



A brighter future for Nottingham children  
**Education Improvement Board**

Ambition 2025  
10-year strategic plan

**CONSULTATION**  
Visit: [www.nottinghamschools.org](http://www.nottinghamschools.org)

# Foreword



I have been Vice-Chancellor of the University of Nottingham since 2008 and recently I was selected as Chair of the Russell Group of universities. I have lived in Nottingham for the last 28 years and my children were educated in local state schools. My wife and I both attended schools in Nottingham. So education in the city means a lot to me, as I'm sure it does to you too.

The remit of the Education Improvement Board is to bring together ideas about how we can provide the best possible education for every child and young person in Nottingham. We want to develop the existing vision for education in the city and create a strategic plan with clear priorities and timelines. We are making a start on that work in this document. I firmly believe we will not make real progress unless we collaborate in doing this work.

I realise this is easier to say than to do, and that recent changes have resulted in greater fragmentation in the education system. One of my tasks as Chair of the Board will be to try to understand and remove barriers to schools, colleges, universities, alliances, specialist providers and the local authority working together. I will need your support in making this happen.

In the year since it was first established, the Education Board has made some progress: it has developed proposals for an accredited Governor's Academy; run an attendance campaign in the secondary sector; conducted a series of in-school peer reviews; and produced a new charter for pupil behaviour. Discussions have focused on issues that are important across schools and settings, such as:

- ↑ the reliable supply of high quality teachers;
- ↑ the supply of high quality governors;
- ↑ raising pupils' and parents' aspirations and improving home learning environments;
- ↑ effective early years provision;
- ↑ an effective framework for alternative provision and additional learning needs;
- ↑ mechanisms to ensure the safeguarding of all children in the school;
- ↑ the championing of schools' successes and sharing best practice;
- ↑ monitoring and early action to prevent failure in schools;
- ↑ advanced planning for school places, including the quality and quantity of post-16 provision;
- ↑ the capacity to deliver a broad, balanced and challenging curriculum that meets local and national skills and employment needs.

I now want to focus on the next chapter and to seek your views on how we can move forward together, on these and other issues. During the coming terms I hope to engage with as many partners as possible, seek your views, and benefit from your expertise. I want you to tell me what we should prioritise and how you would like to be involved. My commitment to you is that I will lead the Board with honesty, transparency and integrity.

I am confident we can share our strengths to address the challenges currently facing education in Nottingham. The city's children and young people are entitled to expect this of us. I look forward to hearing from you and working with you.

**Sir David Greenaway**



# Board membership



**Professor Sir David Greenaway**  
Vice-Chancellor  
University of Nottingham



**Councillor Jon Collins**  
Leader of Nottingham  
City Council



**John Everson**  
Partnerships Manager  
– Secondary and  
Continuing Teacher  
Education  
Nottingham Trent  
University



**Pat Fielding**  
Director of Education  
Nottingham City  
Council



**Professor Christine Hall**  
School of Education  
University of  
Nottingham



**Alison Michalska**  
Corporate Director of  
Children and Adults  
Nottingham City  
Council



**John Tomasevic**  
Trust Director  
Torch Academy  
Gateway Trust



**Russell Andrews**  
Deputy Director  
National College for  
Teaching & Leadership



**John Dexter**  
Acting Headteacher  
The Trinity Catholic  
School



**Jennifer Fearon**  
Assistant Principal  
Academic and  
Progression Studies  
NCN High Pavement  
Sixth Form Academy



**Sarah Fielding**  
Director of Education  
Nottingham City  
Council



**Justin Hastings**  
Global Head of  
Talent Planning &  
Development  
Experian



**Carol Norman**  
Headteacher  
Welbeck Primary  
School



**Councillor Sam Webster**  
Portfolio Holder for  
Schools  
Nottingham City  
Council



**David Anstead**  
School Improvement  
Nottingham City  
Council



**John Dyson**  
Executive Headteacher  
Westbury Woodlands



**Paul Halcro**  
Principal  
The Bulwell Academy



**Rebecca Meredith**  
Executive Head and  
Chief Executive Officer  
Transform Teaching  
School Alliance



**Diana Owen**  
Trustee and the Chief  
Executive of L.E.A.D.  
Academy



# Purpose

To bring together ideas about how we can provide the best possible education for every child and young person in Nottingham.

