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EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 27 June 2017
Time: 3.30 pm
Place: Lesser Hall 2 - Dukinfield Town Hall

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE To receive any apologies for the meeting from Members of the Board.	
2.	DECLARATIONS OF INTEREST To receive any declarations of interest from Members of the Board.	
3.	MINUTES To receive the Minutes of the previous meeting held on 28 March 2017.	1 - 4
4.	UPDATE ON PREPARATION FOR LOCAL AREA INSPECTION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY Report of the Assistant Executive Director, Learning, attached.	5 - 10
5.	CHANGES TO GCSES IN 2017 Report of the Assistant Executive Director, Learning, attached.	11 - 16
6.	LAURUS RYECROFT SCHOOL; A PRESENTATION BY THE LAURUS TRUST To receive a presentation from Martin Zezers, Head Teacher designate of the Laurus Ryecroft School.	
7.	PRESENTATION FROM ASPIRE+ TRUST To receive a presentation from Matt Bowler, CEO Aspire+ Trust.	
8.	PRESENTATION FROM THE MUSIC SERVICE Presentation from Maureen Leigh, Head of Music Service.	
9.	URGENT ITEMS To consider any additional items the Chair is of the opinion shall be dealt with as a matter of urgency.	
10.	DATE OF NEXT MEETING To note that the next meeting of the Education Attainment Improvement Board will take place on Tuesday 24 October 2017 commencing at 3.30 pm.	

From: Democratic Services Unit – any further information may be obtained from the reporting officer or from Carolyn Eaton, Senior Democratic Services Officer, 0161 342 3050, carolyn.eaton@tameside.gov.uk, to whom any apologies for absence should be notified.

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Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

28 March 2017

Commenced: 3.30 pm

Terminated: 4.40 pm

Present:

Councillor L Travis (Chair)	
Councillor JM Fitzpatrick	
Councillor Peet	
Councillor K Quinn	
Councillor Robinson	
Councillor M Smith	
Paul Jacques	ASCL
Steven Pleasant	Chief Executive
Sandra Stewart	Executive Director, Governance, Resources and Pensions
Stephanie Butterworth	Executive Director of People
Bob Berry	Interim Assistant Executive Director, Learning
Tania Brown	Safeguarding Advisor / Local Authority Designated Officer
Catherine Moseley	Head of Access and Inclusion
Gerard Sweeney	Head of Safeguarding
Stewart Tod	Tameside Safeguarding Children's Board Business Manager

Apologies for Absence: Councillor R Welsh and Jon Murray.

66. DECLARATIONS OF INTEREST

There were no declarations of interest submitted by Members of the Board.

67. MINUTES

The Minutes of the Education Attainment Improvement Board held on 31 January 2017 were approved as a correct record.

68. SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) REFORMS IMPLEMENTATION UPDATE

The Interim Assistant Executive Director, Learning, submitted a report providing an update on the implementation of the Special Education Needs and Disability (SEND) reforms enshrined in Part 3 of the Children and Families Act 2014 in identifying and meeting the needs of children and young people with SEND in the local area and was a follow up to the report presented at the January meeting of the Board.

The report also provided extensive detail on the performance of SEND pupils in Tameside. Broadly speaking, in 2016 pupils with Special Education Needs (SEN) in Tameside did not achieve as much as their peers nationally. How SEN pupils in Tameside achieve compared to their peers nationally differed at each assessment stage.

Not enough pupils with SEN in Tameside achieved a good level of development at the end of EYFS (Reception). The percentage of pupils who were SEN supported, achieving a good level of development was below national average and Tameside was placed second lowest in the North West and the lowest in Greater Manchester.

Only 34% of SEN supported pupils in Tameside reached the expected standard in the Year 1 phonics screening check, 12% below the national average of 46%. 8% of SEN pupils with a statement or Education Healthcare Plan reached the expected standard in Year 1 phonics screening check, 10% below the average of 18%. The percentage of SEN supported pupils in Tameside reaching the expected standard in phonics was the lowest in the North West and in Greater Manchester and the percentage of SEN pupils with an Education Health Care Plan or a Statement of Special Educational Needs was the second lowest in the North West and in Greater Manchester.

