

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 23 October 2018
Time: 3.30 pm
Place: Lesser Hall 2 - Dukinfield Town Hall

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE	
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 26 June 2018.	1 - 4
4.	PROVISIONAL SCHOOL RESULTS 2018 Report of the Assistant Director, Learning, attached.	5 - 14
5.	VIRTUAL SCHOOL RESULTS 2018 Report of the Head of the Virtual School, attached.	15 - 32
6.	SCHOOLS STRATEGY Report of the Assistant Director, Learning, attached.	33 - 40
7.	PRIORITIES FOR IMPROVEMENT Report of the Assistant Director, Learning, attached.	41 - 80
8.	FORWARD PLAN Report of the Assistant Director, Learning, attached.	81 - 82
9.	URGENT ITEMS To consider any additional items the Chair is of the opinion shall be dealt with as a matter of urgency.	

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Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

26 June 2018

Commenced: 3.00 pm

Terminated: 5.20 pm

Present: Councillors Feeley, Boyle, Robinson and M Smith

In Attendance:

James Thomas	Director of Children's Services
Catherine Moseley	Head of Access and Inclusion
Helen Mellor	Head of Pupil Support Service
Joanne McLauchlan	Interim Head of School Improvement
David Berry	Head of Employment and Skills
Dean McDonagh	School Performance Analyst

Apologies for Absence: Councillors Ryan and Peet, Paul Jacques and Jon Murray

1 CHAIR'S OPENING REMARKS

The Chair welcomed everyone to this, her first meeting as Chair of the Education Attainment Improvement Board.

She explained that Jon Murray, Primary Head Teacher representative, had submitted his apologies for this meeting and informed her that he was stepping down from his role on the Board, due to other commitments.

The Director of Children's Services further explained that a replacement Primary Head Teacher representative would be sought prior to the next meeting of the Board and the possibility of appointing a Secondary Head Teacher representative would also be explored.

2 DECLARATIONS OF INTEREST

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

3 MINUTES

The Minutes of the Education Attainment Improvement Board held on 27 March 2018 were approved as a correct record.

4 FORWARD PLAN 2018/19

The Director of Children's Services submitted a forward plan setting out a proposal for a structured approach to the work of the Education Attainment Improvement Board which addressed the strategic priorities for education and lifelong learning in Tameside.

It was explained that the forward plan would need to be developed and amended through the year in response to issues arising.

RESOLVED

That the Forward Plan, as detailed in the report, be approved, with the opportunity to make further amendments throughout the course of the year.

5 SUMMARY OF EDUCATION

Consideration was given to a report of the Interim Head of School Improvement, providing an overview of key school improvement information and challenges for the borough. It also detailed the Local Authority's educational performance in 2017.

It was explained that there were 97 schools in the Borough:

- 76 primary schools – of which 17 were academies;
- 15 secondary schools – of which 9 were academies
- 1 PRU; and
- 5 special schools – of which 1 was an academy.

Currently, 93% of pupils were in good or outstanding primary schools (3 schools were yet to be inspected due to being either new schools or a recently opened sponsor led academy). 71% of pupils were in good or outstanding secondary schools (1 school was yet to be inspected as it was a recently opened sponsor led academy).

Of the 74 primary schools with an inspection judgement attached to them; 5 were outstanding, 64 were good and 5 required improvement.

Of the 14 secondary schools with an inspection judgement attached to them; 3 were outstanding, 7 were good, 2 required improvement and 2 were inadequate.

Of the special schools with an inspection judgement attached to them; 2 were outstanding, 2 were good and 1 required improvement.

The report gave details of pupil attainment in the following areas:

- Early Years Foundation Stage (EYFS);
- Year 1 phonics;
- Key Stage 1;
- Key Stage 2; and
- Key Stage 4.

Attainment and progress of disadvantaged pupils in Tameside was presented including comparison with other pupils nationally.

The progress of SEN pupils benchmarked against all pupils nationally were also detailed and discussed.

Overall, the report identified the following conclusions/priorities:

- Continuing improvements in EYFS to narrow the attainment gap further and increase the number of pupils who were school ready;
- In KS1, continued upward trajectory to come closer to (or even meet) national averages for reading, writing and maths;
- In KS2, improve progress in reading and maintain the pace of progress in writing and maths, and
- In KS4:
 - Continue to increase the number of pupils achieving strong passes in English and Maths;
 - Increase Attainment 8; and
 - Increase the progress pupils make between KS2 and KS4.

In respect of Service Plan priorities, it was reported that Children and young people would experience high quality educational experiences in all Tameside schools so that they gained the skills they needed to succeed in life, learning and work. The Local Authority would build capacity in the system by:

- Establishing the LA team for school improvement – substantive, commissioned and interim combo at present;
- Developing robust processes and practices which ensured intelligence about schools' performance was systematically gathered analysed and effectively shared in ways which could inform targeted interventions in underperforming schools;
- Evolving partnerships with schools and other providers to create a truly effective and inclusive school to school improvement model of practice; and
- Improving outcomes in all Key Stages; with special cross-directorate focus on achieving improvements for SEN and disadvantaged learners.

Detailed discussion ensued with regard to the information contained in the report and the progress of all pupils in Tameside. In response to comments from Members with regard to 'school readiness' of Reception pupils, the Interim Head of School Improvement reported an improvement in this area over the last 3 years.

In response to a query from Members, it was acknowledged that the data provided in the report was almost a year old and that up-to-date information was currently being collated, with provisional 2018 primary schools data expected in July and provisional 2018 GCSE results available at the end of August.

RESOLVED

That the content of the report be noted.

6 SCHOOL ADMISSIONS ANNUAL REPORT

The Head of Access Services presented a report outlining the successes of the School Admissions Team in allocating school places and shared the annual report to the School Adjudicator.

It was reported that, with regard to Primary School allocations for September 2018, 93.5% first preferences had been allocated compared to 91% in 2017. This was the fifth successive year that the percentage of applicants receiving their first preference school had increased. Overall, 98.1% of applicants had been allocated one of their preferences compared with 97.6% last year and only 38 applicants had not got any of their preferences.

In respect of Secondary School allocations, it was reported that 84.6% first preferences had been allocated compared to 82.6% last year. Overall, 96.4% of applicants had been allocated one of their preferences compared with 95.5% last year.

Tables displaying comparative data since 2015 for both primary and secondary school allocations in Tameside were detailed in the report.

A copy of the 2018 report to the School Adjudicator was appended to the report for Members information. It highlighted that the school admissions system in Tameside was effective at placing pupils, particularly the most vulnerable pupils.

RESOLVED

That the content of the report and the 2018 report to the School Adjudicator, be noted.

7 ADULT EDUCATION 2018

A report of the Head of Employment and Skills was submitted providing an update on the performance of Adult Community Education in the Ofsted Inspection which had taken place on 26 February to 1 March 2018. The service had moved up a grade to '2' or 'Good' from '3' or 'Requires Improvement' and set outline actions to move to being an 'Outstanding' provider.

It was reported that Ofsted had found that effective leadership and management since the last inspection had been a key driver for improvement of teaching, learning, assessment and outcomes.

The Adult Community Education Service would pursue continual improvement and was targeting to be a Grade '1' or Outstanding' service within the next three years. The journey to outstanding would require continued improved performance and commitment to excellence across all aspects of the service. The Ofsted report (attached as an appendix to the report) provided a basis for the Quality Improvement Plan, a wider piece of work that enabled the service to drive improvements identified throughout the year with learners and specifically in the Annual Self-Assessment Report. Improvement work would be led by the multi-agency Governing Board of ACE chaired by the Executive Member for Lifelong Learning, Skills and Employment.

Key areas for improvement raised by Ofsted and initial/existing actions in response, were detailed in the report.

The Chair thanked the Head of Employment and Skills and his team for their hard work.

RESOLVED




That the content of the report be noted and the improvement journey set out in the report from 'Good' to 'Outstanding', be supported.

8 URGENT ITEMS

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

CHAIR

Agenda Item 4

Report To:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	23 October 2018
Reporting Officer:	Tim Bowman, Assistant Director, Learning
Subject:	2018 SCHOOL RESULTS
Report Summary:	The following report sets out the headline figures for Tameside at each assessment point, the issues arising, and how these issues need to be addressed.
Recommendations:	That the board note the content of the report.
Links to Community Strategy:	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications:	Strategic leadership of a refreshed school-led improvement model.
Financial Implications: (Authorised by the Section 151 Officer)	There are none arising from this report.
Legal Implications: (Authorised by the Borough Solicitor)	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.
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 Jane Sowerby, Lead Primary School Performance and Standard Officer, or Dean McDonagh, School Performance Analyst  Telephone: 0161 342 2928  e-mail: jane.sowerby@tameside.gov.uk  dean.mcdonagh@tameside.gov.uk

1. INTRODUCTION

- 1.1. The following report sets out the headline figures for Tameside at each assessment point, the issues arising, and how these issues need to be addressed. All 2018 results in this report are provisional and subject to change¹.

2. EYFS RESULTS

	All			Girls			Boys		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Tameside	63	66	66	72	73	73	54	59	59
National	69	71	72	77	78	79	62	64	65

- 2.1. At Early Years Foundation Stage, 66% of pupils achieved a good level of development (GLD) in 2018 – the same as 2017. The figures for both boys and girls achieving a GLD have also remained the same as 2017; 59% of boys achieved a GLD in 2018 and 73% of girls achieved a GLD.
- 2.2. Tameside is 19th out of 23 local authorities in the North West (the same position as 2017) and 8th out of 10 local authorities in Greater Manchester (having been 7th in 2017). The results of other North West and Greater Manchester authorities can be found in **Appendix A**.

3. KS1 RESULTS INCLUDING Y1 PHONICS

	Y1 Phonics WA+		Reading EXS+		Writing EXS+		Maths EXS+	
	2017	2018	2017	2018	2017	2018	2017	2018
Tameside	79%	79%	72%	73%	65%	67%	72%	73%
National	81%	82%	76%	75%	68%	70%	75%	76%

- 3.1. At Y1 Phonics, 79% of pupils were working at the expected standard in Tameside in 2018 – the same as 2017. The national average is 82% and represents a 1% increase on 2017 meaning the gap between Tameside and national has increased from 2% to 3%.
- 3.2. Tameside is 19th out of 23 local authorities in the North West and 9th out of 10 local authorities in Greater Manchester. In 2017 Tameside was also 19th in the North West and was 7th in Greater Manchester for the percentage of pupils achieving the expected standard in phonics - alongside Salford and Manchester.
- 3.3. In KS1 reading, 73% of pupils achieved the expected standard in 2018 – an increase of 1% on 2017. The national average is 75% which has decreased by 1% on 2017's figure. This means that the gap between Tameside and national is now 2% having been 4% in 2017. For reading, Tameside is 11th (alongside eight other LAs) out of 23 local authorities in the North West (compared to 16th in 2017) and 5th out of 10 local authorities in Greater Manchester (compared to 6th in 2017).
- 3.4. In KS1 writing, 67% of pupils achieved the expected standard in 2018 – an increase of 2% on 2017. The national average is 70% and the gap between Tameside and national remains at 3%. For writing, Tameside is 15th (alongside four other LAs and compared to

¹ Results are provisional at this stage as they do not include the results of any re-marked papers that pupils may have had. In addition, the results also currently do not take into account any changes made by schools during the DfE checking exercise which enable schools to remove pupils from their results if strict criteria is met.

14th in 2017) out of 23 local authorities in the North West and 6th out of 10 local authorities in Greater Manchester (compared to 8th in 2017).

- 3.5. In KS1 maths, 73% of pupils achieved the expected standard in 2018 – an increase of 1% on 2017. The national average for 2018 is 76% and the gap between Tameside and national remains at 3%. For maths, Tameside is 19^h (compared to 16th in 2017) out of 23 local authorities in the North West and 9th out of 10 local authorities in Greater Manchester (compared to 6th in 2017). The results of other North West and Greater Manchester authorities can be found in appendix A.

4. KS2 RESULTS

	EXS+ RWM combined		EXS+ Reading		EXS+ Writing		EXS+ Maths	
	2017	2018	2017	2018	2017	2018	2017	2018
Tameside	60%	63%	70%	73%	77%	79%	74%	75%
National	61%	64%	72%	75%	76%	78%	75%	76%

- 4.1. At KS2, 63% of pupils achieved the expected standard in reading, writing and maths combined in 2018 – an increase of 3% on 2017. The provisional national average is 64% and this has also increased by 3%.
- 4.2. Tameside is 12th out of 23 local authorities in the North West (having been 13th in 2017) for the achievement of the expected standard in reading, writing and maths combined. In addition, Tameside is 6th out of 10 local authorities in Greater Manchester (having been 7th in 2017) on this measure. The results of other North West and Greater Manchester authorities can be found in appendix A.
- 4.3. When looking at the KS2 results by gender, there has been a 5% increase in the percentage of girls achieving the expected standard in reading, writing and maths combined in the borough: 69% of girls achieved the expected standard compared to 57% of boys (who are up 1% on 2017). In comparison to provisional national averages Tameside girls are above the national average (68%) whilst boys are 3% below their national average of 60%.
- 4.4. There has been a 3% increase in the percentage of pupils achieving the expected standard in reading: 73% of pupils achieved the expected standard compared to 75% nationally and 70% in 2017. The national average for reading has also increased by 3% from 72% to 75%. Tameside remains 2% below the national average.
- 4.5. There has been a 2% increase in the percentage of pupils who achieved the expected standard in writing; 79% achieved the expected standard compared to 78% nationally and 77% in 2017. The percentage of pupils achieving the expected standard in writing has increased in Tameside and nationally by 2%. Tameside remains 1% above the national average.
- 4.6. There has been a 1% increase in the percentage of pupils who achieved the expected standard in maths; 76% of pupils achieved the expected standard in maths compared to 75% in 2017 and 75% nationally. Both the Tameside average and the national average has increased by 1% in 2018 (national in 2017 was 74%) meaning the borough remains 1% above the national average.

