of the 2016 examinations.

Mathematics specialist teachers programme.

EYFS mathematics mastery project.

Key Stage 2 teacher coaching project.

Coaching for secondary mathematics teachers

Outcome

Primary and secondary schools were provided with a detailed report setting out strengths and weaknesses in their pupils' performance in their last set of examinations.

A core group of outstanding primary mathematics practitioners capable of improving the skills of others was established. 19 city primaries involved.

A core group of primary teachers were trained to deliver the 'maths mastery' approach. 9 city primaries involved.

Intensive coaching was provided to teachers at the three lowest performing primaries on mathematics in 2016.

City headteachers, governors and teachers visited Thistley Hough Academy in Stoke to see outstanding provision and progress in mathematics. Teachers from Thistley Hough Academy coached mathematics teachers from participating secondary schools. Seven secondaries are involved.

Recruitment and Retention Strand

A part-time strand lead, Fran Cropper, was seconded for three days a week to deliver the projects identified for this strand.

Project

'Headspace' project.

Marketing Nottingham as 'a great place to teach'.

Fair Workload Charter.

Outcome

Individual support for new school leaders. 10 headteachers took up this EIB funded support.

A new TeachNottingham web site was launched in October 2016. This included a short EIB video marketing Nottingham as 'a great place to teach', details of the city's Fair Workload Charter and other marketing resources. The web site recorded an average of over 500 'views' per month during 2016/2017. The EIB had a stand at national teacher recruitment events during 2016/2017. Discounted gym membership was introduced for all city school staff.

The charter launch was extensively reported by the BBC, Times Educational Supplement and the Guardian. David Anstead was invited to give evidence about teacher workload and the charter to the Parliamentary Education

Select Committee in October 2016. His evidence was cited in the select committee's report on teacher supply and retention in February 2017 and two of the committee's recommendations arose directly from the work of the EIB. 10 city schools have adopted the charter so far.

Developing enabling the EIB 'ladder' of generic training programmes linked to different stages of career progression

A continuing professional development offer and 'map' of city-wide opportunities for teachers and for support staff career was developed. A 'trailblazer' project for increasing the recruitment of support staff through apprenticeships was signed off by the government with the EIB and Transform being represented on the national steering group.

Transition Strand

A part-time strand lead, Sarah Smailes, was seconded from Claremont Primary for one day a week to deliver the projects identified for this strand.

Project

Key Stage 2 and question level analysis of the 2016 examinations.

Common transition days

Transition cluster projects

Promoting the importance of good transition arrangements

Outcome

Secondary schools were provided with transition data for their incoming Year 7 cohorts setting out the learning that was well understood and that which was fragile.

Consistent transition arrangements and visits were implemented across the city.

Three different projects were undertaken with three secondary academies and their main feeder primaries. The project centered around the Djanogly cluster to support the transition of pupils for whom English is an additional language was particularly successful and documented in a short film.

Stronger relationships were established between secondaries and their feeder primary schools to the extent that 20 schools signed up to participate in a transition workshop planned for 16 October 2017.

Science Strand

Towards the end of the summer term, Nadia Callow Hussain began work as the strand lead. She met with the science subject leaders of a number of city schools to begin formulating a plan of how she might improve science provision during the 2017/2018 academic year.

Impact on Achievement:

Primary Achievement:

The performance of Nottingham primaries has improved steadily, year on year. In 2017, our primary pupils made greater progress in mathematics than did other pupils nationally. Nottingham was in the top third of all local authorities. Similarly, pupils' performance in English was much improved and overall progress was better than the national average. The EIB commissioned an analysis of our pupils' performance on the reading test in 2017. This showed Nottingham pupils underachieved in their use of spelling, punctuation and verb forms. Accordingly, the EIB is considering supporting the production of specific teaching resources to boost our pupils' performance in this area during 2017/2018.

Despite the very strong progress Nottingham pupils make in our primary schools, the city is still below average in the national tests taken at the end of Year 6. This is because the proportion of children who enter primary education with a good level of development at age 4 is exceptionally low compared to other parts of the country. To reach the national average in the tests, our pupils will have to make amongst the fastest progress of anywhere in the country during their time in primary school. This is a massive challenge for pupils, teachers, parents and the EIB.