To develop the existing vision for education in our city and create a long-term strategic plan with clear priorities and timelines.

To promote collaboration.

# Our current position

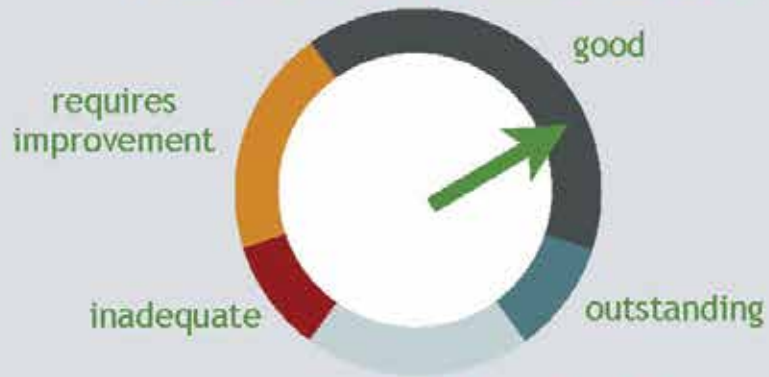
Primary outcomes are improving but were still below average in 2014. The three year trend of improvement placed us 10/152 Local authorities.

Secondary outcomes in 2014 were amongst the lowest in the country. The three year trend of improvement placed us 37/152 Local authorities in English but 107/152 in mathematics. (latest data from 2014)

Secondary attendance and behaviour are improving rapidly. However, secondary permanent exclusions are exceptionally high which limits outcomes.