- 4.7. Tameside's provisional progress scores at KS2 are:
- Reading – 0.0 (up from -0.2 in 2017)
 - Writing – 0.3 (the same as 2017)
 - Maths – 0.5 (up from 0.3 in 2017).
- 4.8. Progress scores for boys and girls in Tameside are as follows:
- In reading, -0.6 for boys compared to -0.4 in 2017, 0.6 for girls and a provisional score of -0.4 for boys nationally.
 - In writing, -0.6 for boys compared to -0.4 in 2017, 1.2 for girls and a provisional score of -0.8 for boys nationally.
 - In maths, 1.1 for boys compared to 1.0 in 2017, -0.1 for girls and a provisional score of 0.7 for boys nationally.

5. GCSE RESULTS

- 5.1. The local authority is yet to receive the unvalidated GCSE results from the Department for Education. These are expected at the end of September/early October and this will include information on Progress 8 – the main accountability measure at KS4. This timeframe will also be when the national averages are published. The following information has been provided by schools in the borough.

	% of pupils achieving standard 9-4 passes in E&M		% of pupils achieving strong 9-5 passes in E&M		% of pupils achieving a standard pass in English		% of pupils achieving a strong pass in English		% of pupils achieving a standard pass in maths		% of pupils achieving a strong pass in maths	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Tameside	62%	62%	39%	40%	74%	76%	58%	59%	68%	68%	46%	47%
National	64%	-	43%		75.5%		61%		69%		50%	

- 5.2. The percentage of pupils achieving a standard pass (4+) in English and maths in 2018 has remained at 62%, with the percentage of pupils achieving a strong pass (5+) in English and maths having increased from 39% to 40%.
- 5.3. The percentage of pupils achieving a standard pass (4+) in English has increased from 74% to 76% with the percentage of pupils achieving a strong pass (5+) in English increasing from 58% to 59%.
- 5.4. The percentage of pupils achieving a standard pass (4+) in maths has remained at 68% with the percentage of pupils achieving a strong pass (5+) in maths has increased from 46% to 47%.
- 5.5. The Attainment 8 figure for Tameside has reduced from 44.8 to 43.8. This may partly be to do with the introduction of reformed GCSEs in humanities, languages, science and other high value subjects but we will be able to investigate this upon the receipt of data from the DfE.

6. ISSUES ARISING FROM DATA

- 6.1. Analysis of school level data (school level data is currently confidential and not in the public domain) shows that many schools have done well and some have made significant gains in 2018 (some schools have seen improvements of 25%+ in the proportions of pupils at reading, writing and maths combined at KS2) but improvement across our schools is

inconsistent and, as a result, the borough has not made significant improvements against national in 2018.

- 6.2. Overall there is improvement but as it is at the same rate as national, the gap with national is unchanged. There are however, significant strengths in schools. Over 50% of Ofsted reports in Tameside from the 2017/18 academic year comment on good leadership. We have identified that a third of schools demonstrate significant strength in reading at either KS1, KS2 or both.
- 6.3. In addition to the challenges the borough faces with school readiness, attendance and exclusions, and SEN support, there are three areas in 2018 which have been identified as areas for improvement: reading at every level, disadvantaged pupils in the borough and boys in the borough.
- 6.4. In reading at KS2, the progress score in reading has improved to national average (0) but Tameside is still below average for the percentage of pupils achieving the expected standard in reading. In addition, reading has been consistently below national averages at KS1 and EYFS, the local authority's phonics scores have also been consistently below national and, in the secondary sector, there has been little improvement in the proportion of pupils achieving a standard or strong pass in English.
- 6.5. For disadvantaged pupils at KS2 (of which there are over 1000 pupils out of the borough's 2800 cohort), only 50% of disadvantaged pupils in Tameside achieved the expected standard in reading, writing and maths combined. Whilst this is an increase of 3% on the figure for 2017, it still leaves 50% of disadvantaged pupils not working at the expected standard in these subjects. Underperformance of disadvantaged pupils is not something that is limited to KS2, it is also a feature at EYFS, KS1 and KS4.
- 6.6. There are significant gaps in literacy in KS1 and KS2 between boys and girls, with big gaps in terms of the amount of progress being made in reading and writing between KS1 and KS2 also. Boys are consistently below national for attainment of the expected standard at both KS1 and KS2. At KS2, only 57% of boys achieved the expected standard in each subject compared to 69% of girls in the borough and 60% of boys nationally. At KS1 and KS2, the results for boys in each subject have only slightly improved (approx. 1% in each subject).

7. STRATEGIC PRIORITIES

- 7.1. Prioritising reading, attendance and SEN Support² across the borough can deliver improvement which also cuts across outcomes for disadvantaged children and boys, as both these groups perform particularly poorly in reading. Any strategic plan to improve reading in Tameside will, by necessity, focus on disadvantaged children, boys and early language development in the early years.
- 7.2. These priorities require a focus on practice in schools and settings, delivered through leading a refreshed school-led improvement model in Tameside which will take time to develop and embed. We need to raise expectations and aspirations in schools and settings about what can be achieved in Tameside.

² SEN Support refers to pupils with special educational needs who do not have an Education, Health & Care Plan.

8. RECOMMENDATIONS

- 8.1. That the Board note the contents of the report and the priorities identified at 7.1 of the report.

APPENDIX A

REGIONAL RESULTS – EYFS

EYFS - % GLD

Local Authority	2016	2017	2018	+ / -
Blackburn with Darwen	63	66	67	1
Blackpool	65	67	68	1
Bolton	65	66	67	1
Bury	69	69	71	2
Cheshire East	71	72	73	1
Cheshire West and Chester	71	71	72	1
Cumbria	65	69	70	2
Halton	62	61	64	4
Knowsley	66	67	68	1
Lancashire	69	69	69	0
Liverpool	60	62	66	4
Manchester	64	66	67	1
Oldham	61	64	64	0
Rochdale	63	64	66	2
Salford	65	68	67	0
Sefton	70	70	71	1
St. Helens	66	67	69	2
Stockport	70	72	70	-2
Tameside	63	66	66	0
Trafford	74	73	75	2
Warrington	72	71	73	2
Wigan	67	69	69	-1
Wirral	70	69	70	1
England	69	71	71	1
North West	67	68	69	1

Y1 PHONICS

% working at the expected standard in Y1 Phonics				
LA name	2016	2017	2018	Regional position
Blackburn with Darwen	81	81	82	6
Blackpool	80	80	81	14
Bolton	80	81	82	6
Bury	82	81	82	6
Cheshire East	82	83	84	2
Cheshire West and Chester	79	81	80	17
Cumbria	77	79	82	6
Halton	76	79	79	19
Knowsley	78	78	79	19

Lancashire	81	81	82	6
Liverpool	75	76	79	19
Manchester	78	79	80	17
Oldham	75	77	77	23
Rochdale	82	81	82	6
Salford	79	79	82	6
Sefton	78	80	83	5
St. Helens	78	79	81	14
Stockport	82	82	82	6
Tameside	77	79	79	19
Trafford	85	83	86	1
Warrington	83	81	84	2
Wigan	83	83	84	2
Wirral	80	76	81	14
ENGLAND (state-funded schools)	81	81	82	-
ENGLAND (all schools)	82	82	83	-
North West	80	80	82	-

KS1 RESULTS

Pupils at the expected standard at KS1						
LA	% Reading EXS+	Regional position	% Writing EXS+	Regional position	% Maths EXS+	Regional position
Blackburn with Darwen	75	4	68	9	76	4
Blackpool	73	11	67	15	73	19
Bolton	73	11	68	9	74	11
Bury	73	11	67	15	74	11
Cheshire East	77	2	70	3	77	3
Cheshire West and Chester	74	9	68	9	74	11
Cumbria	75	4	69	5	75	7
Halton	73	11	67	15	74	11
Knowsley	71	21	65	21	72	21
Lancashire	75	4	69	5	75	7
Liverpool	70	22	64	22	72	21
Manchester	72	19	67	15	74	11
Oldham	69	23	64	22	70	23
Rochdale	72	19	66	20	74	11
Salford	74	9	68	9	75	7
Sefton	73	11	68	9	76	4
St. Helens	73	11	69	5	75	7
Stockport	75	4	69	5	74	11
Tameside	73	11	67	15	73	19
Trafford	78	1	72	1	80	1
Warrington	76	3	72	1	78	2

Wigan	75	4	70	3	76	4
Wirral	73	11	68	9	74	11
ENGLAND (state-funded schools)	75	-	70	-	76	-
ENGLAND (all schools)	75	-	70	-	76	-
North West	74	-	68	-	75	-


KS2 RESULTS

LA	Percentage of pupils reaching the expected standard in RWM					
	All	Regional Position	Boys	Regional Position	Girls	Regional Position
Blackburn with Darwen	65	7	59	12	70	6
Blackpool	61	18	59	12	63	22
Bolton	64	8	61	8	68	11
Bury	63	12	60	10	65	18
Cheshire East	67	4	64	4	71	4
Cheshire West and Chester	63	12	59	12	67	14
Cumbria	64	8	61	8	68	11
Halton	63	12	56	19	70	6
Knowsley	61	18	57	16	65	18
Lancashire	64	8	60	10	69	8
Liverpool	61	18	56	19	66	16
Manchester	60	21	56	19	64	20
Oldham	62	16	56	19	68	11
Rochdale	60	21	56	19	64	20
Salford	64	8	62	7	67	14
Sefton	66	5	64	4	69	8
St. Helens	62	16	58	15	66	16
Stockport	66	5	63	6	71	4
Tameside	63	12	57	16	69	8
Trafford	75	1	72	1	79	1
Warrington	71	2	67	2	75	2
Wigan	69	3	65	3	74	3
Wirral	60	21	57	16	63	22
ENGLAND (state-funded schools)	64	-	60	-	68	-
ENGLAND (all schools)	64	-	60	-	68	-
North West	64	-	60	-	68	-

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Agenda Item 5

Report To:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	23 October 2018
Reporting Officer:	Tim Bowman, Assistant Director, Learning
Subject:	VIRTUAL SCHOOL ANNUAL REPORT
Report Summary:	The following report outlines the successes of the Virtual School over the last year and also the priorities for the coming year.
Recommendations:	That the content of the report be noted.
Links to Sustainable Community Strategy:	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications:	There are none arising from this report.
Financial Implications:	There are none arising from this report.
(Authorised by the Section 151 Officer)	
Legal Implications:	It is important that the Local Authority ensure that it fulfils all its statutory obligations in relation to the education achievement of looked after children.
(Authorised by the Borough Solicitor)	
Risk Management:	There is a risk of our looked after children not achieving their potential if statutory functions are not carried out.
Access to Information	The background papers relating to this report can be inspected by contacting Amanda Aylward, Virtual School Headteacher.

 Telephone:0161 342 4057

 e-mail: amanda.aylward@tameside.gov.uk

Tameside Virtual School Annual Report August 2018

EXECUTIVE SUMMARY

This report sets out the work of the Tameside Virtual School in 2017/18. This year has seen a relentless focus on increasing the Personal Education Plan (PEP) completion rate as the PEPS are critical documents for our young people, their carers and schools. The completion rate has risen from 69% to 97% in term 3 of 2017/18.

Effective use of Pupil Premium Grant (PPG) to help ensure all our LAC pupils achieve their full educational potential has been a priority this year. There have been some good examples of this including accelerating learning for a young person who has missed periods of education by providing additional tutors. The service continues to review PPG in conjunction with the Corporate Parenting Board and schools.

Promoting good attendance levels remains a priority for the service after a steep rise in LAC pupils who were persistently absent (PA) in 2016/17. All members of the team have focused on attendance in contacts with schools and young people and this appears to have had some impact with PA around 14% in 2017/18. However, the staffing within the team has increased to include an Education Welfare Officer to continue this focus and provide a more bespoke service.

There have been no permanent exclusions of LAC pupils in 2017/18 and this has been achieved with targeted work with the Pupil Referral Service, better use of alternative provision to engage pupils, particularly those in Key Stage 4 and to be responsive to crises and closer work with colleagues in the SEND Team to ensure our young people are in the most appropriate placements to meet their needs. The level of fixed term exclusions of our LAC pupils remains too high and will be a priority in 2018/19.

The number of LAC pupils with an Education Health and Care Plan (EHCP) is significantly below our statistical neighbours (24%). The necessity to appropriately identify special educational needs and disabilities in a timely manner is a priority for the Tameside area and this year a triage system has been introduced for when a child becomes LAC to appropriately support them if necessary.

Attainment in Key Stage 1 remains patchy with reading, writing and maths performing less well in 2018 than in 2017. However, phonics saw a big increase. Latest results in Key Stage 2 in English and maths increased and all outperformed the England average. Key Stage 4 showed increases in attainment 8 scores and 19% of our young people achieved a standard pass in English and maths compared to 17.5% nationally.

Current levels of NEET are too high. The Virtual Head is to develop a Virtual College to raise aspirations among our young people, reduce levels of NEET, increase participation and support transition into post 16 learning. With the development of Virtual School into a Virtual College we will be tracking the current Year 11 (Class of 2018) as a priority group working collaboratively with the Leaving Care and Employment and Skills teams alongside external partners to ensure more robust pathways to higher education and employment.