- **Early Years Foundation Stage:** The proportion of children reaching a good level of development (GLD) in 2017 was 66.1% (63.5% in 2016). The rate of improvement between 2016 and 2017 was greater than that seen nationally. However, Nottingham is still ranked around 130 out of 150 local authorities. Low boys' literacy is a concern at the end of the Early Years Foundation Stage.
- **Phonics:** in 2015 Nottingham was the lowest performing local authority. In 2017, Nottingham improved to be 118th out of 150 local authorities. Boys' literacy improved more rapidly than did that of girls during Year 1. Also, the overall rate of improvement in literacy during Year 1 was faster than the national rate. Within that, Black children improved the most with Black girls ranked 29th and Black boys 66th out of 150. Asian children similarly improved well and were ranked 72nd. However, White children were 2% lower than the Nottingham average and were ranked 135th out of 150. Non-disadvantaged children improved by 5% on 2016 but disadvantaged children by only 1%, so the gap in phonics outcomes between the two groups widened.
- **Key Stage 1 attainment:** was below the expected standard although improving at broadly the same rate as is seen nationally. A lower proportion of higher attainers in 2017 achieved the higher standard than in 2016.
- **Key Stage 2 attainment:** the proportion of pupils attaining the reading, writing and mathematics benchmark (RWM) in 2017 was 57%. This was an increase of 7% on 2016 but the national figure improved by the same amount and so Nottingham remained at the 114th rank out of 150. However, boys' literacy continues to be a limiting factor on Nottingham's Key Stage 2 attainment and particularly boys' writing. At the higher standard, Nottingham overall lost ground from 2016 compared to the national figures, mainly because of boys' lower increase in achievement. Outcomes in mathematics, however, were close to national figures in 2017 and 2016.
- **EIB funded Key Stage 2 question level analysis (QLA):** Nottingham pupils performed better than did other pupils nationally on the grammatical questions and on those related to theme/ word classes. On questions related to punctuation, spelling and verb forms Nottingham pupils outcomes were well below comparable national figures. Similarly, outcomes for 'making and explaining inferences' on the reading test were poor.
- **Primary progress:** the national benchmarks for primary progress are not out until December 2017. DAISI estimate from the 2016 data that Nottingham's reading progress will have improved to around 50th out of 150. Progress in mathematics is predicted to be 35th out of 150.

- **Primary floor standard:** Windmill (LEAD) and Victoria (Nova) are below the government's minimum floor standard for reading in 2017. There were no Nottingham primaries below the floor standard for writing or for mathematics.

Secondary Achievement:

The picture is more complicated at secondary level because of changes to the pupil population as it transitions from primary. Around a quarter of our Year 6 students choose to attend secondary schools outside the city. These are mostly our brightest children. Another group choose to attend private or independent schools whose examination successes are not included in Nottingham's data. Hence, our secondary age pupil cohorts start well behind others nationally, yet we are expected to reach the same standard five years later.

The performance of Nottingham secondaries is improving more slowly than are the primaries. Overall outcomes, including progress, remain well below average and are still not good enough.

- **Key Stage 4 attainment:** overall, Nottingham secondaries were ranked 145th out of 150 local authorities for attainment in English, 145th for mathematics and 146th for science.
- **Ebacc attainment:** the proportion of students in Nottingham secondaries who were entered for the Ebacc in 2017 was similar to the national figure. However, the proportion of students who actually achieved the Ebacc was much lower than that seen nationally and ranked 143rd out of 150.
- **Secondary progress:** overall progress was inadequate with Nottingham ranked 145th out of 150 local authorities. In some academies, there are marked discrepancies between the low progress of disadvantaged students and the better progress of other students. By ethnicity, the lowest progress was made by mixed and White British students. The best progress was made by those of Asian heritage.
- **Secondary floor standard:** Five secondaries were below the government's minimum floor standard (on the unvalidated data for 2017). These are Nottingham Academy, Oakwood Academy, Bulwell Academy, Farnborough Academy and Ellis Guilford Sports College.

External Evaluation During 2018/2018

A former Her Majesty's Inspector, Zarina Connolly, has been appointed as external evaluator to the EIB. Starting in November 2017, Zarina will evaluate the quality of the EIB's prioritisation and planning and the effectiveness of the strategies it commissions. Her report on the effectiveness of the EIB during the academic year 2017/2018 will be included in the EIB annual report for 2018.