

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 26 March 2019
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 15 January 2019.	1 - 4
4.	SEND UPDATE Report of the Assistant Director, Education, attached.	5 - 14
5.	EDUCATION SELF-ASSESSMENT AND ACTION PLAN UPDATE Report of the Assistant Director, Education, attached.	15 - 130
6.	PRESENTATION OF THE NEW BRIDGE MULTI ACADEMY TRUST To receive a presentation from Graham Quinn, CEO, New Bridge Multi Academy Trust.	
7.	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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EDUCATION ATTAINMENT IMPROVEMENT BOARD

15 January 2019

Commenced: 3.30 pm

Terminated: 5.00 pm

Present: Councillors: Feeley, Boyle, Peet, M Smith and Patrick Paul Jacques and Elizabeth Turner

In Attendance:	Richard Hancock	Director of Children's Services
	Tim Bowman	Assistant Director, Learning
	Catherine Moseley	Head of Access and Inclusion
	Helen Mellor	Head of Pupil Support Service
	Tony Shepherd	Head of Improvement and Partnerships
	Jean Quinn	Head of Adult and Community Education

Apologies for Absence: Councillors Ryan and Buglass

18 DECLARATIONS OF INTEREST

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

19 MINUTES

The Minutes of the Education Attainment Improvement Board held on 23 October 2018 were approved as a correct record.

20 PUPIL PLACE PLANNING ANNUAL REPORT

The Assistant Director, Learning, submitted a report outlining the process for school place planning in Tameside and the current issues, particularly with secondary schools, for September 2021 onwards.

It was explained that all local authorities had a statutory duty to ensure that there were sufficient school places to meet demand in the area. These may be school places available at provision maintained by the local authority, academies, or other non-maintained schools.

Planning for fluctuations in demand for school places was an important function which need to be carried out at a local level and would differ depending on the phase of learning, for example, pupils would travel further to secondary schools than primary schools. The compact geography of Tameside and the mix of types of school, e.g. single sex, meant that place planning happened at a level higher than wards or towns.

It was further explained that school place planning was a complex process that accounted for a range of factors including the number of births in the borough, in year movement and cohort survival rates, as well as parental preference and planned housing development. With rapid shifts in economic conditions for families and changing patterns of migration, planning for basic need for school places required a proactive approach to best respond to both short and medium-term demand for places. By taking this approach, the Council had managed to ensure sufficient places

to meet increasing demand over the last 15 years which had seen a 27% rise in birth rates in the borough and a 24% increase in pupils coming into primary schools.

This report set out how the forecasting of demand was matched to need and where there was a need for additional places to be created, how this was achieved.

The report set out how the forecasting of demand was matched to need and where there was a need to additional places to be created, how this was achieved.

The report also looked at the factors affecting demand which were birth rates, in year movements within and without the borough, travel, to learn pattern of pupils into schools in other local authorities, and equally pupils travelling to schools in Tameside from other boroughs, housing developments and availability of social housing and parental preference. Many of these were subject to quite short-term uncertainty and were difficult to plan for on a long-term basis. An analysis of this data gave a cohort survival rate which was used to give an estimate of demand. Currently, with a falling birth rate, the need for additional places was in the secondary sector for four years from September 2021 to September 2024.

Factors affecting supply, which were the availability of capital funding, land and premises were also examined. Expansion of existing schools was affected by the capacity of premises, the size of sites as well as wider considerations of their location. Establishing any new schools required a longer lead in time through the competition framework. Equally, additional places could be introduced into the system through expansion proposals by governing bodies or admission authorities that increased admission numbers into a school and the establishment of Free Schools that received approval by central government.

Members were informed that all secondary schools were aware of the issues relating to the need for additional places and the relative number of places that were still needed for these four years. It was not anticipated that September 24 would pose a great deal of problems as many schools had offered to take small number of additional pupils as a flexible intake into Year 7 as happened 1 September 2017 where several schools took up to 6 extra pupils to meet the predicted shortfall in places. September 2021 – 2023 posed greater issues as additional classes would be needed to accommodate predicted demand. These numbers however would be accommodated on a temporary basis and would not necessitate permanent increases in published admission numbers as this would generate significant levels of surplus capacity in future years. Officers would continue to work with all secondary schools to identify where additional capacity could be found to meet the forecast demand.

Discussion ensued with regard to the content of the report and the planning of school places for the future, in particular the impact of the GM Spatial Framework and the importance of working closely with colleagues in the planning department in order to monitor monies allocated to education through Section 106/Developer contributions.

RESOLVED

- (i) That the content of the report be noted; and**
- (ii) That the monitoring of monies allocated to education via Section 106/Developer Contributions be included on the Forward Plan for the Education Attainment Improvement Board for 2019/2020 municipal year.**

21 LEVEL 3 POST 16 PERFORMANCE

Consideration was given to a report of the Head of Employment and Skills setting out an overview of Level 3 post 16 performance in Tameside.

It was reported that, overall, the picture of Level 3 performance (equivalent to A-Level) was improving in Tameside with high quality institutions and an increasing number of residents participating in learning.

In terms of future provision and next steps, it was reported that the development of the Vision Tameside campus would provide further high quality skills, facilities and provision for the Borough. This included the development of an Advanced Skills Centre alongside Clarendon College, Advanced Technologies Centre and also new Skills Construction Centre in 2020.

The Tameside Learner provider Network was relaunched in 2016 and had grown into a strong strategic and operational network of providers to support the development of new and quality provision. The network now provided an opportunity to lead a multi-agency approach to the local skills agenda identifying gaps and supporting shared solutions to provision.

The core strengths in Tameside's Level 3 provision, were outlined in the report and it was explained that these could be further strengthened through the pursuit of the following activity as part of a wider strategy for a vibrant economy to be developed in early 2019:

- Raise educational performance pre Level 3 and through the life course;
- Improve the quality and availability of Careers Education Information Advice and guidance (CEIAG);
- Realise the potential of the Vision Tameside Campus;
- Develop a stronger Level 4 (degree equivalent) offer in Tameside building on Vision Tameside;
- Ensure the development of the Greater Manchester Institute of Technology (with a likely focus on industrial digitisation) supported and enhanced Tameside's existing skills offer;
- Ensure the Devolution of Adult Education Budget to Greater Manchester supported residents to gain basic skills essential for progression into employment or higher level learning; and
- Continue to develop a Strategy for a Vibrant Economy including a clear and ambitious action plan for Skills.

Whilst acknowledging the improving picture of Level 3 performance in Tameside, Members made reference to the creative curriculum and the barriers to developing this and the need to broaden the curriculum to encourage diversity.

RESOLVED

- That the content of the report be noted; and**
- That Level 3 Curriculum be the subject of future reports to the Education Attainment Improvement Board and added to the Forward Plan for the 2019/2020 municipal year.**

22 ADULT COMMUNITY EDUCATION SELF ASSESSMENT REPORT

The Head of Employment and Skills submitted a report providing details of the draft Tameside Adult Community Education (ACE) Self Assessment Report (SAR). The SAR was due to be submitted before January 2019 in final form to the Education Skills Funding Agency and covered the academic year 2017/18. The SAR provided a comprehensive assessment of performance and areas for development. The Adult Community Education Service had shown significant improvement in 2018 by obtaining a 'Good' inspection rating from Ofsted and an improvement in qualification results.

The Chair congratulated all concerned in respect of the continuing improvement of the Service as reflected in the 'Good' Ofsted inspection rating and thanked everyone for all their hard work in achieving this.

RESOLVED

That the content of the report be noted.

23 FORWARD PLAN

The Assistant Director, Learning, submitted a Forward Plan, providing an update to the proposal discussed and agreed at the June 2018 meeting of the Board, for a structured approach to the work of the EAIB, which addressed the strategic priorities for education and lifelong learning in Tameside.

RESOLVED

- (i) That the updated Forward Plan, as detailed in the report, be approved, with the opportunity to make further amendments through the course of the year; and**
- (ii) That the monitoring of monies awarded through Section 106 agreements/Developer Contributions and Level 3 Post 16 Curriculum, be added to the Forward Plan for the Education Attainment Improvement Board for 2019/2020.**

24 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:	26 March 2019
Reporting Officer:	Tim Bowman, Assistant Director, Education
Subject:	SEND UPDATE
Report Summary:	This report and its two appendices provides an update to the Board on SEND issues, covering the implementation of the SEND reforms, current performance and readiness for SEND Local Area Inspection.
Recommendations:	Board members are asked to discuss the content of the report and endorse the summary of strengths and weaknesses identified in the self-evaluation executive summary (Appendix A).
Corporate Plan:	Early identification of high quality support for children and young people with special education needs and / or disabilities is a vital part of our living well and starting well objectives.
Policy Implications:	None identified.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>The SEND reforms and increasing demands for supporting the SEND in Education and Schools, places significant pressures on the High Needs Budget provided by Department for Education to fund this.</p> <p>The overspend in this area is insufficient and overspending by in excess of £1m in 2018/19, expecting to rise significantly further in 2019/20 due to continuing demand to deliver this statutory provision.</p>
Legal Implications: (Authorised by the Borough Solicitor)	The report sets out a clear self assessment of the issues that need to be addressed. It is important that the necessary resources are deployed expediently to ensure that we are delivering better outcomes and to reduce risk of failure.
Risk Management:	The risks highlighted above need to be carefully managed and monitored against the budgetary pressures highlighted by the Chief Finance Officer
Background Information:	<p>The background papers relating to this report can be inspected by contacting Tim Bowman</p> <p> Telephone: 0161 342 2050</p> <p> e-mail: tim.bowman@tameside.gov.uk</p>