IMPACT OF THE VIRTUAL SCHOOL IN 2017/18

- In 2017/18, progress in Key Stage 2 reading, writing and maths has all increased
- In 2017, we increased attainment 8 scores

- In 2017, LAC pupils outperformed national average for LAC pupils achieving a standard pass in English and maths (19% compared to 17.5% nationally)
- In 2017, 79% of LAC pupils achieved a pass in any GCSE subject.
- Significantly increased PEP completion rates
- Introduced an SEND triage system to quickly identify and appropriately support LAC pupils if necessary
- Had no permanent exclusions of LAC pupils

PRIORITIES FOR 2018/19

- Ensuring PEPs are of good quality to inform the progress of our LAC pupils
- Reducing levels of persistent absence for our LAC pupils
- Reducing levels of fixed term exclusions for our LAC pupils
- To develop better transitions from Year 6 to Year 7
- Ensure SEND needs are identified and addressed at the earliest opportunity
- Working with the School Improvement Team and schools to increase attainment in Key Stage 1.
- Developing a Virtual College for our post 16 learners
- Reduce levels of NEET

“Doing well at school is important to me because I want to be a teacher. I want a good job because I want to be able to go shopping and buy lots of clothes.”

Year 8, Samuel Laycock Special School

1. BACKGROUND

- 1.1 Tameside Virtual School works to ensure that the education of our children and young people in care is of an exceptional standard. We aim for learners to have access to high quality, personalised and aspirational learning opportunities and strive to ensure they receive this.
- 1.2 The School aims to close the educational gap between children who are looked after and their peers who are not, alongside reducing rates of exclusions and persistent absence.
- 1.3 The School works directly with children and young people in their placements. We support schools directly and indirectly in collaboration with children's social care teams and social workers alongside foster carers and residential care workers to provide a team of professionals putting the child or young person and their needs at the centre of decision making and planning.
- 1.4 The Head of Virtual School provides strategic leadership and operational management to the Virtual School. The Virtual School is located in the Access Service within the Education Service.

Virtual School Team

Headteacher	Amanda Aylward
Specialist Intervention	Sarah Hall
Finance & Information	Phillip Allen
Education Welfare Officer	Rosie Spiers
SEND Caseworker	Hecabe DuFraise

- 1.5 **Moving Forward:** The service has recruited an Education Welfare Officer (EWO) to improve attendance and engagement of LAC and previously LAC pupils. This post commenced on 1 August 2018. The main purposes of the role will be to:
- Target LAC with under 90% attendance
 - Work with schools to reduce the number of fixed term exclusions
 - Attend initial PEP meetings wherever possible to ensure any educational needs or requirements for young people just going into care are met immediately

2. SCHOOLS INFORMATION DATA

- 2.1 The vast majority of LAC pupils attend good and outstanding schools. Where children are placed in schools that require improvement to be good, all cases are individually considered. The following data is correct at the end of the summer term 2017/18

OFSTED Rating	Number of Pupils	Percentage of cohort
Outstanding	70	16%
Good	274	62%
Requires	63	14%
Inadequate	17	4%
Not yet inspected	18	4%

Pupil numbers by type of school	Number of pupils	Percentage of
Number of LAC pupils in mainstream	355	78%
Number of LAC pupils in alternative provision	15	3%
Number of LAC pupils in special school	55	15%
Number of LAC pupils in schools attached to residential	17	4%

Tameside's Virtual School Roll (as at 3 August 2018)

Pupil Numbers by year group		
Primary Phase		
Reception	=	30
Year 1	=	19
Year 2	=	25
Year 3	=	31
Year 4	=	37
Year 5	=	33
Year 6	=	40
Total	=	215
Secondary Phase		
Year 7	=	35
Year 8	=	38
Year 9	=	48
Year 10	=	62
Year 11	=	44
Total	=	227
Total statutory school age	=	442
Post 16 Phase		
Total	=	53
Total all key stages	=	495

Year 6 into 7 Information and analysis

**subject to changes with move of placements or new children BLA*

	Number of Pupils	% of cohort
Year 6 LAC pupils with allocated secondary school	38	100%
To attend school within Tameside	23	61%
To attend school outside Local Authority	15	39%
To attend schools rated 'Outstanding' by OFSTED	10	26%
To attend schools rated 'Good' by OFSTED	18	47%
To attend schools rated 'Requires Improvement' by	5	13%
To attend schools rated 'Inadequate' by OFSTED	0	0%
To attend Welsh schools or schools with no rating	Less than 10	13%

“L enjoys school. She likes learning and has friends in school. She sometimes finds maths tricky but she is working hard. She has been a monitor in the classroom. L likes the sports clubs that she takes part in at dinner time. After school she likes going to Brownies and horse riding.”

Year 3, Ravensfield Primary School

2.2 **Moving Forward:** The role of the EWO will encompass working with Year 6 pupils transitioning to high school and will monitor and advise carers and social workers on school choices to ensure as many young people as possible are transitioning to Good or Outstanding schools.

3. PERSONAL EDUCATION PLAN (PEP) COMPLETION

3.1 Tameside Virtual School requires a PEP to be completed on a termly basis. The PEP return rate has significantly improved over the last two terms as demonstrated by the following data:

	2017/18			2016/17		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
In borough	75%	92%	96%	67%	79%	72%
Out of borough	40%	93%	97%	46%	40%	49%

3.2 All Tameside LAC are required to have a termly PEP meeting with the document completed and returned within two weeks of the meeting. Increasing PEP completions has been a focus for the service and the improvements were made by:

- Redesign of PEP document to make it more user friendly
- Closer partnership working with Heads of Services for LAC and Child Protection
- Improved tracking data reports created
- New document with flowchart outlining new systems for all Social Workers (SW)
- Meetings with schools and highlighting to SW and Independent Reviewing Officers (IRO) any issues arising through Quality Assurance (QA) of PEPs

“A has worked so hard to reach her targets. Her mindset has really improved due to all the support. A has really become a student who now enjoys school life.”

Year 11 Hyde Community College

3.3 **Moving forward:** The drive on PEP completion has been relentless. The focus going into the new term will be around the content of the PEP document:

- Stronger pupil voice
- Better use of Pupil Premium Grant (PPG) funding when a child is already achieving well. Schools need to be using it to accelerate learning or offer new and aspirational experiences
- Ensuring PPG is used specifically as an “above and beyond” intervention, not homework club or after school lessons that they could be attending anyway
- More detailed information around academic information, particularly in non-mainstream schools such as schools attached to children’s homes

- Training for schools and social workers from Virtual School
- Improved feedback to schools on quality and content of PEPs as outlined above to ensure continuous improvement of information in PEPs to better inform LAC pupil learning and attainment

4. PUPIL PREMIUM GRANT FUNDING

- 4.1 The Pupil Premium Grant funding (PPG) is to help ensure all our LAC pupils achieve their full educational potential, develop their aspirations and reach their goals. It is the Virtual School Head's responsibility to determine how the funding is used and distributed to schools to effectively support Looked After Children to make good progress and achieve well.
- 4.2 £600 per term is allocated per child to a school on receipt of a good quality and timely PEP demonstrating clear use of Pupil Premium Grant to promote and accelerate the learning of our young people.
- 4.3 Examples of use of individual PEP funding in 2017/18 include:
- Accelerating the learning of a young person who has missed periods of education through additional tutoring or resources
 - Educational Psychology reports to ensure a young person's SEN needs are identified and met
 - Promote areas of particular strengths or talents
 - Assist in periods of transition between key stages or school moves if necessary
 - Provide additional educational resources such as books, apps or software
 - Ensuring emotional or behavioural needs are met in school to promote inclusion
 - Improving attendance and engagement in school

"M is attending SHINE group on Tuesday and Thursday lunchtimes and attends Pop Choir on Monday lunchtimes and Guides on Wednesday evenings. M says she is very good at creative writing and public speaking. She would like to be a Primary school teacher or a paediatric nurse in the future."

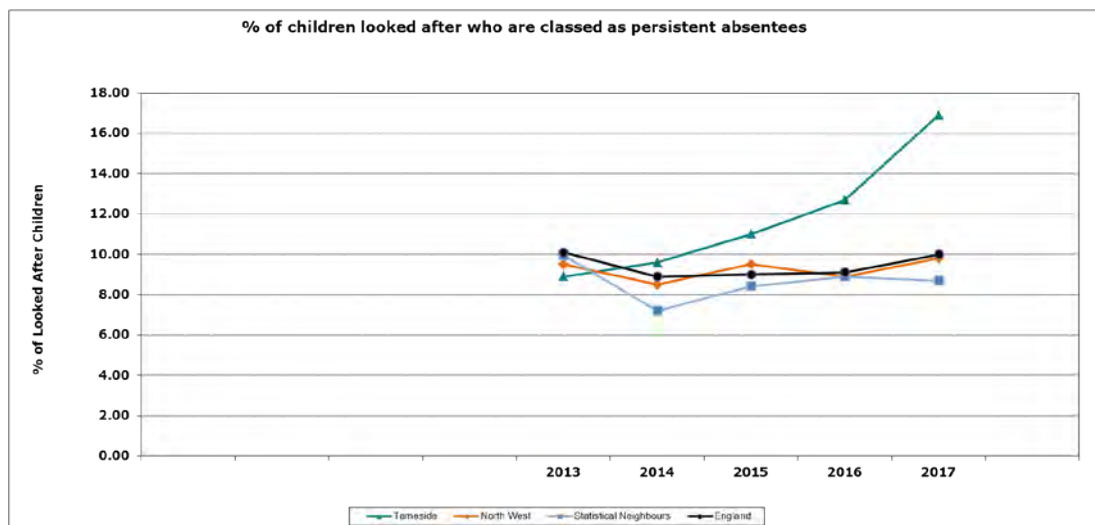
Year 7, Fairfield High School for Girls

- 4.4 Centrally held funding by the Virtual School is used to provide a range of support and interventions all dedicated to our LAC pupils and include:
- Dedicated SEN Case worker
 - Dedicated Education Welfare Officer
 - Additional funding for individual young people where specific and complex needs are identified through the PEP process. This may include individual cases when they are not in school due to a traumatic experience or extreme emotional response, waiting for an EHCP, supporting Alternative Provision for respite or perhaps accelerating learning when there is a specific need that needs additional funding.
 - Training on attachment
 - Training offered to all Designated Teachers

- 4.5 **Moving forward:** the Head of the Virtual School will continue to monitor how PPG is used to support the learning of LAC pupils in the borough. It will do this by
- Providing regular reports to the Corporate Parenting Group and Schools Forum.

5. ATTENDANCE DATA 2017/18

- 5.1 Good attendance is essential to maximise attainment for all pupils. Increasing attendance is a priority for the Virtual School.
- 5.2 A significant rise in the number of LAC pupils who were persistently absent as shown in the data below has led to the recruitment of an Education Welfare Officer specifically to the Virtual School Team. Early indications are that there has been a slight drop in levels of persistent absence.



Source DfE LAIT

Data as at end of July 2018

All LAC pupils average attendance	90.14%
LAC pupils with persistent absence (below 90%)	14% (62 LAC)
LAC pupils with 100% attendance	12% (56 LAC)
In borough LAC pupils average attendance	90%
Out of Borough LAC Average Attendance	90.52%
Mainstream LAC Average Attendance	92.35%

- 5.3 Some of the data above includes the time period before a young person became LAC and therefore doesn't demonstrate the improvement of attendance for certain young people when they become LAC due to the commitment of joint working between Virtual School, carers, schools and social workers.
- 5.4 **Moving forward:** As indicated earlier we have appointed an Education Welfare Officer to target persistent absentees under 90%. In addition to this:
- New data system commissioned to monitor attendance and exclusion data through a live tracking system.
 - Attendance action plans to be introduced and agreed between school, carer and young person and monitored by Virtual School.
 - Positive rewards systems for young people with high and improved attendance such as cards and vouchers, working in collaboration with Participation Officer for LAC.

6. EXCLUSION DATA

6.1 Whilst the level of permanent exclusions is a concern in the borough, there have been no permanent exclusions of LAC this academic year.