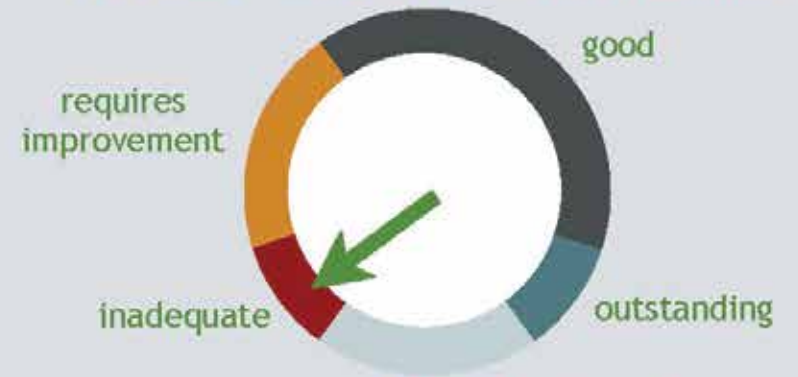


### Progress in the City's primary schools



progress is 35/100 nationally

### Progress in the City's secondary schools

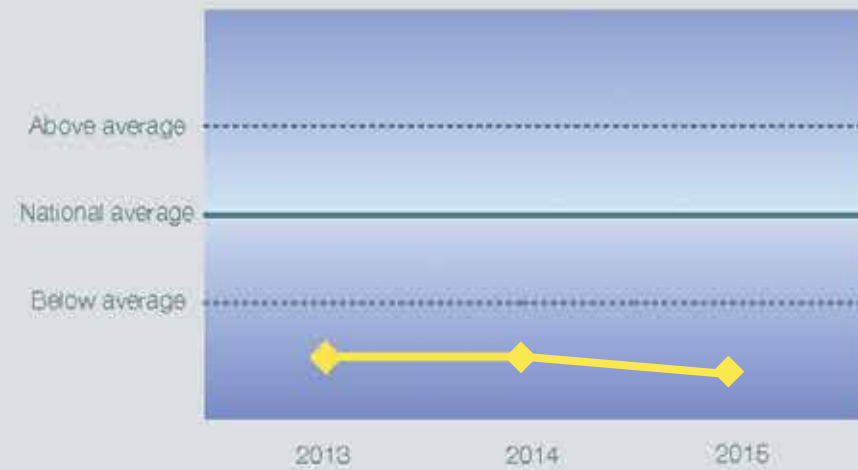


progress is 99/100 nationally

### Primary Outcomes



### Secondary Outcomes



# Where we can work together

## Professional development

- ↑ Developing a city-wide system of enhanced Continual Professional Development and rewards
- ↑ Further development of a city-wide recognition system
- ↑ Further development of a continual professional development curriculum

## Teacher recruitment and retention

- ↑ Enhancing our targeted focus on national and local recruitment campaigns
- ↑ Enhancing our professional support packages
- ↑ Develop a system of talent management to retain teachers in the City

## Science, Technology, Engineering and Mathematics (STEM) including computing

- ↑ Developing a centre of excellence for STEM training and curriculum development
- ↑ A focus on equality of opportunity into and through the STEM curriculum
- ↑ Further development of a model for comprehensive and coordinated industry links and business engagement

## Employability and vocational

- ↑ Further development of a model for linking schools and local businesses together to support the work-readiness, careers advice and guidance and curriculum development
- ↑ Developing a forum for implementing outstanding vocational learning in all secondary schools
- ↑ Promoting the value of vocational pathways

## Literacy and English as an Additional Language

- ↑ Further enhancement of our professional training programme for literacy across all key stages
- ↑ Further development of a consistent approach to literacy development across all phases
- ↑ Enhance EAL provision across the City

## Supporting families and Learners

- ↑ Further development of early intervention approaches to improve school readiness
- ↑ Raising aspirations and expectations of family engagement with the city education agenda
- ↑ Further work to secure a standardised and rigorous approach to school attendance, management of behaviour for learning and student wellbeing



# Strategic plan 2015-2025



The Education Improvement Board believes a long-term vision and plan is required for Nottingham city to deliver a world-class education service which serves its young people and families.

**‘Ambition 2025’ aims to provide a coherent 10 year programme for the renewal of educational provision in Nottingham.** The key goal of Ambition 2025 is to ensure we support, nurture and develop the talents and aspirations of our young people. There is an explicit recognition that all stakeholders have a responsibility to help ensure young people in Nottingham have a better chance to achieve and access the opportunities around them locally, nationally and globally. A focus on families and local communities is crucial and education is a key catalyst and enabler. Securing good local provision will ensure a positive cycle of change and growth. Changing the cultural imperatives that drive educational provision and achievement requires a system that is not risk averse and one where organisational self-interest is set aside to foster partnership working and collegiality. Without trust in each other and a shared belief that the plan is achievable, we will not succeed.

The purpose of this document is to begin the process of consultation which will help us construct the detailed strategic plan to realise the aims of Ambition 2025. The document sets out:

