

The Middlesbrough Achievement Partnership Priority Action Plan: Priority 4	
Strategic Priority 3	To improve outcomes for pupils (A Reading Town)
Aim	Outcomes for Middlesbrough pupils are at or above national averages for all benchmarks
Diagnosis and position statement	<p>Performance at 5A*-C (EM) and progress in English KS2-4 have both dropped significantly in 2015. Performance against other measures such as 5A*-C and progress KS2-4 in maths have risen. Whilst the drop was unexpected it is in line with the performance seen in other deprived areas. Schools site inconsistency in marking, increased thresholds and the application of the comparable outcomes principle as significant external factors.</p> <p>At KS2 the %L4+ was broadly in line with national averages for maths and writing but lower in reading. Progress measures KS1-2 are good with the value added score for the LA giving it a ranking of 24 in the country. Although there is a 6 percentage point gap with national at the end of Y1 this has reduced to 2pt at the end of Y2.</p> <p>The low outcomes have seen Middlesbrough receive letters from the OfSTED Regional Director Nick Hudson and Nick Gibb. Outcomes need to improve quickly and tracking is pointing to some improvement for this year.</p>
Evaluation schedule focus	<ul style="list-style-type: none"> • Current pupils make substantial and sustained progress • SEND and PP progress is improving with gaps narrowing • Pupils articulate their knowledge and understanding • Pupils read widely • SEND and PP progress is above average across nearly all subject areas • Progress in English and in mathematics are high • Attainment of groups is broadly in line with national averages or, if below, it is improving rapidly • Pupils are exceptionally well prepared for the next stage
Delivery Group	<ul style="list-style-type: none"> • A Reading Town
Links to other MAP groups	<ul style="list-style-type: none"> • Raising Achievement • Youth Employment Group

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<p>Link to Middlesbrough POAP priorities</p>	<ul style="list-style-type: none"> • Raising achievement conferences (1.14) • Implement a secondary maths strategy (1.3) • Intervention programmes in English and maths (1.18) • Challenging discussions on group performances (1.14) • Network focus on PP pupils (1.22)
<p>We will know this strand of the support plan has succeeded (success criteria) when:</p>	<p>All schools inspected will be judged to be good or better for outcomes for pupils with a significant number judged to be outstanding.</p> <p>Outcomes in all schools are good or improving.</p> <p>PP and SEND gaps are narrowing even as headline figures improve.</p> <p>Progress in English and maths is in line or above national averages for all pupils and for key groups.</p> <p>Post 16 students move to an appropriate destination and sustain their place.</p>
<p>Key Performance Indicators (KPI's)</p>	<p>KPI 7: Outcomes in reading at end of EYFS, KS1 and KS2 are at or above the national average</p> <p>(EYFS National: 76% Middlesbrough: 67% - achieving at least expected 2015)</p> <p>(KSI National: 16.6 Middlesbrough: 15.6)</p> <p>(KS2 National: 29.0 Middlesbrough: 28.5)</p>
<p>Resources</p>	<p>See progress comment section</p> <p>Total: £12,260 MAP</p> <p>£60,000 alternative funding book benches</p>
<p>Monitoring</p>	