Not enough pupils with Special Educational Needs in Tameside reached the expected standard across reading, writing and maths at the end of Key Stage 1. The percentage of SEN supported pupils in Tameside reaching the expected standard was below national average in each subject. Tameside's position in the North West was eleventh in reading and maths and sixth in writing.

At the end of Key Stage 2 only 13% of SEN supported pupils reached the expected standard in reading, writing and maths combined, 3% below national average. In addition to this, 3% of SEN pupils with an Education Health Care Plan/Statement of Special Educational Needs reached the expected standard in all three subjects, 4% below national average. Tameside was thirteenth in the North West for the attainment of the expected standard in reading, writing and maths combined for SEN supported pupils.

SEN supported pupils in Tameside did not make as much progress as all pupils nationally between Key Stage 1 and Key Stage 2.

At the end of Key Stage 4 (GCSE), SEN supported pupils in Tameside had a Progress 8 score of -0.5, meaning, they achieved, on average, half a grade less across 8 subjects than all pupils nationally. In addition, SEN supported pupils in Tameside made slightly less progress than SEN supported pupils nationally. The results of SEN supported pupils in Tameside placed the LA twelfth in the North West and sixth in Greater Manchester for SEN support. In contrast to pupils who were SEN supported, SEN pupils with an EHC/Statement made slightly more progress than their peers nationally and Tameside ranked sixth in the North West and joint third in Greater Manchester for progress made by SEN pupils with an EHC/Statement.

Attainment at the end of GCSE for pupils who were SEN supported and for pupils with an EHC/Statement in Tameside was below that of their peers nationally. On Attainment 8, Tameside was fourteenth in the North West and sixth in Greater Manchester for the attainment of pupils who were SEN supported. Tameside was fifteenth in the North West and eighth in Greater Manchester for SEN pupils with an EHC/Statement.

Twenty six percent of SEN supported pupil in Tameside achieved an A*- C in English and Maths, 3% below the national average. 9% of SEN pupils with an EHC/Statement achieved an A* - C in English and maths – in line with the national average of 10%. Comparable information with North West and Greater Manchester local authorities was not available.

In respect of the Local Offer Communications Plan, it was reported that all local areas were required to have a local offer that provided information on services, support and guidance for parents and carers and children or young people with SEND. The local offer should be the primary

source of information for families and a draft Communication Plan had been developed to help to increase the profile of the webpages; to make the information as relevant as possible and to increase traffic to the webpages. The draft Communication Plan identified communication platforms to raise the profile of the local offer. The Plan would be overseen by the SEND Steering Group.

RESOLVED

- (i) That the content of the report be noted; and
- (ii) That a further update be submitted to the next meeting of the Board.

69. WORK OF THE LOCAL AUTHORITY DESIGNATED OFFICER IN EDUCATION IN TAMESIDE

Consideration was given to a report of the of the Interim Assistant Executive Director, Learning, summarising the findings of the twelve months April 2015 to March 2016 in the post of the Safeguarding Advisor for Education and Local Authority Designated Officer (LADO).

The report explained the role of the LADO, whose principal task was to oversee investigations into allegations of child abuse by professionals working with children and young people, or behaviour which may place children at risk. It included the chairing of inter-agency Professional Abuse Strategy meetings on behalf of the Tameside Safeguarding Children Board and being available for advice and consultation.

The LADO's aim was to promote an effective, consistent and proportionate response by employers, police (where appropriate) and child protection agencies.

The range of tasks undertaken by the LADO were outlined in the report, including details of referrals and consultations. An analysis of referrals was also provided.

In respect of comparative data for Greater Manchester Local Authorities, it was reported that it was very difficult to make meaningful comparisons between local authorities due to their varying demographics and differences in reporting arrangements.

It was concluded that the LADO would continue to support and advise agencies about the management of individual cases and to follow up outcomes and continue to work with other LADO's across the region to maintain a consistent approach.

RESOLVED

That the content of the report be noted.

70. TAMESIDE SAFEGUARDING CHILDREN'S BOARD UPDATE

The Chair welcomed Stewart Tod, Tameside Safeguarding Children's Board Business Manager, and Gerard Sweeney, Head of Safeguarding, who presented a report outlining the main purpose and specific roles and responsibilities of a Local Safeguarding Children Board. In addition, it highlighted the main findings from the Ofsted report published in December 2016 and outlined the TSCBs response to the recommendations.

RESOLVED

That the content of the report be noted.