1. INTRODUCTION

- 1.1 Part Three of The Children and Families Act 2014 introduced significant changes to the responsibilities of Local Authorities, Schools and Clinical Commissioning Groups for children and young people with special educational needs and disabilities. These reforms came into effect on 1 September 2014 supported by a refreshed SEND Code of Practice. At the time the government described this as the biggest educational reform for a generation.
- 1.2 Implementing these reforms was in itself a challenge, however, this challenge has been compounded by turbulence and pressure in all parts of the education system. Pressures on budgets, wide ranging changes to policy (for example curriculum and assessment), and the impact of austerity on the public sector and families, mean that implementation has been inconsistent across the country and in Tameside.
- 1.3 To provide oversight and accountability to these reforms the Minister of State for Children and Families tasked Ofsted and the Care Quality Commission (CQC) with inspecting local areas on their effectiveness in fulfilling the new duties. This new inspection, "The framework for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities" came into effect in May 2016. All Local Areas will be inspected over a five year period.
- 1.4 The inspection will consider how effectively the local area identifies, meets the needs of and improves the outcomes of the wide range of different groups¹ of children and young people who have special educational needs and/or disabilities. Its focus is on the contribution of education, social care and health services to children and young people with special educational needs and/or disabilities, as set out in the Act, the Regulations and the Code of Practice.
- 1.5 The outcomes of the inspection is reported in a letter and the judgements are in narrative form. The letter outlines areas of strength and key priorities for improvement. Where inspectors find significant issues the framework allows inspectors to require the local area to prepare a written statement of action that sets out those actions and the timetable for them.
- 1.6 So far 7 out of 10 Local Areas in Greater Manchester have been inspected. Across the North West more than half of all Local Areas inspected have been asked to prepare a written statement of action.

2. SELF-EVALUATION

- 2.1 Our self-evaluation (Executive Summary, **Appendix A** to this report) highlights a number of areas of strength. Most notably proactive work in the early years. However, there are significant challenges to our performance (**Appendices B** to this report). Most notably our compliance with statutory timescales for the completion of education health and care plans, the consistency of our identification of needs and the strength of joint commissioning.

3. CONCLUSION

- 3.1 Tameside like many local areas has found implementing SEND Reforms challenging. Our implementation has not been consistent and capacity challenges and changes in leadership

¹ These groups of children and young people are detailed in Part 2 of the 'Handbook for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities'.

have negatively impacted upon this. Recent joint work means that we have a robust self-evaluation in place, tested via peer challenge and discussed with Ofsted at recent annual conversation.

- 3.2 A thorough and well considered improvement plan is place and it is targeted to the areas requiring the swiftest improvement. Oversight to the implementation of this plan will be provided by the SEND Strategic Group, through the Starting Well Board and the Educational Attainment and Improvement Board.

4. RECOMMENDATIONS

- 4.1 As set out at the front of the report.

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Executive Summary (1)

Operational relationships between education, health and care teams are good. Many **specialist and targeted services, schools and provisions** are of a high quality. **Service leadership is well established**. Collaborative work in the **early years is good** and is setting a blueprint for collaboration across the system. **Data is increasingly well used** to target priorities for improvement and to **monitor performance**.

Implementation of the **SEND Reforms has been inconsistent** and capacity challenges and changes in leadership have negatively impacted upon this. Too few **Education, Health and Care Plans** are **completed in a timely manner**, despite significant and rapid improvement in recent months progress to improve timeliness has been too slow. Too often **children's special educational needs are not identified soon enough**.

Too many **children with special educational needs are excluded from school**, multi-agency support is not always provided swiftly enough to support young people and their families. Too many of the **most vulnerable children special educational needs are not identified early enough**.

Although improving in relation to monitoring, **data does not drive the commissioning of services** and is not always available to inform decision makers. Despite a good joint commissioning strategy having been agreed, **joint commissioning of services is not consistent**.

Executive Summary (2)

The following change is required:







- **Improve the timeliness of plans** – through more robust process management, administration and capacity in the SEN team and partners
- **Improve the quality of data and its use** – particularly to inform commissioning and decision making
- **Improve the consistency of practice ensuring need is identified at the earliest possible opportunity** (SEN SUPPORT)
- **Improve the oversight and management of joint decision making** and the impact of joint commissioning arrangements
- **Improve outcomes** and preparation to adulthood **for the most vulnerable children**

Enabled by:



- Coordinated **Early Help, Neighbourhood working and team around the school** approaches
- **Early intervention** multi agency approaches to support the **earliest identification of need** and reduce exclusions
- **Transition entitlements** for all vulnerable young people
- **Improved practice, pedagogy** and technical understanding

SPECIAL EDUCATIONAL NEEDS SCORECARD - STRAEGIC INDICATORS







1. VOLUME AND CONTEXT OF NEED - EHCPs LA MAINTAINS

REF	INDICATOR	TREND	LATEST AVAILABLE DATA (SEN2 Census)	HISTORIC PERFORMANCE	STAT NEIGHBOURS	COHORT (if applicable)	DIRECTION (Increase/Decrease)
1.01	Number of children & young people with an EHC plan (0-25 year olds) - LA maintained plans		1342	977	-	-	↑
1.02	Number of children & young people with an EHC plan below school age - LA maintained plans		77	38	-	-	↑
1.03	Number of school age children & young people with an EHC plan - LA maintained plans		897	656	-	-	↑
1.04	Number of children & young people with an EHC plan Post 16 - LA maintained plans		368	283	-	-	↑
1.05	% of LAC with a EHCP		12.60%	12.50%	24.0%	-	↑
1.06	% of Children in Need with a EHCP		7.30%	6.70%	15.3%	-	↑

2. VOLUME AND CONTEXT OF NEED - TAMESIDE SCHOOLS

REF	INDICATOR	TREND	LATEST AVAILABLE DATA	HISTORIC PERFORMANCE	STAT NEIGHBOURS	COHORT (if applicable)	DIRECTION (Increase/Decrease)
2.01	% of pupils in Tameside schools with a EHCP Plan (All)		2.1%	1.8%	2.8%	36476	↑
2.02	% of pupils in Tameside schools with a EHCP Plan (Primary)		0.8%	0.6%	1.0%	22566	↑

SPECIAL EDUCATIONAL NEEDS SCORECARD - STRAEGIC INDICATORS

2.03	% of pupils in Tameside schools with a EHCP Plan (Secondary)		0.8%	0.7%	1.6%	13426	➡
2.04	% of pupils in Tameside schools with a EHCP (Special)		98.3%	95.0%	98.4%	484	⬆
2.05	% of pupils in Tameside schools with SEN support (All)		12.1%	11.9%	12.7%	36476	⬆
2.06	% of pupils in Tameside schools with SEN support (Primary)		12.6%	12.2%	13.4%	22566	⬆
2.07	% of pupils in Tameside schools with SEN support (Secondary)		11.2%	11.0%	11.6%	13426	⬆
2.08	% of pupils in Tameside schools with SEN support (Special)		1.7%	5.0%	1.4%	484	⬇



3. PROCESS PERFORMANCE

REF	INDICATOR	TREND	LATEST AVAILABLE DATA	HISTORIC PERFORMANCE	STAT NEIGHBOURS (figures in blue are from previous year)	TARGET	DIRECTION (Increase/Decrease)
3.01	Number of initial requests that were made for assessment for an EHC plan		455	289	253.7		⬆
3.02	Number of referrals for an SEN assessment from a school		371	352	-		⬆
3.03	Number of referrals for an SEN assessment from a parent		77	59	-		⬆
3.04	Number of new education, health and care issued including exception cases		348	168	164		⬆

SPECIAL EDUCATIONAL NEEDS SCORECARD - STRAEGIC INDICATORS

3.05	Number of new education, health and care issued excluding exception cases	/	281	117	147		↑
3.06	% of new education, health and care plans (EHCP) completed within 20 weeks - including exceptions	/	23.6%	21.4%	63.8%		↑
3.07	% of new education, health and care plans (EHCP) completed within 20 weeks - excluding exceptions	/	26.3%	22.2%	65.5%		↑
3.08	Timeliness of EHCPs - % completed in ≥20 and <25 Weeks	/	28%	37%	-		↓
3.09	Timeliness of EHCPs - % completed in ≥25 and <30 Weeks	/	26%	23%	-		↑
3.10	Timeliness of EHCPs - % completed in ≥30 and <35 Weeks	/	12%	14%	-		↓
3.11	Timeliness of EHCPs - % completed in ≥35 and <40 Weeks	/	5%	2%	-		↑
3.12	Timeliness of EHCPs - % completed in ≥40 and <50 Weeks	/	5%	3%	-		↑
3.13	Timeliness of EHCPs - completed in ≥50 Weeks	/	2%	1%	-		↑
3.14	Average timeliness figure for EHCP process completion - mean	/	25.8	25.1	-		↑
3.15	Average timeliness figure for EHCP process completion - median	/	24.7	24.0	-		↑