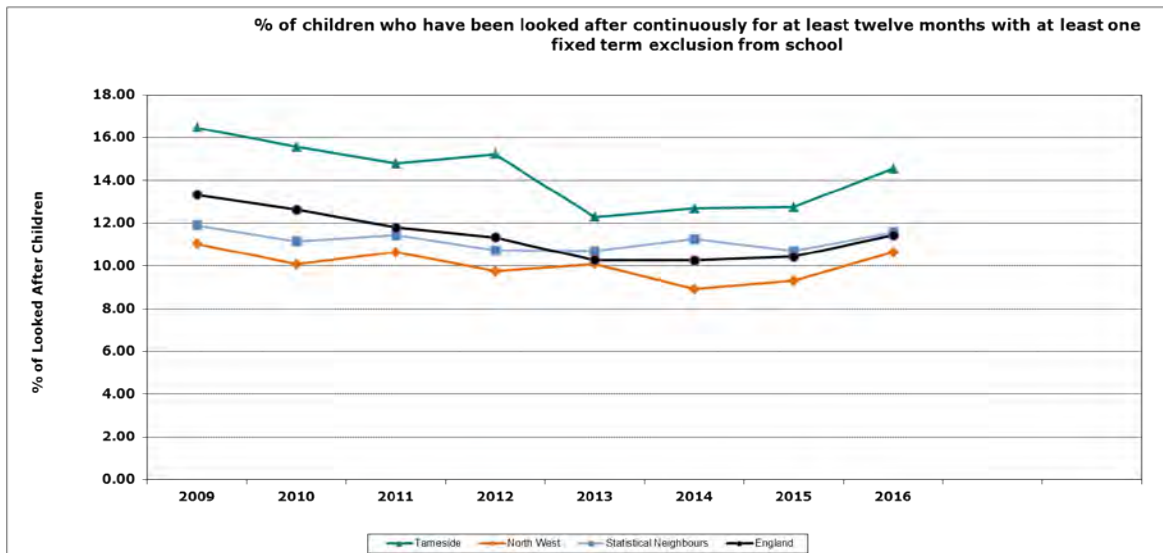
Permanent Exclusions	0
Number of LAC with Fixed Term	54 (8.38%)
Number of days of fixed term exclusion	204
Average number of days lost per	3.77

6.2 The drive to achieve no permanent exclusions has been a priority for the service and has been achieved by:

- Establishing a close relationship with the Pupil Referral Service where we work together to ensure a Looked After Child is not permanently excluded if at all possible. This is due to potential complex issues for a looked after child which we do not want to exacerbate with another rejection of a permanent exclusion. The impact of this has been a swifter resolution for the young person resulting in minimum disruption and time out of school
- The PRS and Virtual School work together to ensure that appropriate provision is put in place immediately for our young people. We have pupils who are in alternative provisions where they are concentrating on completing their GCSE work but struggle with working in a larger environment, pupils who need a more active or vocational education route or in exceptional cases we have tutors commissioned to go into children's homes to ensure they are still receiving some education specifically tailored to them. The impact of this is again to minimise periods of time when a young person is not accessing education due to any set of circumstances wherever possible
- The SEND team worked closely with the service to identify when respite learning may be appropriate enabling an Education, Health and Care Plan (EHCP) assessment to take place quickly through a place at a specialist provision prior to finalising an EHCP. Collaborative working between services is the key to young people being placed in appropriate provisions and a swifter response to their complex needs
- Where there has been a one off incident which may have resulted in a permanent exclusion some secondary schools are working closely with Virtual School to look at alternatives that don't undermine their usual behaviour policy but takes into account the crisis period the looked after child may be living through. These have included successful managed moves, respite time from the school (short period of time at an alternative provision where behaviour issues can be looked at intensely), additional mentoring time funded by the Virtual School within the school setting, joint school placement with a midweek respite alternative provision, partnership working with Tameside College.

"I think maths is going well- fractions is going well- having the tutor is helping me in school, I will keep doing this next year. When I go to High School I am looking forward to making new friends, doing more art and geometry. Whilst I have been at Oasis I think I have improved a lot and done well."

Year 6, Oasis Academy, Tameside.



Source DfE LAIT

- 6.3 The days lost and emotional impact of fixed term exclusions is too high particularly when compared to other areas. As with attendance data, some of the exclusions may have occurred before the young person became LAC and this does not reflect the good work and progress made following their involvement with Virtual School. However, this doesn't negate the impact on the young people who have received these fixed term exclusions.

"I feel that my class work and my responses to staff have improved since the last PEP meeting. I have improved my grades in maths, ICT, Music and Science and I know I am doing better in other subjects. Even though I didn't want to stay behind on Friday to see the maths tutor, I know that he has helped me to get a better grade and I understand more in class. I like my English teacher because she is always calm."

Year 8, Hyde Community College

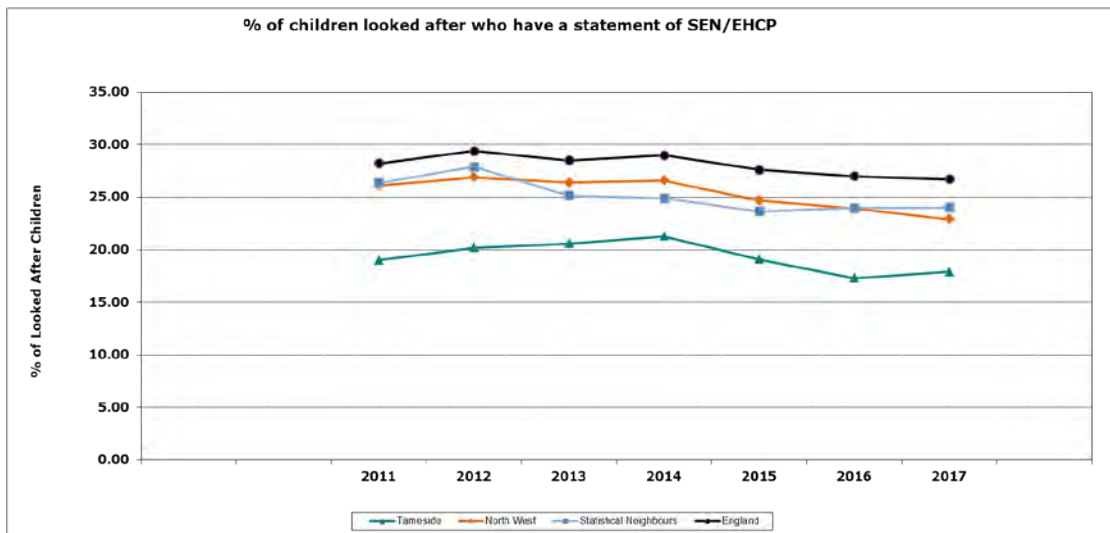
- 6.4 **Moving forward:** the Virtual School will retain its focus on exclusions and maintaining a zero permanent exclusion rate. It will do this by:
- Establishing involvement earlier with Virtual School when we know there is a risk of a young person BLA
 - Ensuring Initial PEPs are held within timescale and a representative from Virtual School to attend whenever possible
 - Promoting training on Attachment Awareness. Virtual School have already signed up to a commitment with Timpson Trust alongside other North West Virtual School Head teachers to do this and will be providing training through this network
 - A new partnership with Active Tameside where Virtual School have commissioned a service which will provide us with 15 flexible places in their education provision. This should reduce fixed term exclusions for LAC by working with schools to give a young person some respite from school if needed in a planned and structured way providing

immediate support for a crisis period which a school may not have access to on a personalised “Step Out” style of programme.

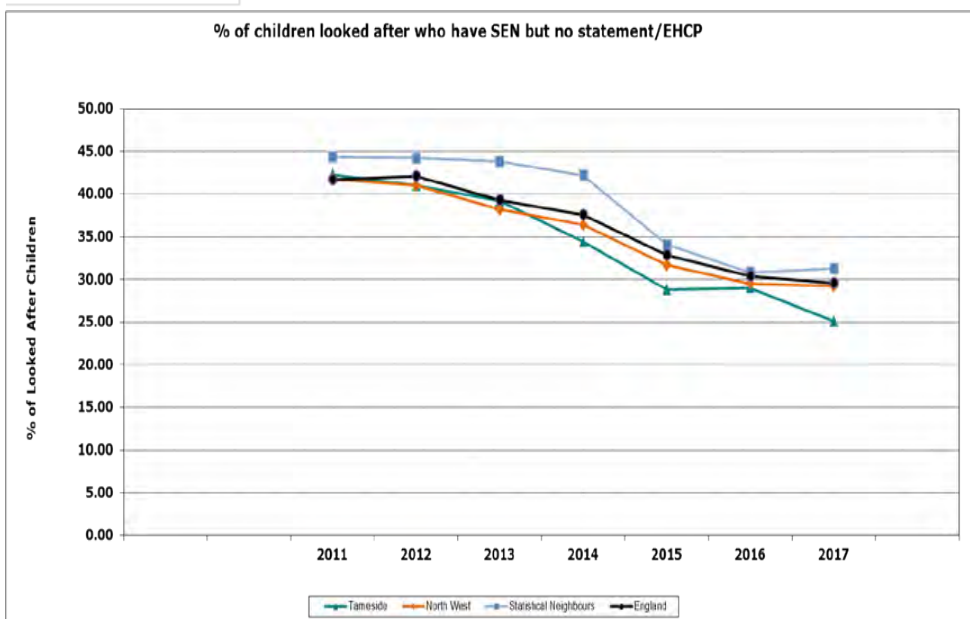
7. SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND)

7.1 Our LAC pupils just like their national peers, experience more special educational needs than children who are not looked after. Disproportionately these are social, emotional and mental health needs, again like their national peers. Historically in Tameside these needs have not been identified soon enough, we are working hard to improve this.

Number of school age LAC with EHCP	62	14%
Number of LAC in maintained special schools (included in above)	38	11%
Number of LAC in non-maintained special schools	10	2%



Source DfE LAIT



Source DfE LAIT

- 7.2 The number of LAC pupils with an EHCP is significantly below our statistical neighbours (24%). The necessity to appropriately identify needs in a timely manner is a priority for the Tameside area as identified in the area SEND self assessment commissioned by the Tameside SEND Strategic Group.
- 7.3 In order to do this, a triage system has been introduced for when a child becomes LAC with the SEN caseworker contacting the school and the Pupil Support Service to appropriately support LAC pupils if necessary.
- 7.4 **Moving forward:** the Virtual School will continue to focus on ensuring all LAC pupils with SEND have access to appropriate pathways to identify and meet their needs and the Virtual School will achieve this by:
- 7.5 The SEN Caseworker will ensure that LAC pupils are placed on the most appropriate pathway as soon as possible and this will be monitored through weekly meetings between the teams and PEP analysis.
- 7.6 The Head of Virtual School and Head of Pupil Support will work closely to ensure swift processes for LAC pupils and have already secured assessment places in specialist provisions before an EHCP has been agreed when this is clearly the correct pathway for the young person and their needs.

8 ATTAINMENT DATA 2018 EYFS, KS1 & KS2.

- 8.1 Attainment in Key Stage 1 remains patchy with reading, writing and maths performing less well in 2018 than in 2017. However, phonics saw a big increase. Latest results in Key Stage 2 in English and maths increased and all outperformed the England average. Key Stage 4 showed increases in attainment 8 scores and 19% of our young people achieved a standard pass in English and maths compared to 17.5% nationally.
- 8.2 Comparisons have been made between LAC pupils in borough in the Virtual School in 2017 and to all pupils in Tameside. Results for LAC pupils educated out of borough are not yet available. All analysis will need to be updated when these are available.

	Key Stage - Cohort	2018	2017	All Pupils in
LAC pupils achieving a good level of development in Y1	EYFS – cohort of 22 (2017 cohort of less than 10)	41%	44%	66%
LAC pupils achieving expected standard in Y1 Phonics	Y1 Phonics – cohort of 18 (2017 cohort of 20)	61%	40%	79%
LAC pupils achieving expected standard in reading at KS1	KS1 – cohort of 19 (2017 cohort of 14)	42%	57%	73%
LAC pupils achieving expected standard in writing at KS1	KS1 – cohort of 19 (2017 cohort of 14)	42%	64%	67%
LAC pupils achieving expected standard in maths at KS1	KS1 – cohort of 19 (2017 cohort of 14)	37%	64%	73%

LAC pupils achieving the expected standard in reading, writing and maths	KS2 – cohort of 24 (2017 cohort of 24)	54%	29%	63%
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KS2 Provisional progress scores

	2018	2017	All Pupils in
Progress in	1.3	-1.6	0
Progress in	-0.7	-0.8	0.3
Progress in maths	2.6	-0.8	0.3

8.3 Moving Forward:

- KS1 to be identified as a key group for specific work and interventions
- Virtual School specialist teacher to be allocated this cohort to identify the needs of individuals and work with school and carers to close the gap
- Provide funding for this cohort for any additional requests such as tutoring or resources
- Offer homework clubs within the service in conjunction with the Participation Officer. Often contact interferes with after school activities or time to do homework so a resource nearby to one of the contact centres may help
- Specialist teacher to continue work with Book Start and ensure new books and any literacy projects are being promoted and accessed
- Offer incentives and rewards to this cohort for progress made
- EWO to monitor attendance of this group

KS4 Cohort 2017

8.4 LAC continuously for 12 months

The average Attainment 8 score for LAC was 25.8 and the average Progress 8 score was -1.34. These results are up on 2016 where Attainment 8 was 21.1 and Progress 8 was -1.45. The Tameside figure for all pupils for Attainment 8 was 44.8 and the Progress 8 figure for the LA was -0.13.

- 8.5 19% of LAC achieved a standard pass in English and maths compared to 17.5% nationally, with 13% achieving a strong pass in English and maths. The figure for a standard pass in Tameside in English and maths were 62% and the figure for a strong pass in English and maths was 39%. 79% of LAC achieved a pass in any subject compared to 98% of all pupils in Tameside.

KS4 Cohort 2018

- 8.6 At this point in the year, GCSE results are not yet known, however, the following information lifted from our Year 11 tracking indicates the high ambitions of many of our pupils moving into post 16 provision.