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Evaluation Methods:	
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Key Actions and Impact		Responsible	RAG rated progress						Progress Comment
			Sum	Aut	Spr	Sum	Aut	Spr	
4.1	<p>Action: Create a ‘What works in Middlesbrough’ directory of reading interventions for Primary and Secondary, to include qualitative and quantitative impact data and links to case studies following a standard template for easy reference.</p> <p>Impact: Schools have an increased awareness of specific interventions/programmes that increase reading achievement at each key stage and select appropriate programmes for specific pupils.</p>	A Potter	X	X	X				<p>Spreadsheet populated – with hyperlink to case studies.</p> <p>Met with Literacy Leads to identify 4 interventions to trial in specific schools (linking with Teaching Schools ££)</p> <p>Off-shoot Lexia, Inference, Sound Training and Power of Reading being trialled and evaluated – EEF</p> <p>Sound Training training delivered – 27th & 28th Feb - 7 schools</p> <p>Inference Training delivered 2nd March - 10 schools</p> <p>Lexia Training 4th April - 8 schools</p> <p>Power of Reading – 6 schools</p>
4.2	<p>Action: Increase parental engagement with education at all key stages.</p> <ul style="list-style-type: none"> Conduct parental consultations to understand current barriers to engagement Bring together a wider group of partners in response to the consultation findings (Thirteen Housing, Community Learning, Stronger Communities, MFC etc) Implement a parental engagement strategy <p>Impact: Increased number of parents attending school events, supporting their child’s learning (both with schools and in the home). Additional consultation indicates greater involvement by parents. Increased achievement of pupils’ at all key stages.</p>	<p>M Harvey</p> <p>M Colley</p> <p>S Lockney</p> <p>L Bosomworth</p>	X	X	X				<p>Parenting Workshop held (Literacy Lead Network 2.3.17) to ascertain what schools want and what community learning can offer.</p> <p>Barrier around personal experience of schooling – offer sessions in non-school buildings. Community Learning can draw down funds for non-accredited activities. Financial incentives can increase engagement. Sessions ‘To support your child’s learning/homework’ best route in. Library/Community Learning and Ayresome Schools working together – children then visiting library with parents at weekends for first time. 50 parents engaged and some have expressed an interest in attending ESOL classes to improve their English.</p> <p>Need to engage parents with the Summer Reading Challenge to increase pupil participation. Attend summer fairs, sports day, shopping centres, local pubs and soft play. MAP has funded additional materials to promote SRC within communities. To approach MFC for support, and potential player presenting certificates</p> <p>NLT offering ‘Parental Engagement’ workshops for schools, exploring what the term means and potential solutions.</p> <p>Evidence from Early Words Together is impacting on parental engagement in EYFS</p>
4.3	<p>Action: To create A School Pledge to ensure a minimum undertaking by all schools, to include Strategic, Community and In-school elements.</p> <p>Impact: Schools raise the profile of reading across their school community. Both attitudes towards reading and achievement</p>	A Potter	X	X	X				<p>Work continues within schools in fulfilling the 10 elements of the pledge.</p> <p>The 2016/17 redesigned Pledge has been sent out and schools are displaying it in front entrances.</p>

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	<i>in reading improve (as evidenced in Annual Attitudinal Survey and Outcome measures)</i>								
4.4	<p>Action: To create a ‘Middlesbrough’s Favourite Reads’ list of aspirational reads before you leave school (to be linked to an NLT Book Bench Trail around Middlesbrough)</p> <p>Impact: <i>Both attitudes towards reading and achievement in reading improve (as evidenced in Annual Attitudinal Survey and Outcome measures)</i></p>	Jon Hall	X	X	X				<p>4 leaflets have been designed and printed (Younger children, 7+, 10+ & 12+)</p> <p>13 Book Benches have been delivered (Hemlington Hall, Ayresome, North Ormesby, Brambles, Linthorpe, Newham Bridge, Caldicotes, Breckon Hill, Green Lane (x2) St Clare’s, Acklam Whin and Whinney Banks)</p> <p>Schools selected a book from the list to interpret. Very positive feedback from the schools. Fantastic engagement from the pupils – a real buzz around books and reading.</p> <ul style="list-style-type: none"> • Community Infrastructure Service are going to lead on marketing the ‘launch’ of the leaflets. • Pupils recommend books to whittle down to a top 10. • Explore funding to purchase book benches (3-10) representing the top 10 Boro Books. These could be displayed in mima garden, Central Library etc. • Suggested building on Baker Street model of quotes on buildings to also include extracts from best books. Explore ‘rain text’ on pavements. • David Harrington to work up a marketing plan incl. Twitter and FaceBook, Love Middlesbrough etc. • Literacy Hub has secured 150 copies of Charlie & the Chocolate Factory & 350 luxury editions of BFG
4.5	<p>Action: Ensure the needs of all EAL learners within Middlesbrough are met with regards to reading support and reading materials.</p> <p>http://uk.mantralingua.com/ - innovative suppliers in the EAL – dual language publishing field</p> <p>Impact: <i>Appropriate dual language books are available for schools/communities, supported by Stronger Communities and wider community engagement groups within the town</i></p>	C Kemp-Hall S Todd C Preston	X	X	X				<p>An EAL coordinators network group has been established (25 schools – primary, secondary and special represented). Library has purchased dual language books for EMAT use Purchased books to support asylum seekers and refugees with integrating into British Society.</p> <p>Go-citizen software available on all 130 computers across M’Bro libraries</p> <p>Colleagues attended international conference in London, specifically focusing on Roma Community.</p> <p>Working with Newcastle University – translanguaging pedagogy (the ability of multilingual speakers to shuttle between languages)</p> <p>EAL Webpage –hosted by North Ormesby https://sites.google.com/a/etinet.org/timsteachingtools/eal/eal-resources Will be linked to MAP website – sharing resources and research</p>