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Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	26 March 2019
Reporting Officer:	Tim Bowman - Assistant Director, Education
Subject:	EDUCATION SELF-ASSESSMENT AND ACTION PLAN UPDATE
Report Summary:	Further to discussion at the Board in Autumn Term 2018, Board members requested that action plans for priority areas be prepared and progress reported back. This paper provides an update on progress and action planning.
Recommendations:	<p>Board members are asked to:</p> <ul style="list-style-type: none">• discuss the content of the self- assessment noting the priority identified• endorse the actions plans presented• identify any additional actions required
Corporate Plan:	Excellent outcomes (attainment and progress) are vital to delivering our living well and starting well objectives. The priorities and work identified in this self-assessment and subsequent priority action plans intend to ensure these improvements are progressed for all Tameside residents.
Policy Implications:	None identified.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>The strategies outlined in this report for school improvement have been factored into the existing budget and utilises existing reserves held for that specific purpose.</p> <p>Members are reminded of significant pressures, and spend in excess of resources available from DFE to support children with additional educational needs. Specifically in relation to the High Needs budget this is currently overspending £1.2m in 2018/19.</p>
Legal Implications: (Authorised by the Borough Solicitor)	Non-compliance with statutory timescales and inconsistency of approach when carrying out statutory functions is unlawful under 'Wednesbury' public law principles, and puts the Council in a vulnerable and reputationally damaging position, susceptible to judicial review and challenge with the Local Government and Social Care Ombudsman and Ofsted. Failure to provide appropriate resources to address these failures will not be seen by the courts and regulatory authorities as an acceptable reason for such acts.
Background Information:	<p>The background papers relating to this report can be inspected by contacting</p> <p> Telephone: 0161 342 2050</p> <p> e-mail: tim.bowman@tameside.gov.uk</p>

1. INTRODUCTION

- 1.1 In October last year, Board members discussed and agreed three priorities for Education, these were:
- SEN Support
 - Attendance
 - Reading.
- 1.2 This paper provides detail on the action proposed and underway to address the priorities of Attendance and Reading.
- 1.3 There are three attachments to this paper. The first provides a summary of the Education Self-Assessment discussed with Ofsted in the Annual Conversation, the other two are the detailed action plans.

2. PRIORITIES AND PLANNING

- 2.1 There are two key foci for all our improvement work:
- improving practice
 - improving targeting
- 2.2 This twin track approach is intended to ensure we have plans in place to sustain and accelerate improvement in the medium to long term as well as impacting on results this year.

3. RECOMMENDATIONS

- 3.1 As set out at the front of the report.

Tameside LA – Education and School Improvement Self Assessment

Schools Strategy and Education Priorities

A new “Schools Strategy” (1)

In August 2018 Executive Cabinet agreed the new Tameside Schools Strategy. This strategy outlined **four key functions the LA needed to perform**, *in order to exercise effective leadership and ensure we deliver our legal obligations and oversee improvements in outcomes*:

- 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.



A new “Schools Strategy” (2)

- 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 pupils 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.



A new “Schools Strategy” (3)

The strategy also outlines that the council intends to exert **more assertive and systematic leadership** in order to deliver these key functions.

To do this well we are clear that 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.

To this end steps have already been taken to:

- Bring heightened rigour, structure and systematic analysis to our school improvement function
- Use our statutory powers when a school fails to take appropriate action to deliver necessary improvements.

Education Priorities - Two service priorities

- Relationships and partnerships
- Capacity and stability

Education Priorities - four policy priorities

- Reading
- SEN Support
- Attendance
- Progression to adulthood

Most recent outcomes & trends

EYFS GLD

	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	71.5	77	78	79	62	64	65

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.

Tameside is 21st out of 23 local authorities in the North West (down from 19th in 2017) and 9th out of 10 local authorities in Greater Manchester (having been 7th in 2017).



Y1 Phonics

	Y1 Phonics WA+	
	2017	2018
Tameside	79%	79%
National	81%	82%

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%.

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.

KS1 Reading

	Reading EXS+	
	2017	2018
Tameside	72%	73%
National	76%	75%

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).

KS1 Writing

	Writing EXS+	
	2017	2018
Tameside	65%	67%
National	68%	70%

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 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).

KS1 Maths

	Maths EXS+	
	2017	2018
Tameside	72%	73%
National	75%	76%

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 19h (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).

KS2 RWM

	EXS+ RWM combined	
	2017	2018
Tameside	60%	64%
National all schools	61%	64%
National state- funded schools	61%	65%

At KS2, 64% of pupils achieved the expected standard in reading, writing and maths combined in 2018 – an increase of 4% on 2017. The national average for all schools is 64% and this has increased by 3%. The national average for state-funded schools has increased by 4% to 65% so Tameside is still a percentage point below this.

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.

When looking at the KS2 results by gender, there has been a 6% increase in the percentage of girls achieving the expected standard in reading, writing and maths combined in the borough: 70% of girls achieved the expected standard compared to 58% of boys (who are up 2% on 2017). In comparison to national averages Tameside girls are above the national average (68%) whilst boys are 3% below their national average of 61%.

KS2 individual subjects

Reading EXS+			
	2016	2017	2018
National	66%	72%	75%
Tameside	68%	70%	73%

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. Tameside is 15th in the North West and 7th in GM

Writing EXS+			
	2016	2017	2018
National	74%	76%	78%
Tameside	73%	77%	79%

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. Tameside is 7th in the North West and 4th in GM.

Maths EXS+			
	2016	2017	2018
National	70%	75%	76%
Tameside	70%	74%	76%

There has been a 2% increase in the percentage of pupils who achieved the expected standard in maths; 76% of pupils achieved the expected standard in maths in Tameside compared to 75% in 2017 and 76% nationally. Tameside is 10th in the North West and 6th in GM

KS1-KS2 Progress

	2016				2017				2018			
	Cohort	Reading Progress	Writing Progress	Maths Progress	Cohort	Reading Progress	Writing Progress	Maths Progress	Cohort	Reading Progress	Writing Progress	Maths Progress
National	-	0.0	0.0	0.0	-	0.0	0.0	0.0	-	0.0	0.0	0.0
Tameside	2602	0.0	-0.1	0.2	2745	-0.2	0.3	0.2	2799	0.0	0.3	0.5

In 2018 Tameside's progress score in reading is now at zero having dipped in 2017. Progress in maths has improved to 0.5. Tameside's progress score in writing has remained at 0.3.

For boys and girls:

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. The progress score for girls in reading is 0.4.

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. The progress score for girls in writing is 0.8.

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. The progress score for girls in maths is -0.7.

KS4

School name	Number of pupils on roll at end of KS4		Attainment 8				Progress 8			
	2017	2018	2017	2018	difference +/-		2017	2018	difference +/-	
Tameside	2407	2512	44.8	43.9	-0.9	➡	-0.13	-0.16	-0.03	⬇
National (state-funded sector)	-	-	46.4	46.5	0.1	➡	-0.03	-0.02	-0.01	➡

- The Attainment 8 score for Tameside has declined from 44.8 to 43.9 whereas the national average has remained in line with the 2017 national average. Tameside is 16th in the North West (having been 14th in 2017). and 6th in GM (having been 5th in 2017).
- Progress 8 has declined from -0.13 to -0.16 whereas the national average has remained in line with the 2017 national average. Tameside is 13th in the North West (having been 9th in 2017) and 6th in GM (having been 4th in 2017).

KS4

School name	Number of pupils on roll at end of KS4		% of pupils achieving standard 9-4 passes in E&M				% of pupils achieving strong 9-5 passes in E&M				EBacc APS
	2017	2018	2017	2018	difference +/-		2017	2018	difference +/-		2018
Tameside	2407	2512	62%	62%	0%	→	39%	40%	1%	→	3.7
National (state-funded sector)	-	-	64%	64%	0%	→	43%	43%	0%	→	4.0

- The percentage of pupils who achieved a standard pass (4+) in English and maths in 2018 remained at 62%; the national average remained at 64%. Tameside has remained 12th out of 23 NW local authorities and is 4th in GM having been 5th in 2017.
- The percentage of pupils who achieved a strong pass (5+) in English and maths increased marginally from 39% to 40%. Tameside has remained 10th out of 23 NW local authorities and 3rd in GM.
- The borough's EBacc APS was 3.7 and EBacc entries was at 31.3% - below the national (state-funded) of 38.5%

Analysis and conclusions (1)

- Analysis of school level data 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.
- Overall there is improvement but as it is at the same rate as national, **the gap with national (state-funded schools) 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.
- 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.

Analysis and conclusions (2)

- 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.
- 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.



Analysis and conclusions (3)

- 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 58% of boys achieved the expected standard in each subject compared to 70% of girls in the borough and 61% of boys nationally. At KS1 and KS2, the results for boys in each subject have only slightly improved (approx. 1% in each subject).
- The proportions of pupils achieving English and maths at KS4 has remained similar to the previous year.
- The Progress 8 and Attainment 8 scores for Tameside have both declined in 2017/18. Boys and disadvantaged pupils have had a big impact on this.



Improving Reading in Tameside – Policy Priority 1

The Reading Problem in Tameside (1)

- Low outcomes in EYFS 34% not school ready. GLD 6% below national, reading ELG 7% below.
- Phonics outcomes 3% below national. Phonics is one of the 'Big Five' crucial components for effective teaching of reading.
- KS1 attainment low in reading, especially at Greater Depth, boys a particular concern.
- KS2 Expected Standard catching up with national, % at Higher Standard well below national. Boys continue to cause concern with attainment well below boys nationally and progress poor and worsening in 2018.

The Reading Problem in Tameside (2)

- QLA shows that children in underperforming schools are well below the scores nationally for explaining the meaning of words, inference and summarising.
- Disadvantaged reading outcomes are broadly in line with disadvantaged children nationally and progress has improved. However, disadvantaged boys fell further behind and made poorer progress than in 2017.
- 30% of Tameside inspection reports 2017/18 highlight reading in the key recommendations.