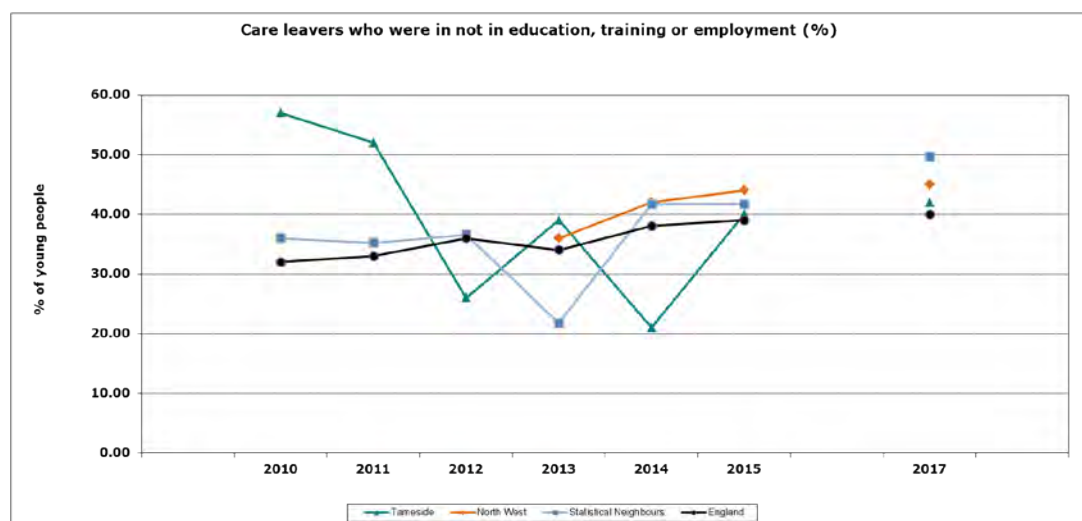
Awaiting GCSE results	Anonymised Post 16 intentions	
Tameside College to study Hair and Beauty.	Tameside College	Tameside College Hair and beauty
Completed college applications with Positive Steps. Wants to be an air	Hopwood Hall. Health and Social Care leading to Paramedic.	Tameside College Childcare

Completed application for police cadets	Moved to Milton Keynes. Milton Keynes College or Christian	Tameside College Hair and Beauty
Currently being educated at home with tutor. Serious mental health preventing a placement	Receiving home tuition currently. Unsure of post-16 plans	Works 4 U
Aquinas College "A" Levels	Tameside College	Currently in secure unit. Plan was to have been Tameside Active
I have passed the English and Maths entrance tests at the Skills Centre in Trafford Park. Training as	Had additional IAG support from positive steps and encouraged to apply for college courses.	
Staff at the home are supporting her to investigate courses and suitable colleges.	Tameside College Bakery	My preference is Ashton 6 th form However, I have also applied to Trafford College and Manchester College, and I got accepted at
Tameside College for catering. Unconditional offer	Hyde Clarendon suggested but SEN case worker citing there may be issues – needs investigating further	Health and Social Care, Trafford College
Aquinas College	Clarendon College to study Art and Design, level 2	College Hair and Beauty Course
Ashton 6 th Form or Clarendon; and the courses I have applied for are: art, photography and	Ellesmere Port College	Tameside College Catering
Cromwell High	Shropshire College or Northop College	1st choice Apprenticeship in accountancy. Applying to Kaplan/Apprenticeship Academy/Damar training & Skills Co. Or Tameside college Level 3 Accountancy & Business

Awaiting GCSE results	Anonymised Post 16 intentions	
		vocational course.
Poynton 6 th Form	Ashton 6 th or Stockport Health and Social care- TBC	He has been for a college interview and met with Positive steps
The Acres Residential Home , continuing in	Health and Social Care to lead to nursing	Holyhead High 6 th Form for A levels, or college for catering
Reddish Hall School	Tameside College	Ashton 6 th Form "A" Levels
Placement search out for semi independent living . Post 16 training to be considered urgently once the area has been decided	Computing at Ashton Sixth Form or Tameside College	Tameside College either Hair and beauty or child care

9 POST 16

- 9.1 Current levels of NEET for our LAC young people are too high. However, they have reduced significantly from a high point in 2010. They are now broadly in line with regional and national averages.



Source DfE LAIT

- 9.2 The Virtual Headteacher has recently written a proposal to extend the remit of Virtual School to include a Virtual College which has been approved in principle by the DCS. The intention of extending the school into a college is to ensure a quality and seamless transition from secondary education into post-16 further education, training or employment. The current Year 11 will be the first cohort to be part of the college. Outcomes to be:
- raising the aspirations of all our Looked After Children in Tameside
 - eradicating NEET for LAC
 - increasing the numbers of LAC who attend Further Education and progress to Higher Education
 - a much clearer and natural transition for our young people
- 9.3 This will be done through working with key partners, planning opportunities for different cohorts, forward planning, data tracking and direct work with young people and professionals. We would aim to put all the existing resources, experience and active partnerships within Tameside under one umbrella; maximising the knowledge, expertise and impact of the current providers. I want to ensure that the young people in our cohorts are at the centre of what we do, bringing the opportunities *to them* as opposed to the opportunities being there for them to access, as they themselves may not be at a stage where they have the skills, experience, confidence or support to do this in the same way as their peers.

"S is loving school and says that everything is 'excellent'. He particularly loves P.E. and attends all lunchtime PE activities. He also thoroughly enjoys maths. S has lots of friends in school. He is much more organised now and manages to get homework in on time."

Year 7, St Damian's RC High School

10. COLLABORATIVE WORKING

10.1 The service is dependent on a multi-agency approach to ensure that our looked after pupils make the progress they should in school. Staff within the Virtual School are involved in the following networks:

- Member of Tameside Association of Secondary Headteachers – enables networking with secondary Heads with particular reference to LAC pupils and to keep up to date with latest developments and changes in the secondary phase
- Attendance at weekly Legal and Resource panel meetings with children's social care ensures education is considered when a child moves placement.
- Attendance and contribution to Schools Child Protection Network – there is often an overlap between the safeguarding lead and the designated teacher in schools so this is a good opportunity to contribute to this forum
- Attendance at all North West Regional Virtual Heads Meetings – ensuring a network of colleagues and providing training opportunities for Tameside designated teachers
- Greater Manchester Higher network – providing opportunities from a network of Universities for our learners including Manchester University, MMU, Salford and Bolton Universities
- BookStart reading programme – to ensure new literacy opportunities provided to schools are prioritised to LAC
- Member of National Virtual Head Teachers Association – to be aware of National updates including legislation
- Attend the DfE national Boarding School partnership – a new opportunity that has arisen that will share information from a pilot in the South of England in conjunction with the DfE
- Attend Adoption Panels as appropriate – collaboration and professional development with children's social care
- Attend placement disruption meetings to support and work with foster carers whenever possible
- Regular visits to children and staff in Tameside residential homes by Virtual School staff including over school holidays to maintain good relationships with the young people and assist staff with any education queries
- Report to the Corporate Parenting Board – a comprehensive report by the Virtual School to council leaders is provided at every meeting to ensure effective governance for the Virtual School
- Attend LAC care leavers apprenticeships and work experience meetings – regular Collaboration with these colleagues to ensure opportunities for LAC are prioritised and appropriate
- Positive Steps – regular meeting with the area's information, advice and guidance provider to ensure Key Stage 4 LAC are on appropriate pathways and receiving correct guidance for post 16 opportunities

11. SUMMARY OF IMPACT OF THE VIRTUAL SCHOOL IN 2017/18

11.1 The Virtual School has had a successful year and has:

- In 2017/18, progress in Key Stage 2 reading, writing and maths has all increased
- In 2017, we increased attainment 8 scores
- In 2017, LAC pupils outperformed national average for LAC pupils achieving a standard pass in English and maths (19% compared to 17.5% nationally)
- In 2017, 79% of LAC pupils achieved a pass in any GCSE subject.
- Significantly increased PEP completion rates
- Introduced an SEND triage system to quickly identify and appropriately support LAC pupils if necessary

- Had no permanent exclusions of LAC pupils

12. PRIORITIES FOR 2018/19



- Ensuring PEPs are of good quality to inform the progress of our LAC pupils
- Reducing levels of persistent absence for our LAC pupils
- Reducing levels of fixed term exclusions for our LAC pupils
- To develop better transitions from Year 6 to Year 7
- Ensure SEND needs are identified and addressed at the earliest opportunity
- Working with the School Improvement Team and schools to increase attainment in Key Stage 1
- Developing a Virtual College for our post 16 learners
- Reduce levels of NEET

13. RECOMMENDATION

- 13.1 The Board are asked to note the content of the report.

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Agenda Item 6

Report To:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	23 October 2018
Reporting Officer:	Tim Bowman, Assistant Director, Learning
Subject:	TAMESIDE STRATEGY FOR SCHOOLS
Report Summary:	The report sets out the strategic leadership proposed for Tameside MBC in relation to schools and school improvement, noting the complexity of the current education landscape. The strategic approach sets out the role of local authority leadership in a system of school-led improvement and the strategic aims in relation to academisation. The report also sets out the issues in relation to academisation of PFI schools.
Recommendations:	That the board note the content of the report.
Links to Community Strategy:	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications:	Strategic leadership of a refreshed school-led improvement model.
Financial Implications:	Contained in the body of the report.
(Authorised by the Section 151 Officer)	
Legal Implications:	Contained in the body of the report..
(Authorised by the Borough Solicitor)	
Risk Management:	Contained in the body of the report.
Access to Information :	The background papers relating to this report can be inspected by contacting the report writers Tim Bowman and Tom Wilknsn
	 Telephone: 0161 342 3354 and 2062
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1. CORE PURPOSE

- 1.1 The delivery of good and outstanding education to every one of our resident children is a key priority for Tameside MBC. This is because the future life chances of those who are currently children will in large part be determined by their educational outcomes, and because improved educational attainment is therefore a key means to reducing inequality. So our focus is not just upon our formal statutory responsibilities, important though those are, but upon providing effective strategic leadership to ensure that all those partners with a role to play are delivering effectively for our children.
- 1.2 This was well articulated by the Leader in her inaugural speech:

“Years ago we were below the average for Greater Manchester (on GCSE results), let alone the rest of the country. Now the M.E.N. is highlighting our schools performances as one of the reasons why families are choosing to move into the borough. There was no magic wand or quick fix. It took bringing everybody involved in education in Tameside together, investing in the areas that allowed them to use their skills in the most effective way, and bucket loads of good old-fashioned hard work. It’s a model that works, and it’s a model that can be applied elsewhere too. But there can be no room for complacency.”

2. EDUCATION LANDSCAPE IN 2018

- 2.1 For a period the role of the Local Authority in education was seriously under question. The longstanding government policy of academisation set out an objective in which there would be no schools for which Councils were directly responsible. The wider impact of these policies diminished the role of Local Authorities, amidst a search for alternative middle leadership within a school led system, whether from Teaching Schools, Multi-Academy Trusts or Regional Schools Commissioners.
- 2.2 However the tide has turned. The Local Authority role as the systems leader for schools, on behalf of every one of their residents, including every child, is once again being recognised. In part this is due to the fact that the academisation programme has had to change, with the policy amended in 2016, the pace of change slowed and a developing body of evidence that in itself academisation is no panacea for lack of effective school leadership.
- 2.3 This reassertion of the Local Authority’s role is also due to the fact that it now widely recognised that there is no alternative systems leader to replace that of the Local Authority, with its deep and overarching understanding of residents’ needs and its democratic mandate
- 2.4 But of course this shift in the tide is happening in a changed context and a different schools landscape, and so the nature of the Local Authority’s leadership is not a return to a previous era, but rather needs to be adapted to the current context. We need to have really effective relationships with all schools, with the DfE and RSC team - we need to plan together to ensure schools are part of a sustainable partnership with each other. And we need to be an honest and intelligent broker of school support and be the glue in the system for schools linking wider children’s services to the education system.

3. TAMESIDE MBC'S SYSTEMS LEADERSHIP

3.1 In order to exercise effective leadership and ensure we deliver our legal obligations and oversee improvements in outcomes for there are four key functions:

- School Improvement – with a statutory responsibility for maintained schools, and a systems leadership role in respect of all schools – this function requires data capacity to ensure we know our schools well and school improvement capacity to engage credibly with schools to ensure that they know what needs to improve and to hold them to account for doing so.
- School System Leadership – with a particular focus upon the strategic leadership of each school, this function requires a detailed knowledge of the capacity that lies within each school's Governing Body and MAT Board where relevant, Headteacher and Senior Leadership Team; and the relationships and influence to be able to broker and shape decisions that lie with individual governing bodies or the RSC.
- Pupil Place Planning – a core duty to ensure sufficient school places which has been under pressure in recent years with a growing child population, and where we need the co-operation of schools in order to accommodate population bulges without ending up with too much capacity.
- Inclusion and SEND – core statutory responsibilities for SEND and vulnerable pupils¹ which can only be effectively delivered within a wider whole systems approach to inclusion, within which children's needs are identified early, high quality support is available and schools all see it as their responsibility to meet the needs of children with additional needs. There are significant financial pressures already upon the High Needs Block of the Direct Schools Grant, and an effective inclusion strategy will be key to keeping these under control.

3.2 The key to a revised and updated Tameside Schools Strategy is to exert more assertive and systematic leadership in order to deliver these key functions. To do this well we must be a credible, effective and responsive partner for schools and central government and we must have an effective and engaged relationship with all our schools. Our success is dependent on mutual co-operation.

3.3 To this end steps have already been taken to bring heightened rigour, structure and systematic analysis to our school improvement function – supported by the current Interim Head of Service – which will then be maintained and developed by the new Assistant Director and permanent Head of School Improvement. There should also be a greater willingness to use our statutory powers when a school fails to take appropriate action to deliver necessary improvements. Whilst Tameside has significantly reduced its school improvement capacity, this is no obstacle to the effective delivery of the function, as long as we maintain a clear and rigorous boundary between our role in knowing our schools and being able to hold schools to account, and schools and their governing bodies' responsibility to deliver the improvement activity that is required.

3.4 Tameside's current policy position on academisation is a neutral one that respects the role of School Governing Bodies as being best placed to determine the strategic plans which will best drive improvement for their school. This is a sound approach, which enables us to work effectively with the RSC and DfE, at the same time as supporting those which wish to remain as maintained schools. However in recent times, that neutrality has led to too much passivity as the Local Authority is simply the recipient of news about individual schools' decisions to academise and join a MAT of their choosing with no input from the Local Authority.