71. URGENT ITEMS

The Chair reported that there were no urgent items received for consideration at this meeting.

72. DATE OF NEXT MEETING

It was noted that the next meeting of the Education Attainment Improvement Board would take place on Tuesday 27 June 2017 commencing at 3.30 pm.

CHAIR

Agenda Item 4

Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	27 June 2017
Reporting Officer:	Bob Berry, Assistant Executive Director, Education
Subject :	AN UPDATE ON SEND IN THE LOCAL AREA, AND INSPECTION PREPARATION
Report Summary :	This report provides an update on SEND in the Local Area, and inspection preparation.
Recommendations :	That members note the content of the report.
Links to Sustainable Community Strategy :	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications :	A poor outcome in a Local Area SEND inspection may result in reputational damage for the council.
Financial Implications : (Authorised by the Section 151 Officer)	There are no direct financial implications arising from this report. However, it should be noted that any additional cost implications arising from any developed proposals will need to be funded from existing revenue funding, including any one off SEND specific grants received by the Council..
Legal Implications : (Authorised by the Borough Solicitor)	The implementation of the 2014 SEND Code of Practice 0-25 Years is a statutory obligation for the Local Authority.
Risk Management :	There are significant reputational risks to the Council if it does not monitor and challenge schools' performance and standards effectively, and intervene where appropriate.
Access to Information :	The background papers relating to this report can be inspected by contacting Bob Berry, Assistant Executive Director, Education



Telephone:0161 342 2050



e-mail: bob.berry@tameside.gov.uk

1. CONTEXT

- 1.1 Inspections of Local Areas with respect to Special Educational needs and Disability [SEND] began a year ago, and legislation relating to this can be found in the two key 2016 documents, the Framework and the Handbook 'For the Inspection of Local Area's Effectiveness In Identifying and Meeting the Needs of Young People Who Have Special Educational Needs and/or Disabilities.' It is designed to see the extent to which the SEND Code of Practice 0-25 Years [2014] has been embedded within a locality.
- 1.2 Although both documents are highly detailed, there are three key questions that underpin the process, namely [1] How effectively does the local area identify children and young people who have special educational needs and/or disabilities? [2] How effectively does the local area assess and meet the needs of children and young people who have special needs and/or disabilities?, and [3] How effectively does the local area improve outcomes for children and young people with special needs and/or disabilities? [These in turn can be further distilled to Identify/Meet Need/Improve?].
- 1.3 Although this report will focus on SEND from a school perspective, another key feature of a Local Area inspection is its breadth, as it looks at any service that makes a contribution to the SEND agenda – education, adult services, children's services, the youth offending team, etc... Its remit is very wide, which explains the need for both Ofsted and CQC inspectors in the inspection team. In addition, the extent to which this range of services both plans and delivers collaboratively and strategically plays an important part in the final judgements.

2. WHAT SYSTEMS AND GOVERNANCE ENSURE FORWARD MOMENTUM IN SEND TO ENSURE DELIVERY OF THE CODE OF PRACTICE?

- 2.1 The Education Service has engaged the services of a highly respected and experienced practitioner who is also a serving Ofsted inspector for Local Area SEND inspections, Lesley Cheshire. She has worked with the LA now for some six months. She was tasked with [a] writing a SEF, [b] writing a summary SEF, [c] collaborating with the LA on an action plan, and [d] formulating a vision for SEND in the borough. At the time of writing the LA has Version 4 of the summary SEF, the first draft of the Detailed SEF is complete – and is over one hundred pages long – and work has started on an action plan. In addition a Vision Statement has been passed to key stakeholders for discussion with the groups that they represent. A Steering Group, comprised of practitioners from all the key areas, has been meeting regularly since last September, and an Executive Group has met twice. Terms of reference for this group have been agreed and it is anticipated that, over time, the Steering Group will disband. [The function of the Steering Group has been in effect to 'kickstart' the deeper implementation of the SEND reforms and the process of collaborative working. Once this has become standard practice and there are established routines for feeding data and reports into the Executive Group, there is no longer a need for the Steering Group to exist.]
- 2.2 The Executive Group is chaired by Cllr. Lynn Travis and Dr. Christina Greenhough, and there are representatives from Tameside primary, secondary, and special school headteachers. Since last September there has been considerable progress in terms of our understanding of the quality of our current practice and having secure data sets for all aspects of SEND; the LA now has extensive, and easily accessible data sets for education and health, but the understanding and interpretation of this data – in other words what it all means – is not yet embedded. The infrastructure to ensure that this happens though, and then plan strategically to address the issues, is now in place.