What is creating underperformance?

- 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.

What are the most effective areas of focus?

- Early Language development in EYFS.
- Improving reading pedagogy
 - Develop explicit teaching of vocabulary and reading strategies reflected in DfE content domains
 - Explicitly building on children's context and prior experience
 - Phonics
- Fluency – getting children reading
 - Reading Volunteers

Ofsted Inspection Judgements

Ofsted – primary schools

There are 76 primary schools in Tameside. Only 2 do not have an inspection judgement attached to them. 1 of these is a sponsored academy and was judged as good prior to conversion.

87% of pupils are in good or outstanding primary schools in Tameside. This is down slightly from 93% at the end of 16/17. 89% of primary schools are good or outstanding.

There are 8 primary schools in the local authority who are graded as requires improvement:

- Greenfield Primary School and Early Years Centre
- Manchester Road Primary Academy
- Waterloo Primary School (Academy)
- Canon Johnson CofE Primary School
- St Stephen's RC Primary School
- St John Fisher RC Primary School, Denton
- Silver Springs Primary Academy
- Holden Clough Community Primary School

There are 5 outstanding primary schools:

- Millbrook Primary School
- St Peter's Catholic Primary School
- Canon Burrows CofE Primary School
- St Mary's RC Primary School
- St Christopher's RC Primary School



Ofsted – secondary schools

There are now 16 secondary schools in Tameside: 9 academies, 6 LA maintained schools and 1 free school.

2 schools do not yet have inspection judgements attached to them (Rayner Stephens High School – a sponsored academy which was inadequate prior to academy conversion, and Laurus Ryecroft School – a free school)

72% of pupils are in good or outstanding secondary schools in Tameside. This is up from 55% at the end of 16/17. The percentage of good or outstanding schools in Tameside is 73%.

There is one schools requiring improvement and 2 schools which are inadequate:

- Copley Academy - Inadequate
- Great Academy Ashton - Inadequate
- Hyde Community College – RI

Copley Academy and Great Academy Ashton are part of the same MAT – Great Academies Education Trust.

We now have 3 outstanding schools:

- St Damian's RC Science College
- Mossley Hollins High School
- Fairfield High School for Girls

Ofsted – special schools and PRU

There are 5 special schools in Tameside of which 1 is an academy.

2 special schools are outstanding:

- Hawthorns School
- Cromwell High School

2 special schools are good:

- Oakdale School
- Thomas Ashton School

The remaining school, Samuel Laycock School, is requires improvement.

The Tameside Pupil Referral Services is also requires improvement.



Performance of specific groups

Boys' Attainment

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.

The Tameside Experience For Boys

↑ ↓ → Denotes direction since 2017

KS2

In reading, 68% (↑) of boys in Tameside were working at the expected standard compared to 72% nationally and 79% of girls.

In writing, 72% (→) of boys in Tameside were working at the expected standard compared to 73% of boys nationally and 86% of girls.

In maths, 74% (↑) of boys in Tameside were working at the expected standard compared to 76% of boys nationally and 77% of girls.

Progress scores for boys vs 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. **NB Here boys do better than girls.**

The Tameside Experience For Boys – KS4

The Progress 8 score for boys in Tameside declined from -0.3 to -0.42 .(↓)

The national average for Progress 8 is -0.25 which is in line with the previous year's figure of -0.24. The gap between Tameside boys and boys nationally is now 0.17 having been 0.06 in 2017. In contrast, the Progress 8 score of girls has increased from 0.03 to 0.11 (compared to 0.22 nationally) and the gap between girls in Tameside and girls nationally is now 0.11 having been 0.17 in 2017)

The Attainment 8 score for boys has declined from 42.7 in 2017 to 41 in 2018.(↓)

whereas the national average is 43.7 – in line with the 2017 figure of 43.6. The gap between Tameside boys and boys nationally for Attainment 8 is now 2.6 having been 1.0 in 2017. Attainment 8 for girls remained at 46.9 which was 2.3 below the national of 49.2.

The proportion of boys achieving standard and strong passes in English and maths at KS4 has remained similar to 2017:

- 59% of boys (↑) achieved a standard pass in English and maths compared to 60% of boys nationally (the same as 2017) and 58% of boys in Tameside in 2017. The percentage of girls achieving a standard pass in E&M was 65%.
- 37% of boys (↑) achieved a strong pass in English and maths compared to 40% of boys nationally (the same as 2017) and 36% of boys in Tameside in 2017. The percentage of girls achieving a standard pass in E&M was 44%.

KS4 performance of boys in NW region

Tameside was 16th out of 23 NW LAs (down from 13th) for Attainment 8 and 6th in GM (down from 5th in 2017)

For both standard and strong passes in English and maths, Tameside was 11th in NW and 4th in GM. In 2017 Tameside was ranked 10th in NW for strong passes in English and maths and 3rd in GM, and for standard passes in English and maths Tameside was 13th in NW and 5th in GM.

Tameside was 13th for Progress 8 in the North West (down from 8th) and 6th in GM (down from 4th).

For EBacc APS, Tameside was 17th in the North West and 6th in GM.

What does the data about boys tell us?

- Big gaps in literacy outcomes between boys and girls in KS1 and KS2.
- Big gaps in the amount of progress being made in reading and writing between KS1 and KS2.
- Boys in Tameside are below boys nationally for EXS+ in each of reading, writing and maths at KS1 by 5%.
- In reading at KS2 boys are 5% below national for EXS+
- Disadvantaged boys writing outcomes at KS2 have fallen and they are making poorer progress than in 2017

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 KS1 Pupils

	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
Reading EXS+	61%	79%	18%	62%	62.50%	79%	17%
Writing EXS+	52%	72%	20%	56%	55%	74%	18%
Maths EXS+	60%	79%	19%	63%	63%	80%	17%

Of the 787 disadvantaged pupils in KS1:

In **reading**, 62% (488) were working at the expected standard –in line with national (**299 were not**). The provisional gap between disadvantaged pupils in Tameside and non-disadvantaged pupils nationally is a slightly narrowed 17%.

In **writing**, 56% (441) were working at the expected standard (**346 were not**). The provisional gap for writing in 2018 is a slightly narrowed 18%.

In **maths**, 63% (496) were working at the expected standard (**291 were not**). The provisional gap for maths in 2018 is a slightly narrowed 17%.

KS1 disadvantaged reviewed by gender

In reading: 55% of boys were working at the expected standard
70% of girls were working at the expected standard

In writing: 45% of boys were working at the expected standard
66% of girls were working at the expected standard

In maths: 60% of boys were working at the expected standard
67% of girls were working at the expected standard

The Tameside experience for disadvantaged KS2 pupils

Of the 1033 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 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 gap in 2018 has increased slightly to 15%.

In **maths**, 65% were working at the expected standard compared nationally to 64% of disadvantaged pupils and 81% of non-disadvantaged pupils nationally. The 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 gap between disadvantaged pupils and other pupils nationally remained at 20%.

Average progress scores for disadvantaged pupils were:

- -0.46 in reading compared to 0.3 for other pupils nationally.
- -0.20 in writing compared to 0.2 for other pupils nationally.
- -0.10 in maths compared to 0.3 for other pupils nationally.

The Tameside experience for disadvantaged KS4 pupils 2018

Of the 860 disadvantaged pupils, 23.5% achieved a **strong** pass in English and maths compared to 50% of other pupils nationally and 24.7% of disadvantaged pupils nationally.

The **progress score** of disadvantaged pupils was -0.5, in line with the 2017 figure. Non-disadvantaged pupils nationally had a progress score of 0.13 meaning there is a gap of 0.63 between disadvantaged pupils in Tameside and other pupils nationally.

The progress score for non-disadvantaged pupils in Tameside is 0 (up from -0.08).

3 schools in the borough have a positive progress score for this group with disadvantaged pupils in 2 schools making **more** progress than non-disadvantaged pupils nationally.

Higher ability pupils

Higher ability pupils – KS2

96% of Tameside's higher ability pupils at KS2 achieved the expected standard compared to 95% nationally, with 25% achieving the higher standard in Tameside compared to 28% nationally meaning Tameside's higher ability pupils are 4% below their peers nationally. This is down to the attainment of higher ability pupils in reading and writing.

	RWM combined		Reading		Writing		Maths	
	EXS+	High	EXS+	High	EXS+	GDS	EXS+	High
National HAPS	95%	28%	98%	58%	99%	50%	98%	54%
Tameside HAPS	96%	24%	98%	55%	99%	46%	98%	55%



Higher ability pupils – KS2

	RWM combined		Reading		Writing		Maths	
	EXS+	High	EXS+	High	EXS+	GDS	EXS+	High
National HAP Girls	96%	30%	99%	63%	100%	58%	97%	48%
Tameside HAP Girls	97%	28%	99%	63%	100%	58%	98%	48%
	RWM combined		Reading		Writing		Maths	
	EXS+	High	EXS+	High	EXS+	GDS	EXS+	High
National HAP Boys	94%	25%	97%	52%	98%	41%	98%	61%
Tameside HAP Boys	95%	19%	97%	47%	98%	33%	99%	64%

When breaking HAPs down by gender there are big gaps between high ability boys in Tameside and high ability boys nationally in reading and writing, whereas girls are in line with national averages.

