

2 February 2017

Agenda Item:2

Children's Trust Board Sponsor: Colin Pettigrew

STRATEGIES TO FURTHER RAISE STANDARDS OF ATTAINMENT AND IMPROVE PROGRESS OF CHILDREN AND YOUNG PEOPLE

Purpose of the Report

1. The report seeks to provide a summary of the strategies being used to support and challenge schools to further raise standards of attainment and improve progress of children and young people in Nottinghamshire in 2016-2017. The report explains the range of stakeholders involved in providing this support and challenge at this time of significant change within the education sector.

Information and Advice

Context

2. This report is presented to the Board at a time of significant change within the education sector. The responsibilities for driving improvements through curriculum development, improved leadership and management and improved teaching lie with schools and other significant stakeholders such as Teaching School Alliances (TSAs) and Multi-Academy Trusts (MATs). The Local Authority (LA) however, continues to play a statutory role in relation to vulnerable groups and maintained schools causing concern. As a result of a rich history of partnership working with schools in Nottinghamshire, the Education Improvement Service is working collaboratively with TSAs, especially in relation to the LA's statutory duties.
3. If Nottinghamshire is to secure improved outcomes at the end of primary and secondary education, all schools must continue to focus on high quality first teaching, using accurate tracking data to identify individuals and groups of pupils who would benefit from personalised high quality intervention. The effective use of the Pupil Premium Grant should also ensure that more vulnerable pupils can access enriched provision which impacts positively on attainment and progress.
4. The Education Improvement Service reviews the impact of the service on a yearly basis and revises its improvement plan to ensure a focus on outcomes and impact in LA maintained schools. This plan is underpinned by key strategic actions to ensure whole school improvement in all phases of education, either through direct work with maintained schools or through exercising its spheres of influence with key partners/stakeholders.
5. The Education Improvement Service continues to lead headteacher briefings in partnership with primary, secondary and special school headteachers. These are well attended and ensure that all headteachers and senior leaders have access to support and challenge linked to local and national priorities for improvement. In addition, Governing Body Services continues to provide a high quality service to ensure that governing bodies are well equipped to fulfil their statutory duties.

Specific actions for 2016-17

6. The **Support to Schools Service (StSS)** has now been restructured to incorporate an extended group of teams focusing on advocacy for all children, young people and their families, with many teams championing the most vulnerable and disadvantaged groups. As a result, the collaborative work of these teams is now more closely aligned to closing Nottinghamshire's attainment gaps. The StSS comprises Governing Body Services, Education Improvement Service including The Virtual School for Looked After Children (VS), Achievement and Equality (A&E), Reading Recovery, (RR), Teaching and Learning/Newly Qualified Teaching workforce (T&L/NQTs), Fair Access including the Primary, Social, Emotional Development Team, Schools and Families Specialist Services (SFSS), Admissions, Place Planning, Elective Home Education, Tackling Emerging Threats to Children and the Educational Psychology Service (EPS).
- The work of StSS is summarised in **4 key strands** of collaborative work to close gaps:
 - ensuring children and young people have a good education when in school
 - getting children and young people ready for school (readiness for learning and building resilience)
 - supporting children and young people who are at risk of being excluded from school
 - helping children and young people who do not feel included or who are at risk of going missing from school
 - The key vulnerable pupil groups which StSS teams is focusing upon collaboratively in 2016-2017 to address their needs and multiple risk factors include:
 - young children with special educational needs (*A&E, SFSS, Notts Speech and Language team*)
 - children and young people who are displaced and/or experiencing trauma and attachment issues (*EPS, VS and A&E*)
 - pupils with communication and/or social, emotional, mental health needs (*Fair Access, EPS, A&E*)
 - pupils with language and/or literacy needs (*A&E, RR, T&L/NQTs*)
7. The updated **Nottinghamshire School Improvement Strategy for maintained schools causing concern (SCC)** has been consulted on with headteachers and governors of all maintained schools. This strategy and guidance updates headteachers and governors on the changes to the national Schools Causing Concern statutory guidance for local authorities and Regional Schools Commissioners (RSCs) and outlines Nottinghamshire's response to this. The changes are that:
- all good and outstanding schools can benefit from a quality assurance visit as part of the universal sold offer
 - risk criteria have been updated to include coasting schools
 - the role of TSAs in supporting maintained SCC has been included in the guidance alongside an updated version of the actions that schools, partners schools and LA education improvement advisers should take to support schools at risk of requiring improvement at the next Ofsted inspection
 - the actions that the LA and governing bodies should take to establish the capacity of the headteacher to deliver improvement in a high risk school have been simplified