3. WHAT DO WE KNOW ABOUT THE QUALITY OF OUR PRACTICE CURRENTLY?

- 3.1 Lesley Cheshire has identified five areas where, in her view, the Local Area is making the most progress. They are –
- (i) Identifying and meeting needs in Early Years
 - (ii) Preparation for Adulthood
 - (iii) Children’s Emotional Health and Wellbeing
 - (iv) The Delivery of the Healthy Child Programme
 - (v) The Needs of Young People in the Youth Justice System
- 3.2 There are eight areas that have been identified where less progress is being made –
- (i) There has been insufficient oversight and governance by senior leaders of the implementation of the SEND reforms.
 - (ii) Joint commissioning and strategic planning across the Local Area are as yet underdeveloped.
 - (iii) Outcomes for SEND children and young people with SEND are not improving.
 - (iv) Whilst leaders acknowledge high levels of parental dissatisfaction within the Local Area, there has been insufficient progress in bringing about the necessary cultural change.
 - (v) Likewise there has been insufficient progress in engaging with young people with SEND.
 - (vi) The engagement of Children’s Social Care with the SEND reform agenda has been limited.
 - (vii) The percentage of EHC plans completed within statutory timescales remains well below the national average, and not all agencies are contributing fully to the process.
 - (viii) Crisis management for children and young people with SEND, particularly within Education, is not yet effective.

4. WHAT ARE THE AREAS THAT REQUIRE URGENT ATTENTION WITHIN THE EDUCATION SERVICE, AND WHAT IS BEING DONE TO ADDRESS THOSE CONCERNS?

- 4.1 The urgent priority is to address the issue of [a] the proportion of children and young people who have an EHCP in the Local Area, and [b] the effectiveness of systems to produce those plans within an acceptable timeframe, with contributions from all relevant professionals. In short, when compared to other Local Areas or our statistical neighbours, not enough children and young people have a plan. As a consequence needs are not being met and, in some instances, may not even have been identified.
- 4.2 In response to these concerns the following actions are already underway –
- The recruitment of three additional professionals to work on the EHCP process.
 - A review of processes within the Inclusion Service to speed up the process of assessment for an EHCP
 - A service re-design is currently underway and in the consultation phase. If implemented, a new leadership and management structure will be in place for SEND from September 1 2017. The system will be substantially more cohesive and will ensure significantly greater collaborative practice. Systems will be simpler, quicker, and more ‘user-friendly’ to parents, carers, children and young people. Staff working in SEND within the Education Service will receive appropriate training and access to best practice to support them in their new ways of working.
- 4.3 The data relating to the completion of EHCPs appears – both the transfer of ‘Statements’ to EHCPs, and the creation of new ECHPs - on a monthly basis, and it is anticipated that the impact of the above strategies will be immediate. In addition to this one month ago the ‘Local Offer’ – the parent/carer/cyp guide to Tameside MBC services in this area – was

rewritten and made substantially more user-friendly. In tandem with this a social media campaign was launched with a local family used a best-practice case study.