In reading and writing, HAP progress in Tameside is -0.1 in reading and -0.1 in writing. When looking at the progress of HAP boys in these subjects, the scores are -1.1 in reading and -1.5 in writing

Higher ability pupils – KS4

The Progress 8 score of higher ability pupils at KS4 in 2018 was -0.18 (down from -0.10) compared to 0.01 nationally.

When broken down by gender, higher ability girls had a Progress 8 score of 0.10 compared to 0.24 for girls nationally and higher ability boys had a Progress 8 score of -0.45 compared to -0.21 nationally.

SEN Support – Policy priority 2

The challenge (in Tameside)

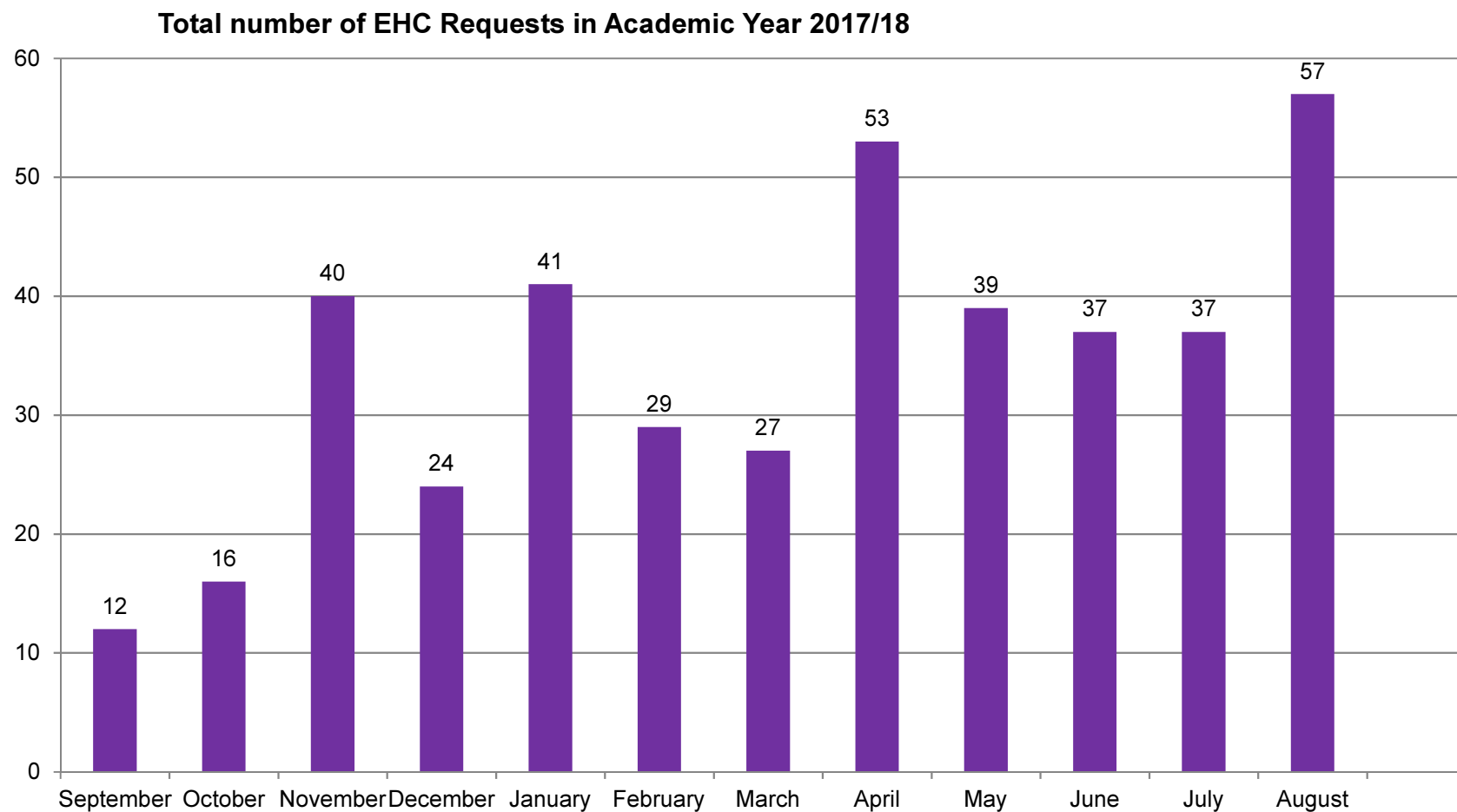
- Increasing numbers of EHCPs (historically a low level)
- Increasing complexity of need and changing need
- Pressure on places, budgets and resources

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

% 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 or learners who are above school age

Requests for Statutory Assessment are continuing to rise



- 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

SEN outcomes

EYFS:

- 22% of SEN support pupils (cohort of 236) in Tameside achieved a good level of development in 2018. This is an **improvement of 9%** on 2017. The national was 28%

Y1 Phonics:

- 39% of SEN support pupils (cohort of 314) in Tameside were working at the expected standard – an **increase of 4%** on 2017. The national was 48%.
- 29% of SEN EHC pupils (cohort of 28) in Tameside were working at the expected standard in phonics. This is **up from 11% in 2018**. The 2017 national was 19%.

SEN outcomes continued – KS1

KS1: SEN support cohort – 364, SEN EHC/S cohort – Less than 100

Reading:

- 26% of SEN support pupils achieved the expected standard compared to 21% in 2017 and 33% nationally.
- 5% of SEN EHC/S pupils achieved the expected standard compared to 8% in 2017 and 13% nationally.

Writing:

- 18% of SEN support pupils achieved the expected standard compared to 15% in 2017 and 25% nationally.
- 2.5% of SEN EHC/S pupils achieved the expected standard compared to 6% in 2017 and 9% nationally.

Maths:

- 29% of SEN support pupils achieved the expected standard compared to 24% in 2017 and 36% nationally.
- 2.5% of SEN EHC/S pupils achieved the expected standard compared to 8% in 2017 and 13% nationally.

SEN outcomes continued – KS2

KS2 – cohort of 388 SEN support, cohort less than 100

RWM combined:

- 18% of SEN support pupils achieved the expected standard in RWM combined compared to 16% in 2017 and 24%.
- 3% of SEN EHC/S pupils achieved the expected standard in RWM combined compared to 6% in 2017 and 6% nationally.

KS2 progress:

Reading:

- SEN Support pupils had a progress score of -0.8 compared to -0.9 in 2017. SEN EHC pupils had a progress score of -2.6 compared to -2.0 in 2017.

Writing:

- SEN Support pupils had progress score of -1.0 compared to -2.3. SEN EHC pupils had a progress score of -2.8 compared to -2.3 in 2017.

Maths:

- SEN Support pupils had progress score of -0.1 compared to -1.0 in 2017. SEN EHC pupils had a progress score of -2.7 compared to -3.2 in 2017.

SEN outcomes continued – KS4

Indicator	Cohort	2017	2018	2018 national
Progress 8 SEN support	226	-0.45	-0.58	-0.44
Progress 8 SEN with a SEN EHCP	64	-0.93	-0.92	-1.08
Attainment 8 Score - pupils with SEN support	234	29.9	29.9	32
Attainment 8 Score - pupils with a EHCP	67	14.9	12.2	13.4
KS4 - % 9-5 E&M - SEN EHCP	67	10%	9%	5.2%
KS4 - % 9-5 E&M - SEN Support	234	15%	15%	14%
KS4 - % 9-4 E&M - SEN EHCP	67	14%	14%	10%
KS4 - % 9-4 E&M - SEN Support	234	28%	29%	31%

When comparing SEN support pupils in the borough to SEN support pupils nationally, the borough's Progress 8 figure is below national having been in line in 2017. SEN pupils with an education, health and care plan or a statement of SEN (SEN EHC/S) made slightly more progress at the end of KS4 than SEN EHC/S pupils nationally.

In terms of attainment, SEN support pupils are in line with their national average on each headline measure. SEN EHC/S pupils were, however, slightly above SEN EHC/S pupils nationally on each measure.

Tameside's SEN support Progress 8 score in 2017 was joint 8th in the North West and joint 4th (with Bury) in Greater Manchester.

The borough's SEN EHC/S Progress 8 figure in 2017 was 3rd in the North West (with only Bury and Cumbria placed higher) and 2nd in GM.