¹ Looked after Children, excluded pupils and young people with medical needs

Tameside's current profile of Academies and Academisation

3.5 Secondary Schools

- Majority of secondary schools are now academies – 9 out of 15
- 2 are part of the Great Academies Education Trust (4 schools in all, 3 in Tameside)
 - Great Academy
 - Copley Academy
- 2 make up the Aspire Plus MAT
 - Longdendale
 - Rayner Stevens
- 3 are standalone converter academies
 - West Hill
 - Fairfield
 - Audenshaw
- 2 are standalone sponsored academies
 - Droylsden
 - All Saints
- No current proposals for further academisation at this time

3.6 Primary Schools

- Minority of primary schools are academies – 19 out of 76
- 9 are part of the Enquire Learning Trust (23 schools in all; based in Wakefield):
 - Flowery Field
 - Endeavour
 - Manchester Road
 - Bradley Green
 - Dowson
 - Godley
 - Moorside
 - Oakfield
 - Linden Rad
- 3 make up the Victorious Academies Trust
 - Inspire
 - Discovery
 - Poplar Street
- 2 are standalone converter academies
 - Ashton West End
 - Denton West End
- 4 are the sole Tameside school in MATs based elsewhere:
 - Oasis Broadoak (Oasis MAT - 41 schools in total across the country)
 - Manor Green (Focus MAT – 14 other schools across the NW)
 - Waterloo (Prestolee MAT – 3 other schools all in Manchester)
 - St Pauls C of E (Chester Diocese MAT – 3 other schools all in Cheshire)
- Silver Springs is part of the secondary led Great Academies Education Trust
- Trend is one of steady further academisation in the primary sector with 14 Primary Schools known to be actively planning to academise:
 - 5 considering the Victorious Academies Trust (including 2 PFI schools)
 - 4 joining the Forward As One C of E MAT (with 3 schools in Bolton)
 - 4 considering non-Tameside based MATs
 - 1 unclear which MAT

3.7 The current position and current trends therefore are characterised by a preponderance of either small MATs or single converter academies which have none of the benefits of scale that strong Multi Academy Trusts provide, or membership of non-Tameside MATs where there is always likely to be a limit upon our influence. See attached graphic at **Appendix A**.

- 3.8 Our strategic objective should be for a relatively small number of outstanding locally led MATs who can work with the Local Authority to drive improvement, and for that we need a more assertive approach in which we expect to be a key influencer, we expect to be included in school's early thinking about academy conversion and their options, and we expect to work with the RSC's team to shape the MAT landscape in Tameside.
- 3.9 In pursuing this objective, there is a specific issue in relation to the complexities when PFI schools wish to convert and the need to secure sufficient assurance for the Council that no undue financial risk is transferred to the Council through academy conversion. The following section of the report deals with this issue from a Finance perspective.

4. PFI SCHOOL ACADEMISATION

4.1 A number of PFI schools have converted to Academy status across the country. The Department for Education (DfE) have produced some standard documentation to aid the novation of contracts and the governing body agreements, to ensure that the PFI contracts and associated payment profiles remain intact.

4.2 Tameside MBC has 10 schools that were built using the private finance initiative (PFI) in three schemes:

Pyramid Schools /Interserve

- Arundale Primary, Hattersley
- Pinfold Primary, Hattersley
- Alder High School, Gee Cross

PFI Project Co 1 – Amber Infrastructure

- St Damian's RC Science College Ashton
- Mossley Hollins High School

PFI Project Co 2 – Amber Infrastructure

- Denton Community College
- Hyde Community College
- Thomas Ashton Special School Hyde
- White Bridge College (PRU) Dukinfield
- Elmbridge School (PRU) Denton

4.3 The nature of PFI contracts, and in particular, the responsibility for the payment of the unitary charge to the PFI providers, is the Local Authority, who receive the government support for the building element of these schemes in the form of a grant known as PFI credits.

4.4 The academisation programme has not changed the PFI credit arrangements, with the Local Authority continuing to be the recipient of the PFI credits, even though the legal responsibility for the Academy and its operations transfers from the Council to a standalone Academy or MAT. The Council therefore remains responsible for ensuring the PFI providers are paid for the delivery of services and for ensuring that there are no authority breaches of the contract or in the event that the Authority is in default under the contract and the contract is terminated that any compensation due under the contract is paid. The contract sets out a number of matters including non-payment of PFI charges in which the contract can be terminated, including preventing access to the school site.

4.5 Typically, PFI funded schools have a number of cashflows that contribute to the payment of the unitary charge, including contributions from the schools' delegated budget, a top sliced element from the dedicated schools grant (DSG), any income collected for lettings or room

hire at the schools, investment returns on the Council's PFI investments and interest from sinking funds associated with the contract.

- 4.6 The legal documentation issued by the DfE seeks to ensure that the Academy is liable for making the payments due to the Council for it to pass on to the PFI provider. In a circumstance when all PFI schools are academies, the Council would act as an intermediary between the academy and the PFI company and ultimately guarantor.
- 4.7 To date the Council's position has been that in order to consent to any PFI conversion the Council are held harmless/indemnified for (a) the legal costs to the conversion process and the Council insist that these be met by the converting schools and (b) all liabilities under the contract caused by the default of the school by the DfE on the basis that Academies and MATs generally have limited Funds to the extent of grant monies provided by the DfE whereas the liability under the PFI agreements extend to tens of millions of pounds .
- 4.8 A number of residual risks remain with the Council in its liability to pay the PFI provider, its reliance on the continued income in the form of PFI credits, the DSG regulations allowing the top slice and collection of the academy's contribution. This has not been a problem with those PFI schools that have converted elsewhere, but some residual risk remains. The likelihood of these materialising are low. However, in light of the Council's position and the residual liability, the Council's external auditor previously raised this as a risk in its annual report dated 28 August 2013 and received by the September 2013 Audit Panel and set out at **Appendix B**. Consequently, the Council agreed that it would only agree to circumstances where it was provided with a DfE indemnity. The DfE do not agree to provide an indemnity but advise that in the 5 years since the Council's external Auditors made their recommendation, they have given greater comfort to Local Authorities in their standard documentation.
- 4.9 On the 24 May 2018, representatives from the Council's legal, finance and education services met with the DfE, Academies Regional Delivery Group, and the Chief Executive, Victorious Academies Trust, and Headteacher of Arundale Primary School to discuss the potential conversion of Pinfold and Arundale PFI Schools to academy status and to join our Trust. It was confirmed at the meeting that:
- Tameside Council has no objections in principle to schools becoming academies but cannot subsidise any costs for any works associated with any conversions, particularly PFI's where the costs can be substantial.
 - Where schools wishing to convert are PFI's the Council needs to ensure that once the schools have converted that the authority has no additional liabilities, cost or risks if the school or the Trust fails to make the payments or is in breach of the contract in any way.
 - The DfE confirmed that they have worked with Councils, Trusts and schools to convert over 150 PFI schools to academies, some of which are local, in Salford and Oldham. There are more PFI conversions in the pipeline and they stated this a well embedded process with a suite of standard documents, all available at [Model PFI documents](#).
 - Tameside confirmed their support for having a range of choice for families in Tameside and those academies within the Trust form part of this. The Authority is supportive of the Trust, particularly as the Trust works closely with the Council.
 - The Trust confirmed that they, along with the schools are happy to fund the costs associated with the legal processes required by the Council for a PFI conversion but that they are a small Trust with limited funds and therefore it is imperative that they have an understanding of what these costs will be at the start of the process. *The Trust would also look to the Council to ensure that the costs provide value for money*

and will be cognisant that any costs required to be funded by the Trust will come from public money and we have a duty to ensure that it is spent with regularity, propriety and compliance.

4.10 It was agreed that:

- The DfE will provide details about costs and timescales where other schools have converted to academy status where the funder is the same as that of the current schools together with some benchmark information for variation costs.
- Tameside would agree to undertake the appropriate governance process to enable the appropriate consideration by elected members with a view to reviewing the current position with a Cabinet meeting in August being targeted. The Cabinet Report will set out the risks linked with PFI schools becoming academies and recommend approval or otherwise to taking the process forward.
- In order to enable the Cabinet to review its current stance in light of the external auditors concerns on record, external legal advice will be obtained on the strength of the DfE's covenants/commitments set out in their standard documentation and the risks that would be retained by the Council, with the cost of such legal advice being met by the Victorious Academies Trust, who are able to access such funding from the DfE under their Academies conversion process. Should the Executive Cabinet be minded to proceed, then further information about the costs of the process will be obtained from the Funders and their lawyers to enable the Academy and Schools affected to consider their options with support from the DfE.

5. RECOMMENDATIONS

5.1 As set out on the front of the report.

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Agenda Item 7

Report To:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	23 October 2018
Reporting Officer:	Tim Bowman, Assistant Director, Learning
Subject:	SCHOOL PRIORITIES 2018/19
Report Summary:	The following presentation outlines priorities for Education in improving outcomes for children and young people in Tameside.
Recommendations:	That the content of the report be noted.
Links to Sustainable Community Strategy:	The report supports two elements of the Community Strategy – Prosperous and Learning Tameside.
Policy Implications:	Implement plans for change related to each priority area.
Financial Implications: (Authorised by the Section 151 Officer)	There are no financial implications arising from this report.
Legal Implications: (Authorised by the Borough Solicitor)	It is important that the Local authority ensure that they fulfil their statutory obligations in relation to education.
Risk Management	There are significant reputational risks to the Council if it does not monitor and challenge schools' performance and does not have appropriate plans in place to support improvement.
Access to Information	The background papers relating to this report can be inspected by contacting Tim Bowman, Assistant director – Learning.  Telephone:0161 342 2373  e-mail: tim.bowman@tameside.gov.uk

1 BACKGROUND

- 1.1 The Council has undertaken a review of provisional and unvalidated data from the range of national performance measures at the end of the academic year along with additional data relating to other important indicators including EYFS outcomes, KS1 teacher assessment, SEND performance and pupil attendance.
- 1.2 Through analysis and research of these data corroborated by consultation with the primary school head teacher community, priorities for education have been identified and will be presented at the Board meeting (see PowerPoint slides attached).
- 1.3 Underpinning the education priorities are two significant service priorities: developing positive relationships and partnerships with the school community locally and regionally; and through this building capacity to create more stability in the system.

2 IDENTIFICATION OF PRIORITIES

- 2.1 Three priorities across the Borough have been identified: SEN support; attendance; and reading.
- 2.2 **SEN support:** The number of EHCPs in Tameside, which has been historically at a low level, is increasing and requests for assessment are continuing to increase. Need is changing and increasing in complexity. There is pressure on places, budgets and resources in the system.
- 2.3 **Attendance:** Pupil absence, although around the national average, is increasing. For the Borough's most vulnerable pupils, children in need, the level of persistent absence is extremely high. The rate of primary and secondary permanent exclusions both increased in 17/18. The rate of fixed term exclusion has increased year on year overall. Fixed term exclusions have increased year on year in secondary schools.
- 2.4 **Reading:** Children who cannot read well at the end of primary school are less likely to succeed in secondary school and, in adulthood, are likely to earn less than their peers. The challenge in Tameside starts in the early years with GLD 6% below national and 7% below national for the reading ELG. Phonics outcomes are 3% below national and KS1 reading attainment is low especially at Greater Depth. In 2018 children at the end of KS2 broadly caught up with children nationally in reading but not at the Higher Standard. Boys perform particularly poorly in reading in Tameside with disadvantaged boys performing particularly poorly across all phases.

3 IMPROVEMENT PRIORITIES

- 3.1 **School readiness:** 66% of pupils achieved a GLD in 2018, the same as 2017. The national average in 2018 has provisionally increased by 1% to 72%.
- 3.2 **Boys:** Boys in Tameside underperform boys nationally in EYFS, Phonics, at the end of KS2, and KS4.
- 3.3 **Disadvantaged pupils:** Almost half of disadvantaged children in Tameside do not reach a good level of development at the end of EYFS and only 46% of disadvantaged boys achieved a GLD. There is a 20 percentage point gap between disadvantaged pupil attainment in Tameside and non-disadvantaged children nationally. Achieving a strong pass at KS4, Tameside pupils exceeded disadvantaged pupils nationally by almost 2% (26.3%)

however the progress for disadvantaged pupils at KS4 is worse than the progress of non-disadvantaged pupils in Tameside and nationally.

- 3.4 **Progression to adulthood:** NEET in Tameside outperforms the North West region however outcomes for 19+ are behind the North West. The North West outperforms Tameside on all employment measures.

4 PLANS FOR IMPROVEMENT

- 4.1 A plan for each priority is being developed.