- 4.4 The issue relating to Crisis Management [as mentioned at 3.2.8] are entwined with issues relating to EHCP matters outlined above. As a Local Area there has been too much focus on process rather than finding ways of meeting the urgent needs of a child or young person. Both the processes as well as the mindset that have slowed down the EHCP procedures will, when resolved, also resolve the issue of crisis management. It can come as no surprise that when a 'normal' EHCP application can become bogged down, the capacity of the system to move swiftly when the need arises is inevitably compromised.
- 4.5 As was detailed in the last EAIB report cf. SEND, academic outcomes for SEND students at EYFS, KS1 and KS2 do not compare well, although things improve at the end of KS4. Improvement in outcomes will take longer as three things need to happen simultaneously –
- (i) The improvement in Local Area Systems outlined above, which will result in –
 - (ii) Improved collaboration and a sense of shared purpose between the Local Area and schools, which will in turn necessitate –
 - (iii) Improved practice within schools, where improved SEND outcomes will result as a consequence of SEND being seen as a feature of good teaching, rather than a separate, specialised activity.
- 4.6 This is a substantial change in culture which will require the active engagement of leaders across both the Local Area and our schools. [Moreover, if the EHCP process improves as planned there will be more children/young people with a plan than ever before in our schools, so practice will have to improve in any case.] The foundations for this change in culture are already happening. The Director has spoken frankly to headteachers/principals about the need for the Local area to improve its practice, and this honesty was appreciated. It is the process of applying for an EHCP that, in the main, defines the relationship between schools and the Local Area; if this begins to work well a number of other things start to fall into place. It should also be recognised that frustrations with this aspect of the Local Area has made some schools reluctant to even engage in the process, which in turn has resulted in unmet needs. These unmet needs may then result in poor behaviour, which then result in exclusions, both fixed-term and permanent. It is a classic vicious circle. Work has already begun in terms of scrutinising and streamlining these processes.
- 4.7 In tandem to the work undertaken by Lesley Cheshire a second consultant has been commissioned to do in-depth work in our primary and secondary schools to establish what the issues are from their perspective, and the robustness of their own practice. [This includes such things as the use of data, quality assurance, governor involvement, training related to SEND, the capacity of the SENCO, etc...] This work is not yet complete and therefore not yet collated/analysed, but some interesting trends are already emerging.
- 4.8 There is clearly excellent practice to be seen in both the primary and secondary sectors, but it is also clear that there are worrying gaps in knowledge. Similarly it appears that there are a number of very talented and committed young SENCOs in the borough, but they may not have the voice they need at a strategic level. There is also some good collaborative practice within the primary sector but this is less developed with our secondary schools, though it must be said that transition at every phase – nursery/primary/secondary/tertiary – is in need of improvement. The need for training is urgent. To this end a Tameside SENCO conference is taking place at Discovery Academy on June 23, and the Local Authority's School Improvement bid which will be submitted this September will incorporate a substantial SEND element. The academic year 2017/18 will have a number of training events with SEND as the focus. Finally, one of our primary headteachers has been shortlisted for the Primary Headteacher of the Year for the MEN School Awards, on the basis of her school's work with children with SEND, which is outstanding.

- 4.9 There are no definitions of 'Outstanding' or 'Good' along the lines of the Ofsted Framework for Schools for a Local Area SEND inspection, but if there were to be a definition of 'Outstanding/Good' with the respect to the issues outlined above it might read as follows. 'Parents/carers of children and young people with SEND report that they find the systems in the Local Area to be clearly articulated and easy to access. When fully engaging with the system they assert that they feel that not only are they listened to, but that the Local Area acts upon what they have said. Young people also feel that their contributions are valued, in formal panel situations and also in their educational settings. EHCPs are completed within the statutory timeframes and, when required, the Local Area responds very promptly to urgent and perhaps unforeseen needs. The system is made to work for the benefit of the child/young person and the Local Area demonstrates its capacity to think 'outside the box'. Outcomes for SEND children and young people are similar and in some cases better than their non-SEND peers; adults working in their schools have a comprehensive understanding of their needs and the relevant strategies are adopted. As a consequence, over time, there has been a reduction in the number of fixed-term and permanent exclusions in schools as learning needs have been identified at an early stage, and have not been misdiagnosed as 'behavioural' issues. The relationship between schools and the Local Area is focused on the needs of the children and young people, and communication is of a high quality; professionals are talking a common language. The processes for sharing information are efficient between phases, formal panels have simple and non-bureaucratic structures, and as a consequence schools are willing to engage with the process. Schools and the Local Area work closely to identify training needs, and schools report that the training is of high quality. The wider workforce is becoming ever more skilled. The SEND Executive Board oversees high quality strategic planning between schools and Local Area, and this strategy is effectively communicated to all stakeholders'. This is what Tameside is aiming for.

5. CONCLUSION

- 5.1 In conclusion, the Director is both confident and optimistic about the direction of travel with SEND in Tameside. A relationship of trust has been established over the years which will then improve even further when the improvements in the EHCP process start to become apparent. Ultimately this will come about from the collective leadership of the Local Authority and nearly one hundred headteachers/principals. Some will seek to make improvements in their practice because of the potential benefits at the point of an Ofsted inspection; the great majority however will do it as a consequence of their moral purpose and their desire to improve the life chances of potentially the most disadvantaged group of young people in their schools.