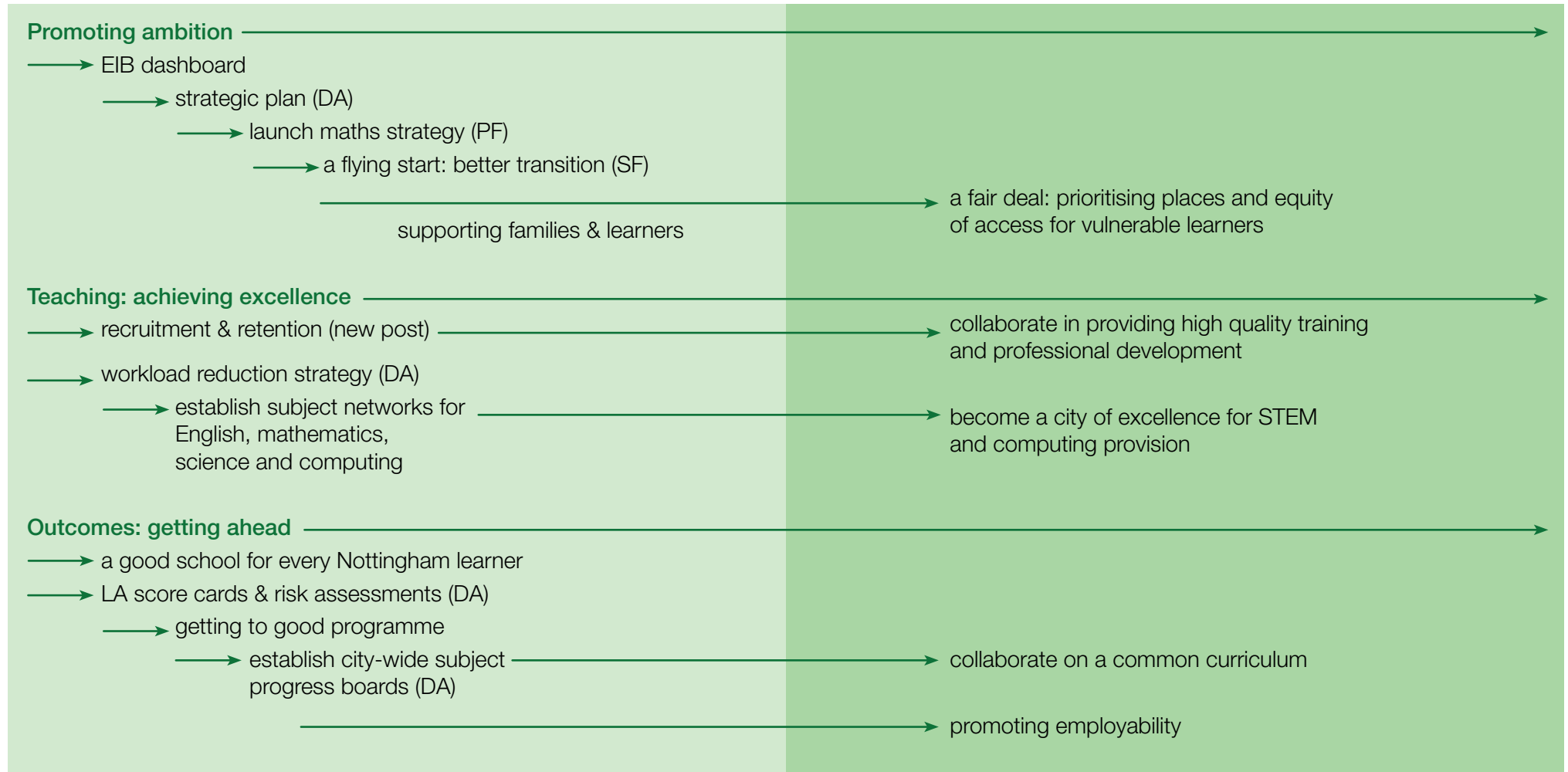
- ↑ the purpose of the Education Improvement Board and its membership
- ↑ where we currently stand in terms of the quality of our educational provision
- ↑ some proposed themes for the Board to develop into plans and to progress
- ↑ broad timelines indicating how the work might be staged, monitored and evaluated
- ↑ the consultation process and how you can contribute your views.