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Education Priorities 2018/9

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Two service priorities

- Relationships and partnerships
- Capacity and stability

Three policy priorities

- SEN Support
- Attendance
- Reading

SEN Support

The challenge (in Tameside)

- Increasing numbers of EHCPs (historically a low level)

Number of children whom the LA maintains a Statement of SEN or an EHC plan – academic year			
2014/15	2015/16	2016/17	2017/18
662	699	828	977

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Increasing complexity of need and changing need

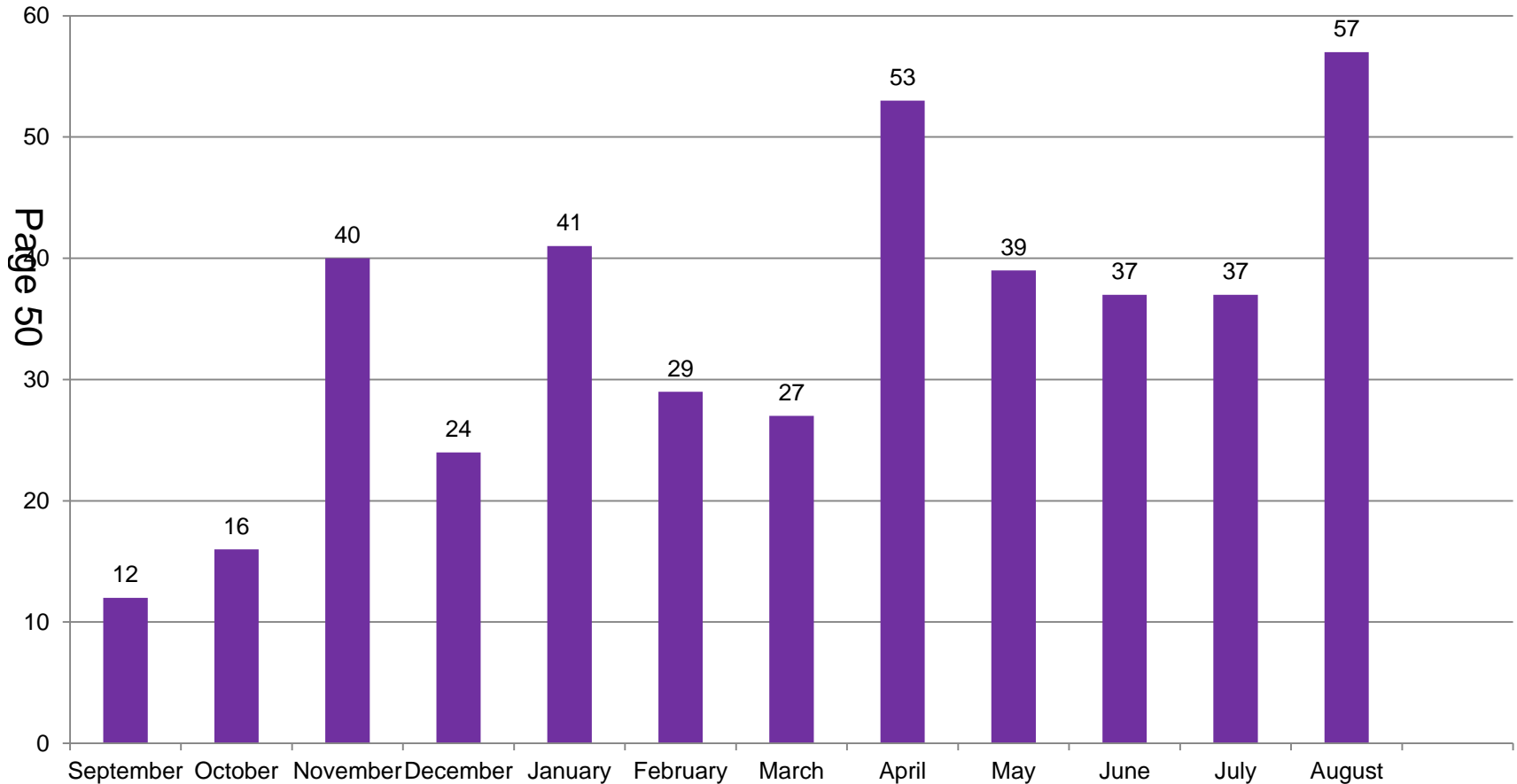
- Pressure on places, budgets and resources

% of Pupils in Tameside schools with Statement of (SEN) or (EHC) Plans – January 2018				
	2014/15	2015/16	2016/17	2017/18
Tameside	1.7	1.7	1.6	1.8*
Statistical Neighbours	2.58	2.62	2.66	2.83
North West	2.9	2.8	2.9	3
England	2.8	2.8	2.8	2.9

*Figures do not include Tameside learners educated out of borough. This is a significant cohort.

Requests for Statutory Assessment are continuing to rise

Total number of EHC Requests in Academic Year 2017/18



Why SEN Support?

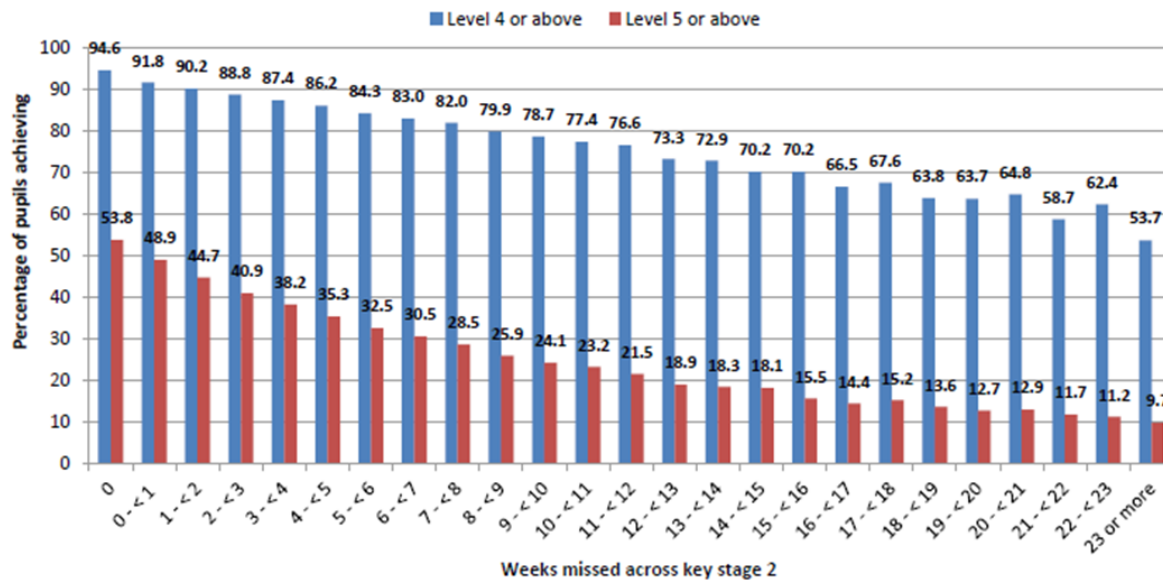
- High quality SEN Support will:
 - Ensure need is identified at the earliest possible opportunity
 - Ensure the swiftest possible action is taken to meet need
 - Improve outcomes for children and young people
 - Enable more positive experiences for parents
 - Reduce the need for statutory assessment

Attendance

The importance of attendance

4.2.2 Number of weeks missed due to overall absence

Figure 2: Percentage of pupils in state-funded mainstream schools achieving stated levels at the end of KS2 in 2013/14 academic year by the number of weeks missed due to overall absence across KS2



Persistent absence - all schools

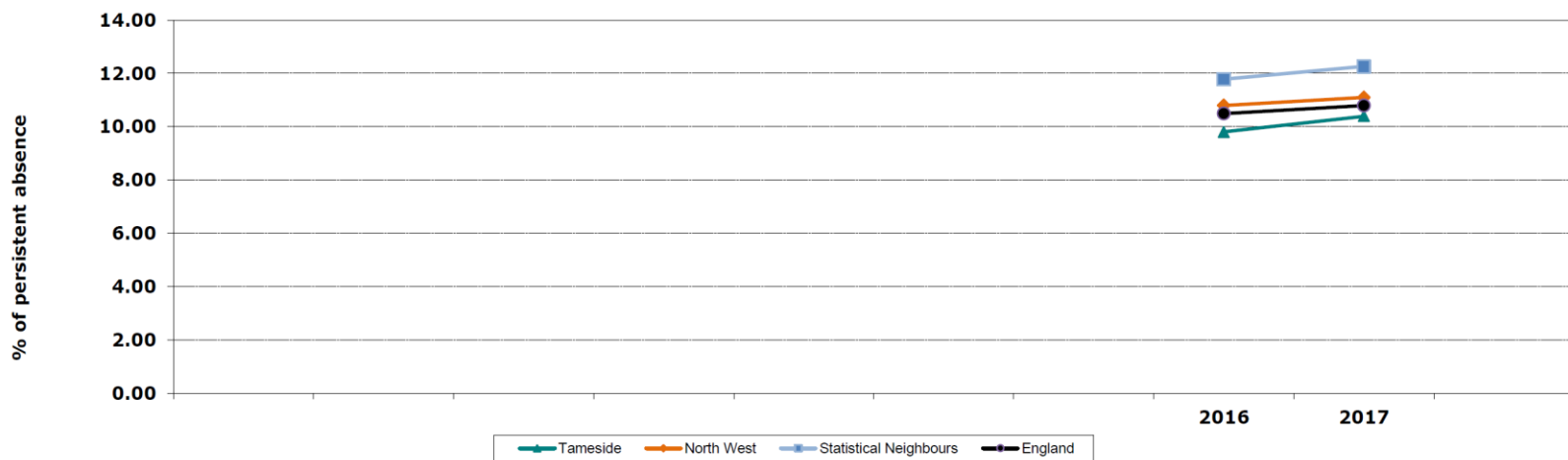
State Funded Total persistent absence rates (New definition)

Local Authority, Region and England		-	-	-	-	-	-	-	2016	2017	-	Change from previous year
357	Tameside	-	-	-	-	-	-	-	9.80	10.40	-	0.60
981	North West	-	-	-	-	-	-	-	10.80	11.10	-	0.30
	Statistical Neighbours	-	-	-	-	-	-	-	11.79	12.26	-	0.47
970	England	-	-	-	-	-	-	-	10.50	10.80	-	0.30

Quartile bands

Local Authority	Trend	Change from previous year	Latest National Rank	Quartile Banding	Up to and including	Up to and including	Up to and including	Up to and including
357 Tameside	↑	0.60	62	B	9.78	10.70	11.70	16.40

State Funded Total persistent absence rates (New definition)



- Pupil absence, though around the national average, is increasing in Tameside. In 2016/17 Tameside had an absence rate of 4.7% having been 4.6% in the previous year.
 - The percentage of pupils persistently absent, though again around national, is increasing year on year, with the overall persistent absence figure for the borough being 10.4% in 2016/17 (up from 9.8%).
- In terms of our most vulnerable pupils, persistent absence amongst Children in Need is extremely high. The PA rate for CIN is 39.50% which is well above the national average of 31.50%

A different story for our vulnerable pupils

% of Children in Need subject to a Child Protection Plan who are persistent absentees 3 Terms

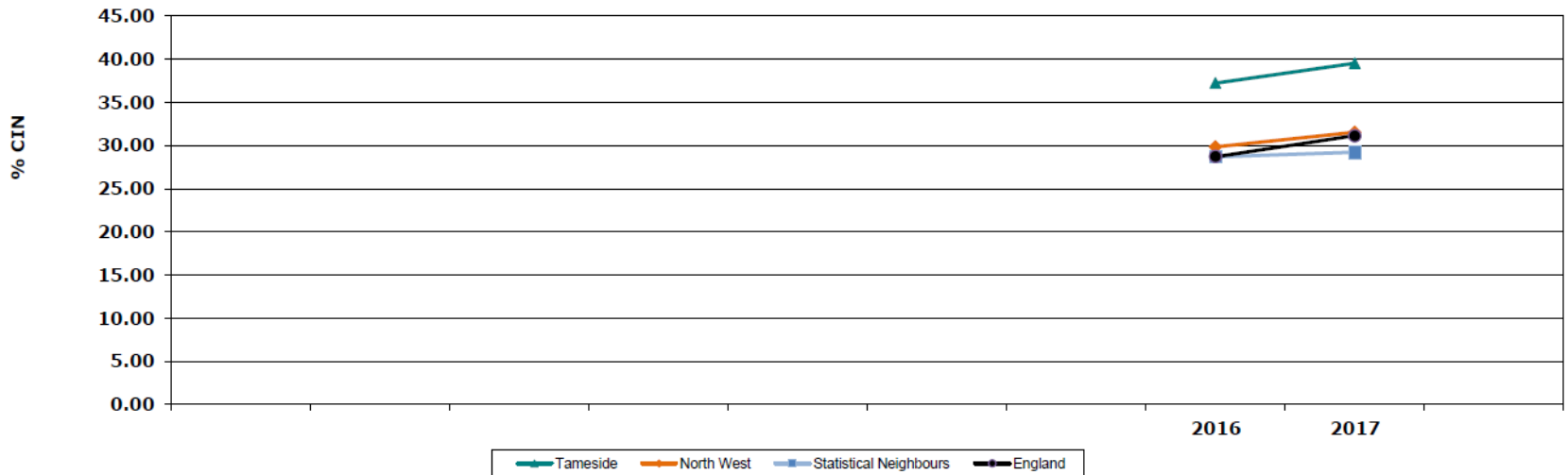
Local Authority, Region and England

								2016	2017		Change from previous year
357	Tameside	-	-	-	-	-	-	37.20	39.50	-	2.30
981	North West	-	-	-	-	-	-	29.80	31.50	-	1.70
	Statistical Neighbours	-	-	-	-	-	-	28.67	29.18	-	0.51
970	England	-	-	-	-	-	-	28.70	31.10	-	2.40

Quartile bands

		Trend	Change from previous	Latest National Rank	Quartile Banding	Up to and including	Up to and including	Up to and including	Up to and including
357	Tameside	↑	2.30	144	D	27.50	30.60	34.30	45.70

% of Children in Need subject to a Child Protection Plan who are persistent absentees 3 Terms



And exclusions are rising

	2015/16						
	headcount	perm excl	perm excl rate	fixed excl	fixed excl rate	one plus fixed	one plus fixed rate
Tameside total	35563	79	0.22	1952	5.49	981	2.76
Tameside primary	22268	12	0.05	423	1.9	190	0.85
Tameside secondary	12900	67	0.52	1464	11.35	759	5.88
Tameside special	395	0	0	65	16.46	32	8.1
	2016/17						
	headcount	perm excl	perm excl rate	fixed excl	fixed excl rate	one plus fixed	one plus fixed rate
Tameside total	36070	78	0.22	2587	7.17	1182	3.28
Tameside primary	22635	11	0.05	539	2.38	240	1.06
Tameside secondary	13037	67	0.51	1902	14.59	906	6.95
Tameside special	398	0	0.00	146	36.68	36	9.05
	2017/18						
	headcount	perm excl	perm excl rate	fixed excl	fixed excl rate	one plus fixed	one plus fixed rate
Tameside total	36512	100	0.27	2920	8.0	1252	3.4
Tameside primary	22672	17	0.07	472	2.1	210	0.9
Tameside secondary	13263	83	0.63	2133	16.1	935	7.0
Tameside special	441	0	0.00	90	20.4	30	6.8

- There were 100 permanent exclusions in the 17/18 academic year.
- The rate of primary and secondary permanent exclusions both increased in 17/18.
- Provisionally, the rate of fixed term exclusion has increased year on year overall. Fixed term exclusions have increased year on year in secondary schools.