6. RECOMMENDATIONS

- 6.1 That members note the content of the report.

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Agenda Item 5

Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	27 June 2017
Reporting Officer:	Bob Berry, Assistant Executive Director, Education
Subject :	CHANGES TO GCSES IN 2017
Report Summary :	This report explains the introduction of the reformed GCSEs in English and Maths and outlines the changes and impact they will have to school performance.
Recommendations :	That members be kept fully informed of changes to educational performance and the subsequent implications on Tameside's schools and pupils.
Links to Sustainable Community Strategy :	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications :	There are no policy implications from this report.
Financial Implications :	There are no financial implications from this report.
(Authorised by the Section 151 Officer)	
Legal Implications :	It is important that Members understand the national framework and its changes together with the performance of Tameside schools so that there is appropriate resource and challenge.
(Authorised by the Borough Solicitor)	
Risk Management :	There are significant reputational risks to the Council if it does not monitor and challenge schools' performance and standards effectively, and intervene where appropriate.
Access to Information :	The background papers relating to this report can be inspected by contacting Dean McDonagh, School Performance Analyst, Education.

 Telephone:0161 342 2928

 e-mail: dean.mcdonagh@tameside.gov.uk

1. INTRODUCTION

- 1.1 In 2013 the Department for Education (DfE) announced that they were going to reform GCSEs. The DfE had several reasons for reforming GCSEs, with the main one being that *“Employers, universities and colleges are often dissatisfied with school leavers’ literacy and numeracy even though the proportion of young people achieving good grades has gone up in recent years.....We believe making GCSEs and A levels more rigorous will prepare students properly for life after school”*. In addition, the government intends these reformed GCSEs to be comparable to the highest performing education systems around the world.
- 1.2 Since September 2015 reformed GCSEs in English language, English literature and maths have been taught in schools in England, with the first exams being sat in May 2017. Further subjects will see reformed GCSEs introduced over the following two years.
- 1.3 The new GCSEs, developed by the DfE and exam boards, will contain new content which is more challenging and demanding. The DfE have stated that:
- *the English language GCSE will require better reading skills and good written English,*
 - *the English literature GCSE will encourage students to read, write and think critically; it will assess students on challenging and substantial whole texts and on shorter unseen texts, and*
 - *the mathematics GCSE will provide greater coverage of areas such as ratio, proportion and rates of change; it will require all students to master the basics, and will be more challenging for those aiming to achieve top grades.*
- 1.4 The reformed GCSE courses have been designed for two years of study – they will no longer be divided into different modules and students will take all their exams in one period at the end of their course.
- 1.5 Assessment of the new GCSEs will be mainly by exam, with other types of assessment used only where they are needed to test essential skills. This means that things such as Coursework and controlled assessment will disappear from most subjects, apart from practical ones such as art, dance and drama. Exams will feature more essay-style questions rather than ‘bite-sized’ questions.
- 1.6 Exams will be split into ‘foundation tier’ and ‘higher tier’ only if one exam paper does not give all students the opportunity to show their knowledge and abilities.
- 1.7 These reformed GCSEs will also be subject to a new grading system – 1 to 9.

2. NEW GRADING SCALE OF 1 TO 9

- 2.1 For reformed GCSEs, a new grading scale of 9 to 1 will be used, with 9 being the top grade. The Department for Education’s justification for this is that it will *“allow greater differentiation between students and will help distinguish the new GCSEs from previous versions”*.
- 2.2 The reformed GCSE exams in English language, English literature and maths being taken by the current Year 11 pupils will be the first exams to be graded this way.
- 2.3 Grades 9, 8 and 7 are broadly equivalent to an A* and A. Grades 6, 5 and 4 are in line with B and C grades. A 3 would be broadly similar to a D grade, with 2 and 2 taking in grades E, F and G. There is still a U (ungraded) mark. A four is broadly being compared to a C grade, although Ofqual warns against *“direct comparisons and overly simplistic descriptions”*. See the table below:

Ofqual

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	A
7	B
6	C
5	D
4	E
3	F
2	G
1	U
U	U