# Strategic aims

To be realised by 2018

To be realised by 2025





# Our first three priorities

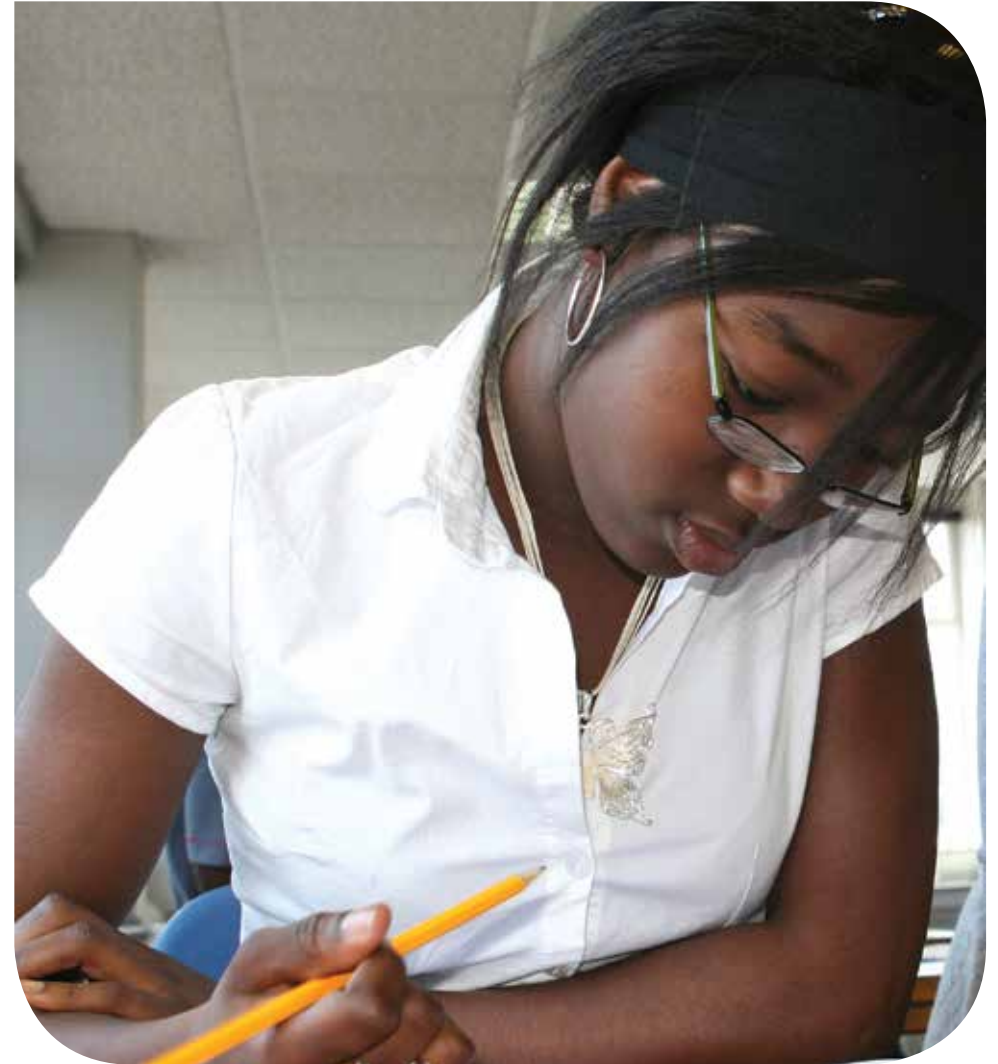
The Ambition 2025 strategic plan will need to be aspirational, radical and visible. If it is to shape lives, it must set out a determined agenda that is constantly promoted with clarity and drive. All need to hear, see and feel the change we proclaim to want. The plan must have universal understanding and support. We will take cognisance of existing plans and targets for Nottingham but not be restricted by them.

We wish to transform the cultural imperatives that drive educational access and attainment across the city. This cannot be a quick fix. Rather, it is a strategic plan to reposition education in potentially one of the most dynamic and prosperous cities in the UK and to reflect the critical importance of education in driving the economic engine of the area in ensuring social stability. With a rapidly changing population dynamic, a deficit on employability skills will inevitably be a significant brake on inward investment. A weak education base, which impacts on the local economy, will also constrain our world-class universities from promoting their excellence globally. The combination of outstanding education provision, and a rising tide of prosperity, will impact on a whole range of social and health indicators which currently blight too many lives in the city, as in other urban areas.