Reading

Why does reading matter?

- Reading is an essential skill which enables children to access the curriculum
- Children who cannot read well at the end of primary school are less likely to succeed in secondary school and, in adulthood, are likely to earn less than their peers²

¹ and ² The Power of Reading, ROGO 2015

The challenge in Tameside

- Low outcomes in EYFS, 34% not school ready. GLD 6% below national
- Reading Early Learning Goal 7% below national
- Phonics outcomes 3% below national.
- KS1 attainment low in reading, especially boys and Greater Depth,
- KS2 Expected Standard slowly catching up with national, however Higher Standard well below national.
- 30% of Tameside Ofsted inspection reports in 2017/18 highlight reading in the key recommendations.

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Potential causes?

- Under-developed early language skills
- Below national phonics outcomes
- Poor vocabulary
- Under-developed verbal reasoning skills, such as inference
- Poor progress for boys especially disadvantaged boys
- Not enough children are reading daily and for pleasure
- Adult literacy levels and confidence.

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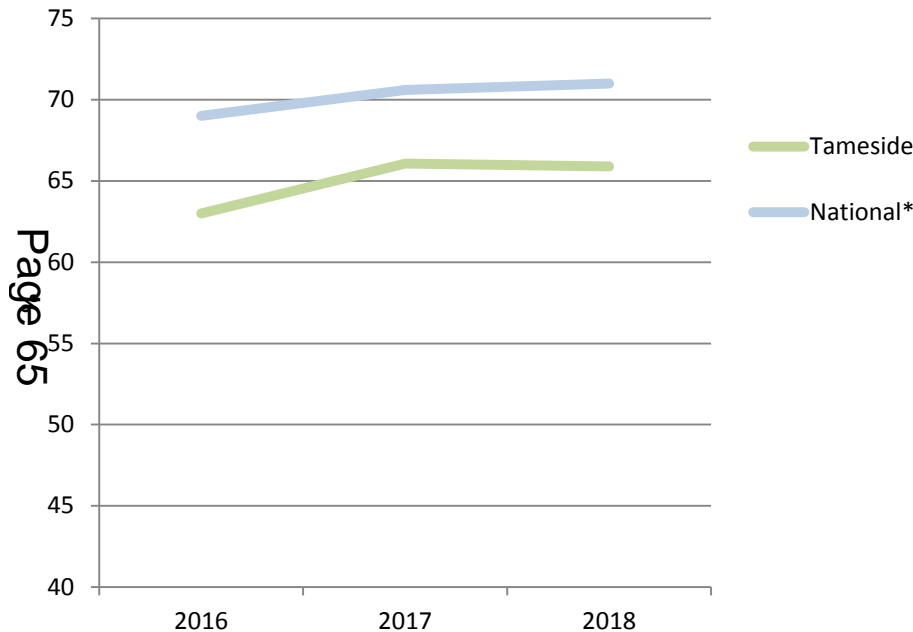
And Four Improvement Priorities

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School Readiness

2018 unvalidated data – data subject to change

EYFS - % pupils achieving GLD



66% of pupils achieved a good level of development (GLD) in 2018 – the same as 2017. This is the first year since the revised EYFS profile was first assessed in 2013 that the percentage of pupils achieving a GLD has not increased in the borough.

The national average in 2018 has provisionally increased by 1% to 72%.

Boys' Attainment

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The Tameside experience for boys

↓ → ↑ Denotes direction since 2017

EYFS

59% of boys in Tameside achieved a GLD → compared to 65% of boys nationally and 73% of girls in the borough.

Phonics

76% of boys in Tameside were working at the expected standard ↓ compared to 79% of boys nationally and 83% ↑ of girls in the borough.

KS2

In reading, 67% of boys in Tameside were working at the expected standard compared to 72% nationally and 79% of girls.

In writing, 71% of boys in Tameside were working at the expected standard compared to 72% of boys nationally and 86% of girls.

In maths, 74% of boys in Tameside were working at the expected standard compared to 75% of boys nationally and 77% of girls.

KS4 performance of boys in NW region (2017)

The average Attainment 8 score was 42.7 meaning Tameside is 13/23 in NW authorities (Trafford -0.04)

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The average Progress 8 score was -0.3 meaning Tameside is 8/23 in NW authorities. (Trafford -0.04)

36.3% achieved a Strong pass in English and Maths. Tameside is 10/23 in NW authorities (Trafford 59.5%)

Trafford was No.1 NW authority for each measure relating to boys performance.

Disadvantaged Pupils

The Tameside experience for disadvantaged EYFS pupils

EYFS	Tameside disadvantaged 2017	National non-disadvantaged 2017	2017 PP gap in Tameside	Tameside disadvantaged 2018	National disadvantaged 2018	National non-disadvantaged 2018	2018 PP gap in Tameside
GLD	53%	73%	20%	53%	-	-	-

Of the 430 EYFS disadvantaged pupils:

- 53% achieved a good level of development (GLD) – the same as 2017
- **47% of pupils did not achieve GLD** (almost half of this disadvantaged group)

Broken down by gender:

- Of 220 boys, 46% achieved a GLD (45% in 2017) **More did not achieve a GLD.**
- Of 210 girls, 61% of them achieved a GLD (60% in 2017)
- **81 did not achieve a GLD.**
- The gender gap for disadvantaged boys achieving GLD and being considered 'school ready' is 15%

The Tameside experience for disadvantaged KS2 pupils

Of the 1045 disadvantaged pupils in KS2:

In **reading**, 63% were working at the expected standard compared nationally to 64% of disadvantaged pupils and **80%** of non-disadvantaged pupils. The provisional gap in 2018 has remained 17%.

In **writing**, 68% were working at the expected standard compared nationally to 67% of disadvantaged pupils and 83% of non-disadvantaged pupils. The provisional gap in 2018 has increased slightly to 15%.

In **maths**, 64.5% were working at the expected standard compared nationally to 64% of disadvantaged pupils and 81% of non-disadvantaged pupils nationally. The provisional gap in 2018 has remained the same for maths.

In reading, writing and maths combined, 50% were working at the expected standard compared to 47% in 2017 and 70% of non-disadvantaged pupils nationally.

The Tameside experience for disadvantaged KS4 pupils 2017

Of the 860 disadvantaged pupils, 26.3% achieved a **strong** pass in English and maths compared to 24.5% of disadvantaged pupils nationally. Tameside pupils exceeded national.

The **progress score** of disadvantaged pupils was -0.51

Disadvantaged pupils nationally had a progress score of -0.4

The progress score for non-disadvantaged pupils in Tameside is -0.08

Non-disadvantaged pupils nationally had a progress score of 0.11

4 schools in the borough have a positive progress score for this group with disadvantaged pupils in 3 schools making **more** progress than non-disadvantaged pupils nationally.

There were 4 Tameside schools where disadvantaged pupils attained an average of **1 grade less** across the progress 8 suite of subjects.

Progression to Adulthood

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Skills

PARTICIPATION 16-18

- NEET and Unknown for 16 and 17 year olds is 5.3% in Tameside (we outperform stat neighbours 6.5%, and England 5.9%)
- 643 SEND 16-19 in EET (87%)

OUTCOMES 19+

- 15,100 (10.9%) Tameside Adults have **no qualification** *the North West outperforms us at 9%*
- 36,200 (26.2) Tameside Adults have **NVQ4** and above (degree) *the NW outperforms us at 34.%%*

Employment

8100 children in Workless households (19%) *NW outperforms us 12.6%*

955 (5.5%) 18 to 24 year olds unemployed *NW outperforms us 3.9%*

Page 1,900 (8.5%) adults out of work on ill health benefits (ESA) *NW
75 outperforms us 7.8%*

Average Weekly Pay Tameside £479, *NW outperforms us £514*

Tameside Adults with Learning Disability in Paid Employment 31 (5.4%)
ASCOF measure GM target 7% by 2020

A Plan for Each Policy Priority

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Strategic planning: Theory of Change Model

Problem

Too few children achieving the expected standards in reading from EYFS to KS2. Reading progress from KS1 to KS2 is too low. Disadvantaged boys perform particularly poorly.

Response

Develop Early Language in EYFS.

Improve vocabulary - explicitly teaching vocabulary and reading strategies building on children's context and prior experience.

Improve phonics outcomes.

Get children reading.

Achievement

Increase in GLD closer to national and specifically in C&L and Literacy (target as per EYFS plan)

Y1 Phonics at national (up 3%)

KS1 reading at national (up 2%)

KS2 reading progress and attainment at or above national

Improved outcomes for disadvantaged boys.

Identification

Inputs

Outputs

Intermediate Outcomes

Final Outcomes

Defining, prioritising and implementing our response

What Change is required?

More focused conversations with schools performing poorest for reading outcomes

Improved pedagogy and technical understanding

Get more children reading

Improve outcomes in the Early Years

Increase language-rich environments and experiences for children

How will we do it?

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Parental engagement and empowerment

Engage successful 'reading schools' to develop CPD and S2s support for priority schools and groups. Developing and distributing expertise and ownership.

Reading Networks – developing expertise around building vocabulary and reading for pleasure

Reading Volunteers Scheme

Targeted programme for disadvantaged boys

Trying things out on a small scale and learning from them before rolling out

Intervention outcomes closely aligned to student outcomes. Robust evaluation.

Reading Volunteers Case Study

Targeted

Launched in the first week in October. 150 volunteer hours by Christmas. That means 15 volunteers, working with 30 children every week for 10 weeks. Children are aged between seven and 11.

Aims

Programme designed to provide opportunities for children to read more often, develop positive associations with reading and have one-on-one time with an adult where they can develop their vocabulary and raise self-esteem

System capacity

The schools with the best results and progress in reading were asked to write and deliver training for volunteers

Priority

In Tameside, boys, especially disadvantaged boys, perform poorly in literacy. Six schools with historically high numbers of boys and disadvantage were invited to take part in a pilot reading programme

Capacity

Volunteers are both Council employees and employees working for other organisations on Council contracts with a requirement for CSR

Evaluation

Evaluation in December. Expected to show that children grow in confidence and develop positive attitudes to reading when they are given the chance to read more often in a positive environment. This will ultimately have an impact on vocabulary, reading fluency and increased success in reading tests.

Agenda Item 8

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	23 October 2018
Reporting Officer:	Tim Bowman – Assistant Director of Education
Subject:	EAIB FORWARD PLAN 2018/19
Report Summary:	The Forward Plan provides an update to the proposal, discussed and agreed at the June meeting of this Board, for a structured approach to the work of the EAIB which addresses the strategic priorities for education and lifelong learning in Tameside.
Recommendations:	The Board is asked to approve this updated Forward Plan. There will remain the opportunity to make further amendments through the course of the year.
Links to the Corporate Plan:	The Corporate Plan outlines the priorities for improving the borough of Tameside including the quality of life for children and families.
Financial Implications:	There are no financial implications arising from this report.
Legal Implications:	Good governance is about a clear direction and forward planning.
Risk Management:	A failure to have appropriate challenge and oversight of the complex landscape of education provision creates a risk to the effectiveness and quality of education provision, which is of fundamental importance to the life chances of Tameside's children and residents.
Access to Information :	The background papers relating to this report can be inspected by contacting the report writer Tim Bowman:  Telephone: 0161 342 3354  e-mail: tim.bowman@tameside.gov.uk

1. BACKGROUND

- 1.1 This short report updates the Forward Planner discussed and agreed in June.
- 1.2 The work of the Board will benefit from the best possible preparation and this will be enhanced by service leads having a clear understanding of the point in the year when they will be expected to report on each key issue.

2. PROPOSED FORWARD PLAN

- 2.1 The updated Forward Plan is set out below:

Meeting	Topic	Lead
15 Jan 2019	Pupil Place Planning Annual Report	Catherine Moseley
	Inclusion Strategy for Tameside	Tim Bowman
	SEND Self Evaluation and Improvement Plan	Helen Mellor
	Focus on 16 to 19 Improvement	Dave Berry
	Presentation by School or MAT	TBC
26 Mar 2019	Focus on Early Years Improvement	Lorraine Butler
	Focus on Primary School Improvement	Jane Sowerby
	Presentation by School or MAT	TBC

- 2.2 The Board has an established approach of inviting Multi-Academy Trusts to present the work that they are doing to drive improved educational attainment in the borough. In the past year, presentations have been made by Aspire Plus, Enquire and GAET.
- 2.3 A proposed short-list of Schools or MAT's to be invited to this year's programme is set out below, and it may be helpful to seek to match the school or MAT with the agenda most closely aligned to their provision. Options include:
- * Victorious MAT – local primary schools
 - * Laurus Trust – in respect of the new Free School
 - * Mossley Hollins – Secondary Teaching School Alliance
 - * Tameside College – as both provider and sponsor of Droylsden Academy
 - * Special Schools

3. RECOMMENDATIONS

- 3.1 It is recommended that the Board discuss and agree the Forward Plan with any required amendments.