In the first year, the same proportion of students will achieve a grade 7 and above

as currently get A and above

achieve a grade 4 and above

as currently get C and above

achieve a grade 1 and above

as currently get G and above

- 2.4 A grade four will be seen as a "standard pass" and a grade five as a "strong pass".
- 2.5 For school performance tables, the government will publish "standard passes" (grade four and above) but also the "strong passes" (at grade five and above) i.e. the percentage of pupils who achieve a "standard pass" in English and maths and the percentage of pupils who achieve a "strong pass".
- 2.6 Ofqual have said that, broadly, the same proportion of teenagers will get a grade four and above as currently get a grade C or above. It also says a formula will be used which will mean that about 20% of all grades at seven or above will be awarded a grade nine. Pupils who get a nine will have "*performed exceptionally*". There will be fewer grade 9s than there are currently A*s.
- 2.7 In 2018 most other subjects will be graded this way. These subjects are: Art and design, biology, chemistry, citizenship studies (and short course), combined science, computer science, dance, drama, food preparation and nutrition, French, geography, German, classical Greek, history, Latin, music, physical education, physics, religious studies (including short course), and Spanish.
- 2.8 A third wave of 9-1 graded GCSEs will be taught from September 2017 with the first exams in 2019. These include: Ancient history, Arabic, astronomy, Bengali, business, Chinese, design and technology, economics, electronics, engineering, film studies, geology, Italian, Japanese, media studies, modern Greek, modern Hebrew & Panjabi. A few less-taught languages are the final subjects that are being reformed and will the exams will be in 2020.

3. WHAT WILL RESULTS LOOK LIKE IN 2017 FOR PUPILS?

- 3.1 The current Year 11s will get English and maths results under the new 1 – 9 grading scheme and the rest of their GCSEs (unreformed GCSEs – also known as legacy GCSEs) will be graded A*-G i.e. a child may have achieved a 5 in English Language, a 6 in maths and a C in science.
- 3.2 The current Year 10 students will next year sit most of their GCSEs under the new system (as they will be taking reformed GCSEs in English, maths and several other subjects), but they might have some under the old system, for example if they are taking ancient history or ICT. Pupils currently in Year 9 will have the vast majority, if not all, their exams under the 1 to 9 grading system.

- 3.3 All this means that exam certificates awarded to pupils in 2017 and 2018 will have mixture of numbers and letters on them.
- 3.4 For the purposes of calculating Progress 8 and Attainment 8 (the main accountability measures for secondary schools), unreformed GCSEs and all other qualifications will be mapped onto the 1-9 scale from 2017 (with 8.5 being the maximum points available for unreformed GCSEs). See the table below:

GCSE Grade	2016 Points	2017 and 2018 Points
G	1	1
F	2	1.5
E	3	2
D	4	3
C	5	4
B	6	5.5
A	7	7
A*	8	8.5

4. LIKELY IMPLICATIONS TO RESULTS IN 2017

- 4.1 Given the rigour of the reformed GCSEs and the new mode of grading, there were concerns that students sitting the exams in English and maths were at a disadvantage to previous cohorts. Ofqual however has insisted that these students will not be disadvantaged and in 2016, in English and in maths, about 70% of 16-year-old students achieved a grade C or above and so it expects a similar percentage to achieve a four and above in this summer's exams. Only a very small number of pupils are expected to get a grade 9.
- 4.2 A consequence of attaching new points to unreformed GCSEs for Attainment 8 purposes is that overall Attainment 8 is likely to fall. This is because the points attached to grades F, D, C and B in 2017 are less than the points attached. Attainment 8 will be unstable nationally for over 4 years due to the gradual re-scaling of GCSEs to grades 1 to 9.
- 4.3 As a result, schools are unable to provide a predicted progress grade this year. Ofsted stated in its March 2017 newsletter that it *“does not expect any prediction by schools of a progress score, as they are aware that this information will not be possible to produce due to the way progress measures at both KS2 and KS4 are calculated”*.

5. SUMMARY

- 5.1 GCSEs have been reformed with English language, English literature and maths being the first to both be reformed and be assessed. Reformed GCSEs are awarded a grade of 1-9 instead of A*-G. As a result they are not comparable with previous years.
- 5.2 Overall Attainment 8 is likely to fall as a consequence of attaching new points to unreformed GCSEs for Attainment 8 purposes.

6. RECOMMENDATIONS

- 6.1 That members be kept fully informed of changes to educational performance and the subsequent implications on Tameside's schools and pupils.

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