Virtual School

Virtual School summary of impact 2017-18

- In 2017/18, progress in Key Stage 2 reading and maths has increased
- In 2017/18 whilst Attainment 8 decreased slightly it was still 2.2% above LAC National
- In 2017/18 LAC pupils outperformed national average for LAC pupils achieving a standard pass in English and maths (19% compared to 18% nationally)
- In 2017/18 74% of LAC pupils achieved a pass in any GCSE subject.
- There are significantly increased PEP completion rates

2017/18			2018/19
Term 1	Term 2	Term 3	Term 1
68.5%	91.6%	96.2%	97.2%

- Introduced an SEND triage system to quickly identify and appropriately support LAC pupils if necessary
- Had no permanent exclusions of LAC pupils
- Developed partnership with Tutor Trust and The Right Angle following successful DfE bid to combine additional tuition with counselling to improve educational outcomes

Virtual School Priorities for 2018-19

- Ensuring PEPs are of good quality to inform the progress of 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 through participating in the Tameside Loves Reading initiative as a distinct target group
- Developing a Virtual College for our post 16 learners to encourage increased participation in further and higher education
- Reduce levels of NEET by working with Positive Steps to ensure Key Stage 4 LAC are on appropriate pathways and receiving correct guidance for post 16 opportunities

Pupil attendance – Policy priority 3

Pupil absence

- 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%

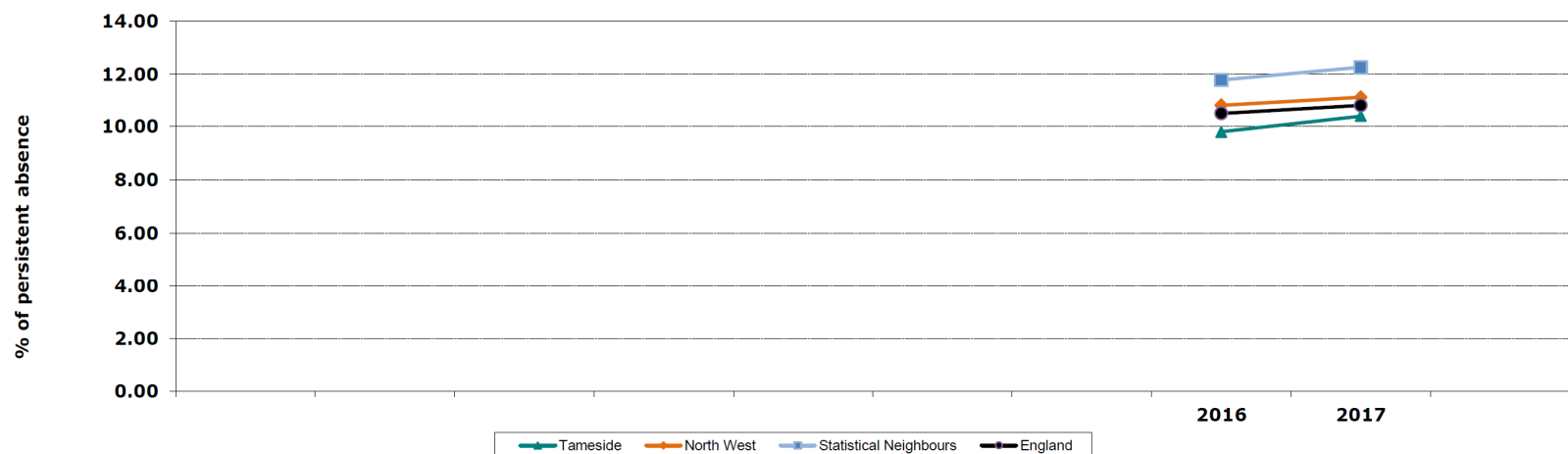
Persistent absence - all schools

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

State Funded Total persistent absence rates (New definition)



A different story for our vulnerable pupils

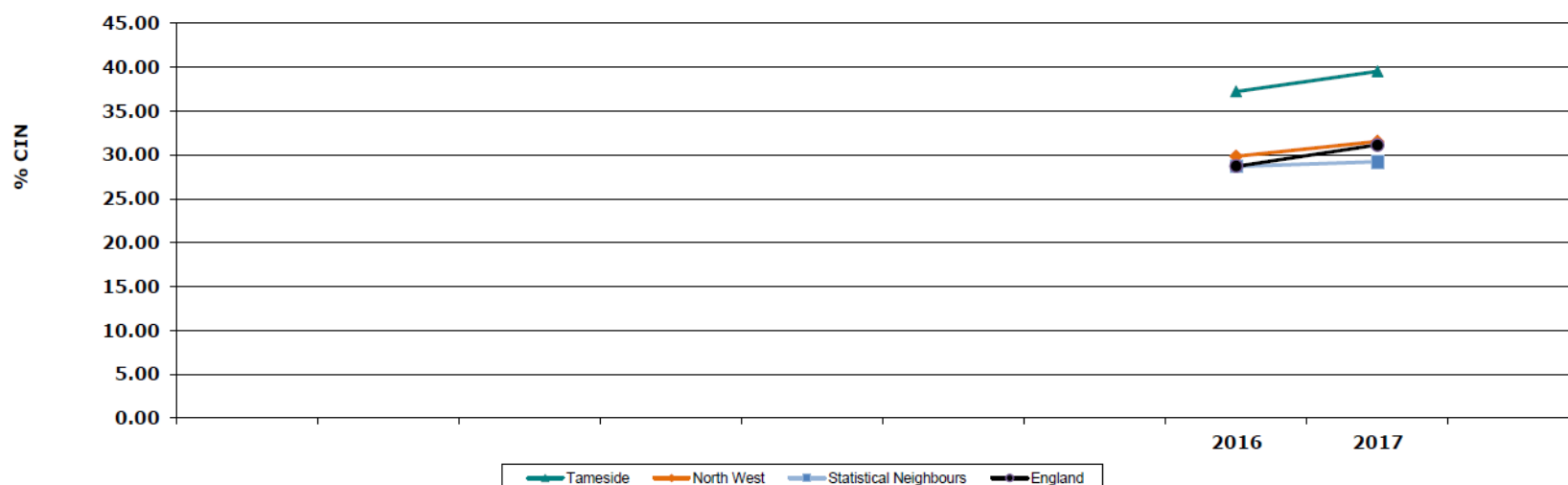
% of Children in Need subject to a Child Protection Plan who are persistent absentees 3 Terms

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



Exclusions

- 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.

Progression to Adulthood – Policy priority 4

Participation

PARTICIPATION

- NEET and Unknown for 16 and 17 year olds is 5.2% in Tameside (2018) *improved and better than England 6.0%*
- Participation of 16-17 year olds is 92.4% in Tameside (2018) *improved and better than England 92.0*
- SEND in EET 16-17 years old 85.9% in Tameside (2018) *better than North West 85.1% worse than England 88.5%*
- SEND NEET 16-17 years old 8.8% in Tameside (2018) *better than North West 11.7% and England 9.6%*
- September Guarantee 98.2% in Tameside (2018) *improved and better than England 94.7%*

KEY ACTIONS

- Juniper Training (Ofsted Grade 2 provider) identified and supported to begin delivery of study programmes in Tameside removing a gap in provision

Skills

OUTCOMES

- 15,100 (10.9%) Tameside Adults have no qualification *Worse than North West 9%*
- 36,200 (26.2) Tameside Adults have NVQ4 and above (degree) *Worse than NW 34.%%*
- +0.4 increase in Apprenticeships for 16/17 year olds at 4.7% *worse than England 5.9%*
- 19 year olds achieving level 3 53.6% in Tameside *worse than England average 57.5%*
- 19 year olds achieving GCSE 9-4 who had not achieved this level by 16 23.9% in Tameside *worse than England 25.8% though increased from last year 23.4%*
- Vocational level 3 average point score for both Tech (34.19) and Applied General (38.62) in Tameside in 2017 *better than England averages*

KEY ACTIONS

- Tameside College and Adult Community Education judged Grade '2' provision following Ofsted inspections in 2018

2018 A level results

	Students completing their main study programme - 2017 only	Average result		Point score		Achieving AAB or higher in at least 2 facilitating subjects		Grade and points for a student's best 3 A levels	
		2017	2018	2017	2018	2017	2018	2017	2018
Tameside	92.70%	C	C	29.89	29.9	8.6%	6.9%	B- 35.89	C 30.04
England - state-funded schools	95.30%	C	C+	31.14	31.84	14.3%	13.4%	C+ 34.09	C+ 32.19

The average grade for students in Tameside was a grade C compared to a C+ nationally. The average point score was also slightly below national.

The percentage of students achieving AAB or higher in at least 2 facilitating subjects is below national, and there has been a decline on the grade and points for the best 3 A levels measures between 2017 and 2018. Tameside's average grade is now a C, having been B- in 2017, whereas nationally it has remained a C+.

Employment

- 105,800 residents in employment 76.6% *NW 76.7%*
- 8100 children in Workless households (19%) *NW 12.6%*
- 955 (5.5%) 18 to 24 year olds unemployed *NW 3.9%*
- 11,900 (8.5%) adults out of work on ill health benefits (ESA) *NW 7.8%*
- Average Weekly Pay Tameside £479, *NW £514*

Tameside Employment Fund (TEF)

Targeted council funded employment support for young adults

- *Business Grant for Employers* – £1,500 to support local Small to Medium Enterprises (SMEs) to create apprenticeships for Tameside residents aged 16-24 years old and jobs at the Living Wage. This grant commenced May 2015.
- *Trade Grant* – Up to £1,000 for Tameside resident apprentices or self-employed trades person(s) aged 16-24 years old to purchase tools of the trade. This scheme commenced August 2015.
- *Tameside Youth Employment Scheme (Tameside YES)* – A maximum of 6 months' salary reimbursement to employers, which create opportunities for Tameside resident young people aged 16-24 years old and not in employment, education or training. This grant commenced December 2015.