- the actions that the LA and governing bodies should take to rectify serious financial, HR, buildings or safeguarding issues have been simplified
- the actions that the LA will take to challenge inadequate governance have been simplified and linked to the issuing of a Formal Warning . The LA and RSC can issue a performance, standards and safety notice and the LA can issue a Teachers' pay and conditions notice to maintained schools only.

8. Support for **Coasting Schools or those at risk of Coasting**

- In January 2017, 9 LA maintained schools have been identified by the RSC as failing to meet the three years coasting threshold and have received letters from the RSC to confirm that they are deemed to be coasting schools.
- EIAs are currently supporting all of these schools to develop a response to the letters they have received.

9. In 2016 to 2017, the **successful elements of the key stage 2 strategy for 2015-2016** (Appendix 1) have been incorporated into the Support to Schools Service plans to further raise standards of attainment and progress and close the educational attainment gaps in the primary phase of education.

10. The StSS **continuing professional development (CPD) offer** continues to focus primarily on leadership and management, assessment and closing educational attainment gaps. The outcomes at the end of key stage 2 in 2016, the changes to the Ofsted Inspection Framework in September 2016 and feedback from teachers and leaders attending the CPD programme in 2015-16 have led to the following training offer for Nottinghamshire schools in 2016-17:

- **reading** for inference; reading recovery and Switch-On reading and writing
- new training to support teachers to improve pupils' knowledge and use of vocabulary is being developed in the spring term 2017, as this was a key reason for underachievement in the 2016 reading test at key stage 2
- **appraisal** training in the autumn term 2016 focussed on how to make judgements on successful achievement of the 2015-16 objectives, given that many teachers would not have met the success criteria related to pupil progress, given the national dip in attainment at the end of key stage 2 in 2016
- new appraisal training has been developed for delivery in the summer term 2017 to support appraisers to set appropriate objectives for subject leaders, with a particular focus on showing progress for all year groups in all subject areas and not just in reading, writing and mathematics
- **achievement and equality** training will be underpinned this year by enhanced data sets and targeted visits to schools by Achievement and Equality consultants will be used to gather good practice case studies which can be shared with all schools on effective provision for children with English as an additional language (EAL)
- Achievement and Equality consultants will also offer targeted support to primary schools, where the data indicates that EAL children underachieve. Academies will be able to access this support through the education Improvement service professional development offer
- continued provision of the highly regarded continuous professional development and induction training for **NQTs and RQTs** as part of Nottinghamshire Sold Offer, including
- partnership work with two experienced classroom based teachers to deliver the 'New to Year 6 training' which supports NQTs and teachers who have not taught in year 6 before in developing good practice in assessment
- moderation at foundation, key stage 1 and 2 in 2016 identified that practitioners understanding of 'greater depth' was an issue. A series of events have been planned to

support colleagues in understanding and developing **assessment and strategies to develop children's understanding at greater depth**

- the focus of the **Assessment Conference 2017** is 'Moving learning on'. National speakers will deliver presentations on 'Marking and feedback' and 'Mind-set and Mastery'
- support for **statutory teacher assessment** will be provided as a sold offer in the spring term providing teachers with the opportunity to obtain up to date information about statutory assessment and an opportunity to moderate with colleagues.

RECOMMENDATION/S

- 1) That the Children's Trust Board notes the actions being taken to further raise standards of attainment and improve progress of children and young people

Linda Foster
Acting Group Manager, Support to Schools Service

For any enquiries about this report please contact:

Linda Foster
Acting Group Manager, Support to Schools Service
T: 0115 9772502
E: linda.foster@nottscc.gov.uk

Background Papers

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

Nottinghamshire School Improvement Strategy for Schools Causing Concern and accompanying Guidance, September 2016