**We believe our first three priorities should be:**

- 1. Teacher retention and recruitment**
- 2. Mathematics as a driver for improved outcomes**
- 3. Transition from primary to secondary schools**

These are outlined in more detail on the following pages.



# Priority 1: Teacher retention and recruitment

Recruitment and retention of teachers is a growing national problem, exacerbated by rising pupil numbers, changes in teacher training provision and serious concerns amongst teachers about their remuneration and workload. Locally, schools often find themselves competing to employ the same teachers.

A review of the local and national dimensions of the problem has concluded that we need to work at city level, initially to attract more teachers to work in Nottingham and to offer them better professional development and career advantages that retain them as they progress as teachers.

We have two proposals to begin to address the current situation.

**Proposal 1: the local authority will create a Teacher Recruitment and Retention Officer post to work closely with all city schools and institutions, and specifically to take responsibility for the following:**

- i. **Increasing the flow-through of teachers from local training providers who choose to work in city schools.** This to include giving talks to trainees, brokering visits, offering advice, arranging a city welcome, liaising with other agencies to smooth transitions, identifying and tackling factors and financial issues that might put applicants off and publicising the benefits of choosing Nottingham as set out below.
- ii. **Identifying and working with a small cadre of professional mentors** to build teachers' resilience, offer personalised support, arrange city-wide group events for NQTs and RQTs and support a regular programme of focused Nottingham city conferences and seminars: doing everything possible to help those who choose to teach in Nottingham succeed and want to stay.
- iii. **Creating a professional development 'ladder'** which sets out for teachers at different stages in their careers structured career pathways they might follow within the city.
- iv. **Producing and regularly updating a directory of local professional development opportunities** appropriate to different career stages, from one-off events to higher degree courses, using local resources and institutions where appropriate. As part of this, to develop an evaluation framework that allows courses to be kite-marked according to local teachers' ratings and recommendations.
- v. **Talent management.** Work with senior staff in schools to recognise and invest in future leaders and build their commitment to the city by offering professional development opportunities and experiences (e.g. leadership training, shadowing, international links and fact finding, specific assignments and projects). Focus particularly on retention within the city working as appropriate with the national Future Leaders strategy.
- vi. **Drawing trained teachers back into the profession** by setting up funded short courses to identify trained teachers serious about returning to work: offer them professional updating, give them experience in a range of city schools, support CV writing and transition to employment in city schools.
- vii. **Ensuring that marketing materials promote Nottingham as a good place for teachers to work and live in.** This to include: promoting teachers' blogs; news about educational stories and events; the vision as well as the challenge for education in Nottingham. Also organising 'Teach in Nottingham' open days which allow teachers to find out about the wider context and attractions of living and working in the city (e.g. social and cultural life, transport, house prices, sport, city development





plans) and promoting 'Teach in Nottingham' at events across the country.

- viii. **Developing bespoke international links** between Nottingham and training providers in English-speaking countries with an over-supply of teachers (e.g. Canada). Work with headteachers to recruit new teachers from abroad; offer orientation to the city and the school system when the teachers arrive and supporting them during their first year.
- ix. **Monitoring teacher recruitment and retention statistics** in order to: develop a robust regional workforce planning model; evaluate and modify recruitment and retention strategies; share information with schools to support planning.

**Proposal 2: as a city, take seriously the issue of teacher workload, stress and working conditions, which have been consistently cited over the last twenty years as the main reasons for qualified teachers leaving the profession. Set up a working group to review national, international and local evidence on these issues. Share good practice and identify policies and initiatives to reduce the pressure on teachers and schools in Nottingham.**



# Priority 2: Mathematics

**We intend to support academies and schools in improving their provision for mathematics from nursery to the sixth form. This will, over time, lead to better outcomes in national tests and examinations. We will do this by:**