In December 2018 Tameside Council committed to extend the TEF for a further 2 years to April 2020, providing further support for young people and local enterprise

TEF Success Outcomes

SCHEME/ GRANT	STARTS/ AWARDED	REMAIN IN EMPLOYMENT	APPRENTICESHIPS CREATED/ SUPPORTED	16-18/ 19-24	FEMALE/ MALE
Business Grant	144	92%	139	91 (63%) /53 (37%)	62 (43%) /82 (57%)
Trade Grant	108	94%	105	42 (39%)/66 (61%)	1 (0.9%)/ 107 (99%)
Youth Employment Scheme	116	56%	29	40 (34%) /76 (66%)	42 (36%) /74 (64%)
Total of all Grants/ Schemes	368	81%^{ave.}	273 (74%)	173 (47%)/ 195 (53%)	105 (29%) /263 (71%)

Academies

Tameside's current profile of secondary academies

Majority of secondary schools are now academies – 9 out of 16

2 are part of the Great Academies Education Trust (4 schools in all, 3 in Tameside)

- Great Academy Ashton (Inadequate)
- Copley Academy (Requires Improvement)

2 make up the Aspire Plus MAT

- Longdendale High School (Good)
- Rayner Stephens High School (Yet to be inspected)

3 are standalone converter academies

- West Hill School (Good)
- Fairfield High School for Girls (Outstanding)
- Audenshaw School (Good)

2 are standalone sponsored academies

- Droylsden Academy (Good)
- All Saints Catholic College (Good)

Tameside now has a free school – Laurus Ryecroft – which opened in September 2018 and is sponsored by the Laurus Trust.

There are no current proposals for further academisation at this time.



Tameside's current profile of primary academies

Minority of primary schools are academies – 25 out of 76

9 are part of the Enquire Learning Trust (23 schools in all; based in Wakefield):

- Flowery Field Primary School (Good)
- Endeavour Primary Academy (Good)
- Manchester Road Primary Academy (Requires Improvement)
- Bradley Green Primary Academy (Good)
- Dowson Primary Academy (Good)
- Godley Community Primary Academy (Good)
- Moorside Primary Academy (Good)
- Oakfield Primary Academy and MLD provision (Good)
- Linden Road Primary Academy (Good)

5 make up the Victorious Academies Trust

- Inspire Academy (Good)
- Discovery Academy (Yet to be inspected)
- Poplar Street Primary School (Good)
- Greenfield Primary School
- Yewtree Primary School

Tameside's current profile of primary academies - continued

2 schools have joined the Forward as One Multi Academy Trust

- Parochial Church of England Primary School (Good)
- Canon Johnson Church of England Primary School (RI)

1 school is the inaugural school to join the Wesley Methodist Trust
Rosehill Primary School

4 are the sole Tameside school in MATs based elsewhere:

- Oasis Academy Broadoak (Oasis MAT - 41 schools in total across the country) (Good)
- Manor Green Primary Academy (Focus MAT – 14 other schools across the NW) (Good)
- Waterloo Primary School (Prestolee MAT – 3 other schools all in Manchester) (RI)
- St Pauls C of E Primary Academy (Chester Diocese MAT – 3 other schools all in Cheshire) (Yet to be inspected – Good prior to being a sponsored academy)

Silver Springs Primary School is part of the secondary led Great Academies Education Trust (Good)

Trend is one of steady further academisation in the primary sector with 14 Primary Schools known to be actively planning to academise:

- 2 PFI schools considering the Victorious Academies Trust (including 2 PFI schools)
- 2 schools considering joining the Forward As One C of E MAT (with 3 schools in Bolton)
- 4 considering non-Tameside based MATs
- 1 unclear which MAT

2 are standalone converter academies

- Ashton West End Primary Academy (Good)
- Denton West End Primary School (Good)

Pupil attendance

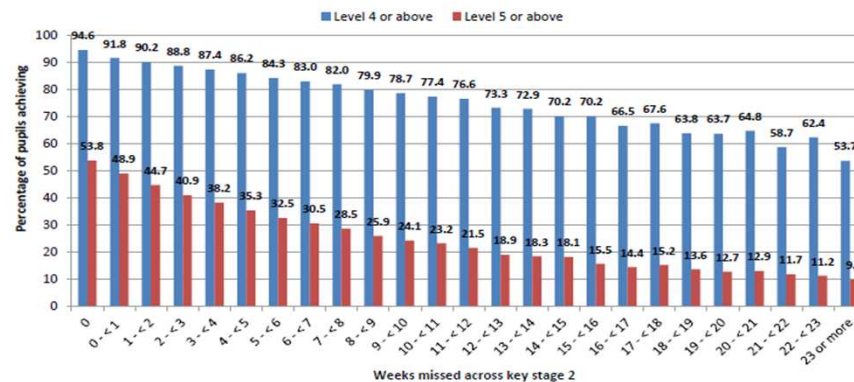
A policy priority

The link between attendance and attainment

In February 2015, the DfE published a report '[The link between absence and attainment at KS2 and KS4](#)'. The report showed clearly that as students miss more lessons in secondary schools, their attainment across a range of measure declines with a similar effect at KS2.

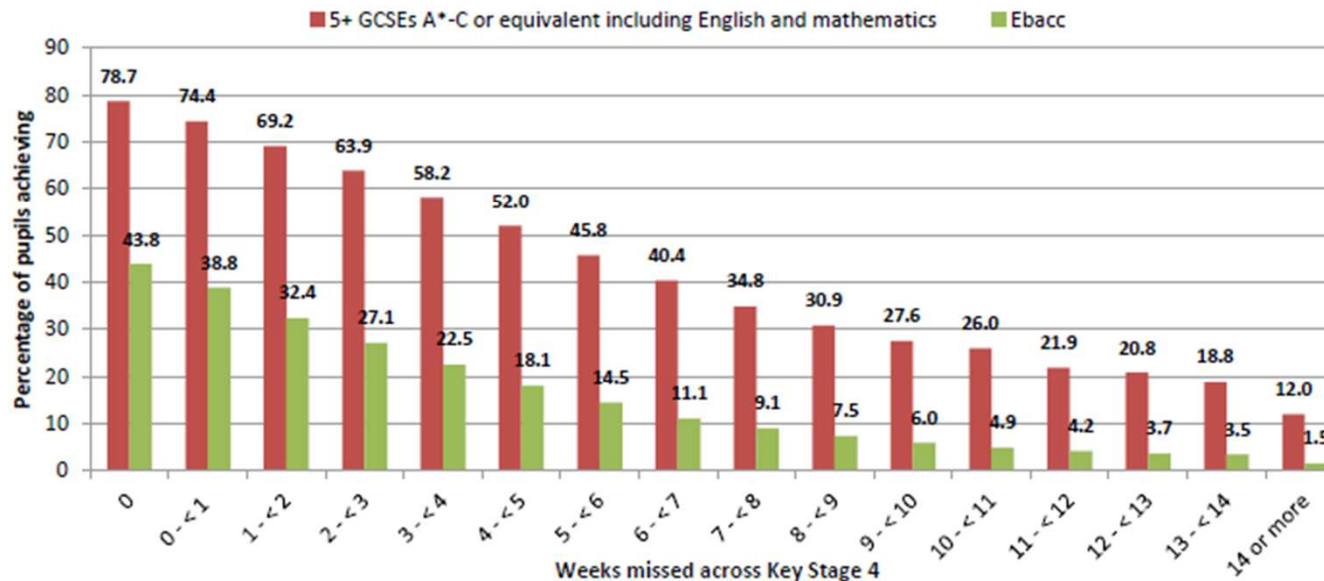
4.2.2 Number of weeks missed due to overall absence

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



The link between attendance and attainment

Figure 7: Percentage of pupils in state-funded mainstream schools achieving stated qualifications at the end of KS4 in 2013/14 academic year by the number of weeks missed due to overall absence across KS4



The link between attendance and attainment

There has been lots of research on the impact of exclusions on attainment and future life chances.

Institute of Public Policy Research (IPPR) (2017) – official exclusions are the tip of the iceberg especially if you consider the increase in EHE, use of Alternative Provision and Managed Moves

- The most vulnerable children are most likely to be excluded. One in two has a recognised mental health need.
- Excluded children are four times more likely to be from the poorest families and eight out of 10 of them have a special education need or disability.
- Boys are much more likely to be asked to leave their school, with three boys permanently excluded for every girl.
- Black pupils from Caribbean backgrounds are still significantly overrepresented in pupil referral units, though most pupils (70%) are white British.

The link between attendance and attainment

Barnardo's study – Not present and not correct (2010)

- One in 20 secondary students will experience at least one fixed-term exclusion each year.
- Two-thirds of fixed period exclusions in secondary schools were given to pupils who had already received at least one earlier in the year.
- Barnardo's research found that fixed term exclusion does little to improve behaviour.
- The risks associated with permanent exclusion, which affects about one in 500 secondary school pupils (0.17 per cent) are even greater.
- This is because those young people most likely to undergo extended or repeated periods of exclusion are the ones who need more adult supervision, not less. Excluding them from the stable routines of school and leaving them in a chaotic home background or risky neighbourhood only worsens their behaviour.

The link between attendance and attainment

Anne Longfield, the children's commissioner for England, said in July 2018: "I am extremely worried that some schools are gaming the system by off-rolling children who may present challenges, including a high number with SEND into alternative provision or home education, in a bid to improve the school's overall exam results."

A DfE review of exclusions is underway

Pupil absence

- 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%

Exclusions

- 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.

Tameside compared to statistical neighbours

Statistical Neighbours

		2015/16	2016/17
371	Doncaster	0.01	0.01
359	Wigan	0.00	0.01
807	Redcar and Cleveland	-	0.06
372	Rotherham	0.12	0.07
370	Barnsley	0.06	0.07
394	Sunderland	0.08	0.07
805	Hartlepool	0.08	0.12
	North East		
812	Lincolnshire	0.24	0.17
357	Tameside	0.22	0.22
876	Halton	0.10	0.22
342	St. Helens	-	-
	Statistical Neighbours	0.09	0.09
981	North West	0.11	0.14
970	England	0.08	0.10

In 2016/17 the overall rate of permanent exclusions in Tameside was more than double the national average.