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									Meeting in Peterborough AW/MC/SP to The Beeches in Peterborough (99% EAL, 5% Roma/Gypsy, 36% other white background, 49% Pakistani) excellent attainment outcomes <i>Sound Training Stepping Stones – to run a pilot in 2/3 schools working with pupils with ‘no’ New to English</i>
4.6	<p>Action: Build and develop a ‘Middlesbrough – A Reading Town’ website for the residents of the town (or use existing www.turningpages.co.uk)</p> <p>FOCUS ON MARKETING CAMPAIGN AND SOCIAL MEDIA WITH SUPPORT FROM COMMUNITY INFRASTRUCTURE SERVICE</p> <p>- Sustainability – ongoing updates/content needs to be factored in. Schools and residents are very different audiences <i>Website data indicates both schools and residents using the website – divided into 3 parts:</i></p> <ul style="list-style-type: none"> •Schools created information for parents •Community created content for (book groups, community groups using literacy etc) •General content – libraries, book reviews etc <p>Impact: Social media engagement data indicates increasing numbers of families engaged</p>	<p>C Kemp-Hall D Harrington</p> <p>C Jones</p>	X	X	X				<ul style="list-style-type: none"> • David Harrington to work up a marketing plan incl. Twitter and FaceBook, Love Middlesbrough etc • Martin Harvey to liaise with the marketing team to secure promotional opportunities across the town – pull up banners, Adshels, Screens etc <p>Create catchy # for campaign #100BestReadsBoro #AReadngTown etc Schedule tweets for maximum views and retweet opportunities. 38/41 Primary Schools have twitter – encourage retweeting of messages to reach parents.</p>
4.7	<p>Action: To secure funding from both local businesses and regional/national funding streams, to promote Middlesbrough as a Reading Town (e.g. employees trained as Beanstalk Volunteers for Y6/7 vulnerable learners; sponsor school book benches; campaign materials produced and included with paylips)</p> <p>Impact: Local businesses support the Reading Town drive and raise the awareness of the importance with both their employees and customers/clients</p>	A Potter	X	X	X				<p>Boots Opticians very keen to be involved with the Literacy/Reading Drive in Middlesbrough. Zoe the Zoo Keeper – tool to identify sight problems – free book (nationwide initiative with NLT) Staff get volunteering days to support schools. Tales and TeaPots could be used to support parental engagement etc. WHSmiths (Teesside Park) manager to promote the 100 reads etc</p> <p>Invited to attend Philanthropic Breakfast 9.3.17 – networking and discussing how simple things can help support the drive – email signature from company, e-bulletins etc</p>
4.8	<p>Action: Launch event to coincide with the Northern Children’s Book Festival – Saturday 19th November 2016. Displaying the Book Benches in Centre Square</p>	<p>J Hall D Fleet/ R Cull NLT Media</p>	X	X	X			NA	<p>The Mayor & Cllr Brunton and 8 councillors attended event at mima, on NCBF Gala Day. Book Benches on display, press coverage and social media Hemlington Hall, Linthorpe & Newport brought children. Buses arranged for ‘targeted families’ but all dropped out</p>

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	<p>Impact: <i>Media interest and coverage across all channels. Targeted families attend events/launch.</i></p>								<p>Photographer taken photos of each councillor with their favourite read, sitting on a bench. NLT/Angus to get quotes from each to tweet/FB/Love Middlesbrough etc. Gazette still reluctant to engage. Over 600 people attended author sessions The majority of families attending were from Teesside with 3 Middlesbrough schools bringing children in large groups.</p>
4.9	<p>Action: To ensure strong links are maintained with the Supporting Communities service following the realignment of services; working together to develop Middlesbrough Central Library as a destination of choice for Middlesbrough Families; shaping the library offer to schools etc. (Regeneration, Employability Skills, Teesside University etc) Impact: <i>Greater collaboration across Middlesbrough service providers leading to increased attainment outcomes at each key stage.</i></p>	<p>M Harvey/ R Horniman A Potter NLT</p>	X	X	X	NA			<p>Linking with Regeneration, Libraries, Businesses, NLT, LA, Bell Foundation, Sound Training, Councillors, MVDA, EEF</p> <p>LIBRARIES: In 2016/17 101 class visits, involving 3,163 children from the following 25 schools: Ayresome, Pennyman, Berwick Hills, Green Lane, Hemlington Hall, Prince Bishop, Easterside, Cpt. Cook, Priory Woods, St Augustines, Sacred Heart, St Bernadette's, Thorntree, St Alphonsus, Corpus Christi, Breckon Hill, Beverley School. Linthorpe, North Ormesby, Acklam Whin, Newport Lingfield, Viewley Hill, Caldicotes, St Gerards</p> <p>The service worked alongside the School Readiness Team to provide staff in Children's Centres in Middlesbrough with a collection of books and Library cards to enable them to issue books to families using their service.</p>