- 1) bringing together leading mathematics teaching professionals in a collaborative local network which will enable our mathematics teachers to learn from the best national and international practice
- 2) developing an innovative and effective 'Nottingham mathematics curriculum EYFS – KS5' based upon tried and tested successful approaches
- 3) deploying the Nottingham City Data Analysis and Insight service to track, examine and drill down into national and local performance data to support practitioners meet children's needs from a reliable evidence base
- 4) focusing on subject knowledge, assessment and interventions designed to support the progress of our vulnerable groups
- 5) implementing standardised assessments across the City to enable us to accurately track pupil progress in mathematics, school by school, academy by academy
- 6) identifying outstanding practice in our academies and schools and using this to improve provision and develop subject leadership elsewhere
- 7) developing training for 'mathematics advanced skills teachers' (MASTs) with the aim of appointing at least one MAST in every school
- 8) building a City-wide alliance of training providers to ensure teachers (specialist and non specialist) have good subject knowledge, develop effective pedagogical practice, are trained to deliver the 'Nottingham curriculum' and experience high quality subject leadership of mathematics
- 9) creating a one stop, accessible and cost effective CPD offer to all schools/academies
- 10) linking with the board's work on recruitment and retention in offering incentives to attract and retain the best mathematics teachers into the City's academies and schools
- 11) contributing to the board's work on transition arrangements by developing cross phase mathematics projects e.g. arithmetic fluency, mathematical reasoning and problem solving spanning years 5, 6, 7 and 8



# Priority 3: Transition from Primary

We recognise the importance of effective and appropriate arrangements for the transfer of pupils from primary to secondary schools as a means of ensuring curriculum continuity and progression in pupils' education as a crucial factor in school improvement.

## Objectives

### 1 Develop and establish a robust city-wide transition programme designed to ensure all pupils:

- ↑ have a successful transition that minimises anxiety about the change
- ↑ get used to their new routines and school with ease; develop new friendships and improve their self-esteem and confidence
- ↑ are in receipt of a broad and dynamic curriculum (KS1-KS4) that extends their interest in school and schoolwork
- ↑ enter a secondary environment with opportunities and challenges, along with the practical skills and knowledge at KS2 to be confident in fully accessing these post-transition
- ↑ continue to make academic progress, achieve and enjoy learning
- ↑ are motivated, exhibit positive attitudes and self-image as learners and that these characteristics are maintained and developed

### 2 Ensure key school and academy staff:

- ↑ are involved in the process
- ↑ secure commitment from their senior managers and ensure the process is led by a designated member of staff with senior status in the school

## Actions

- ↑ Develop a Transition Policy with all primary and secondary schools and academies
- ↑ Transition processes broadened to include pupils earlier than Year 6
- ↑ Develop a common electronic transfer form for primary to secondary
- ↑ Establish a common Transfer Day across all schools in July
- ↑ Develop a City of Nottingham transfer guide / welcome pack for all schools and academies
- ↑ Non-teaching staff involved in supporting pupils' transition in first days of autumn term
- ↑ Clear shared job descriptions for 'transition champions'
- ↑ Feedback from secondary to primary on effectiveness of transition and early progress of pupils into Year 7
- ↑ Identify a lead group to develop and coordinate joint curriculum projects across primary and secondary – starting with Maths (see Maths Plan)

## Measuring success

- ↑ Increase the number of young people attaining five or more good GCSE passes, including English and mathematics, to be in line with the national average
- ↑ Sustain the good rates of progress made in primary schools and improve the rates of progress made by pupils in English and maths between Key Stages 2 and 4
- ↑ Reduce exclusion rates in primary and secondary schools
- ↑ Positive feedback from primary and secondary transfer staff is positive
- ↑ Positive feedback from parents and pupils



# Consultation - your views needed

August – October: EIB agrees document and plan for consultation

November: consultation period

December: analyse feedback and amend the vision and plan

January: publish final document and plan

2016 ongoing: regular updates on progress being made through the website



You can have your say at [www.nottinghamschools.org](http://www.nottinghamschools.org)

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