When compared to statistical neighbours, Tameside had the highest rate of perm ex. alongside Halton.

Tameside compared to North West LAs

LA	2015/16	2016/17
Wigan	0.00	0.01
Blackburn with Darwen	0.01	0.02
Warrington	0.03	0.02
Knowsley	0.02	0.05
Cheshire East	0.08	0.06
Cheshire West and Chester	0.05	0.06
Sefton	0.07	0.10
Cumbria	0.07	0.11
Stockport	0.10	0.11
Oldham	0.18	0.12
Wirral	0.11	0.12
Manchester	0.09	0.13
Trafford	0.12	0.14
Bolton	0.10	0.16
Rochdale	0.17	0.18
Salford	0.18	0.18
Lancashire	0.18	0.21
Tameside	0.22	0.22
Blackpool	0.12	0.22
Halton	0.10	0.22
Liverpool	0.15	0.22
Bury	0.19	0.28
St. Helens	-	-

In 2016/17 only Bury had a higher permanent exclusion rate than Tameside in the North West.

Tameside comparisons - number of pupils in Pupil Referral Services

	Jan-18			2016/17	
	Total School pop	PRS	% school pop in PRS	Permanent exclusion rate	Difference
ENGLAND	8132327	16732	0.21%	0.10%	-0.11%
NORTH WEST	1148067	3299	0.29%	0.14%	-0.15%
STAT NEIGHBOURS	360238	960	0.27%	0.11%	-0.16%
GM	470901	1450	0.31%	0.15%	-0.15%
TAMESIDE	36584	121	0.33%	0.22%	-0.11%

Whilst Tameside might have a high rate of permanent exclusions, the number of pupils in the Pupil Referral Service is not as high comparatively

How we will get better

- Exclusions is not a single agency issue so will require a coordinated approach to improve
- Changes to government legislation in 2013 have attempted to improve attendance. Schools are no longer allowed to authorise requests for children to be taken out of school for a holiday during term time and can issue a penalty notice. Penalty notices for holidays in term time don't work in improving attendance so we cannot rely on this as the only intervention
- Encouraging schools to identify patterns of absence early and work with pupils and families to identify and remove barriers to attendance. Early and timely intervention is provided to prevent problems arising in the first place or escalating

How we will get better

- Work with other agencies to support schools and pupils, for example, the team around the school
- Support appropriate interventions with pupils through the neighbourhood model and early intervention services
- Work to develop a range of appropriate alternative provision in the borough
- Have a clear focus on attendance in conversations with school
- Work to develop attendance targets with schools to monitor the effectiveness of interventions
- Continue to encourage outstanding teaching in all schools to motivate pupils to attend and engage in learning
- Support schools to change practice to reduce the need for fixed term and permanent exclusions

Strategic planning: Theory of Change Model



Too many pupils are excluded either permanently or on a fixed term basis from school

Too many disadvantaged pupils are persistently absent from school

Levels of school attendance are falling in the borough

Support schools to change practice to reduce the need for fixed term and permanent exclusions

Have a clear focus on attendance in conversations with schools

Set attendance targets for individual schools

Develop early intervention multi agency approaches to reduce exclusions

Expand positive vocational pathways

Reduced permanent exclusions

Increase pupils attendance

Decrease persistent absence levels for disadvantaged pupils

Improved outcomes for disadvantaged boys

Improved EET rates for pupils progressing from AP

Positive Progression to work

Identification

Inputs

Outputs

Intermediate Outcomes

Final Outcomes

Defining, prioritising and implementing our response

What change is required?

1 Recapturing the focus on persistent absence

2 Ensure pupils with long term medical conditions are supported

3 Enabling schools to recognise safeguarding issues presenting through behaviour

4 Developing a multi agency approach to identifying and supporting young people at risk of permanent exclusion

5 Supporting schools to identify individual needs and barriers to learning as early as possible

How will we do it?

Regular register audits to identify patterns of absence in schools

Working with partners in a team around the school approach

Work with providers to develop a range of effective alternative provision that schools can access

Clear individual school targets for improving attendance

Offer schools comprehensive training on good attendance practice

Identifying and sharing good practice

Support schools to use a range of interventions to improve attendance

Work with schools to review curriculum options and pupil engagement

Attendance action plan

1 Recapture the focus on persistent absence					
	Inputs	Intended final impact & outputs (3yrs)	Signs of success (1 - 2 yrs)	Additional resources	When
Short term impact (2019)					
A1a	Offer comprehensive training package on managing pupil attendance	Greater awareness of attendance issues within schools			Sep-18
A1b	Issue attendance handbook to all schools to include all policies and procedures	Greater awareness of attendance issues within schools			Spring term 19
A1c	Conduct regular register audits with schools	Greater awareness of attendance issues within schools	All schools with high levels of PA audited		Summer term 19
A1d	Set realistic improvement targets for all schools to reduce persistent absence	Reduced levels of persistent absence	All schools with high levels of PA have actions in place to address patterns of absence		Summer term 19

Attendance action plan

1 Recapture the focus on persistent absence					
	Inputs	Intended final impact & outputs (3yrs)	Signs of success (1 - 2 yrs)	Additional resources	When
Mid/long term impact					
A1e	Establish patterns of absence within individual schools and advise schools on action to address patterns	Increased attendance	All schools with high levels of PA have actions in place to address patterns of absence		Autumn term 19
A1f	Identify good practice and share through attendance training	Greater awareness of attendance issues within schools			19/20
A1g	Regularly communicate persistent absence data to all schools to enable effective benchmarking	Greater awareness of attendance issues within schools			Autumn term 19

Attendance action plan

2 Ensure pupils with long term medical conditions are supported					
	Inputs	Intended final impact & outputs (3yrs)	Signs of success	Additional resources	When
Short term impact (2019)					
A2a	Communicate medical policy to all schools		All absences of pupils with 15 days or more absence due to medical issues notified to LA		Sep-18
A2b	Ensure medical panel considers referrals within timescales	Impact of long term absence is minimised	All complex cases referred to the medical panel		Sep-18
A2c	All pupils receive provision appropriate to their needs	Impact of long term absence is minimised	Medical panel identify appropriate provision		Sep-18

Attendance action plan

3. Enabling schools to recognise safeguarding issues presenting through behaviour

	Inputs	Intended final impact & outputs (3yrs)	Signs of success	Additional resources	When
Short term impact (2019)					
A3a	Check current safeguarding training package for schools is appropriate	All schools attend training regularly	Schools informed of refreshed training offer		Spring term 19
A3b	Ensure MASH is supported by colleagues in education	Safeguarding referrals are effectively dealt with	Information timescales are adhered to	Possible additional staffing dependent on demand	Feb-19
A3c	Ensure guidance for schools is up to date and available	Guidance issued to all schools			Spring term 19
Mid/long term impact					
A3d	Collate information on school participation in safeguarding training	All schools attend training regularly			Autumn term 19

Attendance action plan

4. Developing a multi agency approach to identifying and supporting young people at risk of permanent exclusion

	Inputs	Intended final impact & outputs (3yrs)	Signs of success	Additional resources	When
Short term impact (2019)					
A4a	Ensure MASH is supported by colleagues in education	Safeguarding referrals are effectively dealt with	Information timescales are adhered to	Possible additional staffing dependent on demand	Feb-19
A4b	Ensure colleagues attend team around the school and neighbourhood meetings	Reduction in permanent exclusions	Meetings attended and impact assessed		Nov-18
A4c	Conduct review of current alternative provision in the borough	Alternative provision offer is fit for purpose	Review undertaken		Sep-18

Attendance action plan

4. Developing a multi agency approach to identifying and supporting young people at risk of permanent exclusion

Mid/long term impact

A4d	Evaluate participation in panels to develop services that support schools to identify pupils at risk of permanent exclusion	Reduction in permanent exclusions	Meetings attended and impact assessed		Jun-19
A4e	Refreshed traded services offer to schools	Reduction in permanent exclusions	Schools quality questionnaire informs traded offer		Jan-20
A4f	Develop new alternative provision model in line with recommendation from review	Alternative provision offer is fit for purpose	Review outcomes identify potential models for future commissioning		Jul-19

Attendance action plan

5. Supporting schools to identify individual needs and barriers to learning as early as possible					
	Inputs	Intended final impact & outputs (3yrs)	Signs of success	Additional resources	When
Short term impact (2019)					
SEE SEND SUPPORT ACTION PLAN					

Tameside Loves Reading

How we will get better

Some of the best literacy leaders in Tameside are working alongside experts from research and teaching schools and national experts, to ensure that all Tameside primary schools are trained in teaching reading.

Roll out of our Reading Volunteers Scheme giving children more opportunities to share books with adults. Volunteers are coming from employers all over the Borough including the Council.

On top of Government support, we are investing in language and vocabulary programmes and training in nurseries and reception classes. Private nurseries and school nursery staff working in partnership.

Nurseries are being supported to teach skills that will help children to build the foundation skills which support phonics development in school.

Why is *reading* so important?

Children in Tameside are not starting school with good enough language and reading skills in comparison to children in other parts of the country. Children from low income homes are already behind with their language and reading skills when they come to school and they are not catching up.

Reading is an essential skill which gives children access to the curriculum. *Reading* builds vocabulary through the experiences encountered in books. *Reading* helps children perform better in other subjects. *Reading* well in primary school means children are more likely to do well in secondary school and earn more money in adulthood. *Reading* at home has a significant impact on a child's success at school.

How we will get better

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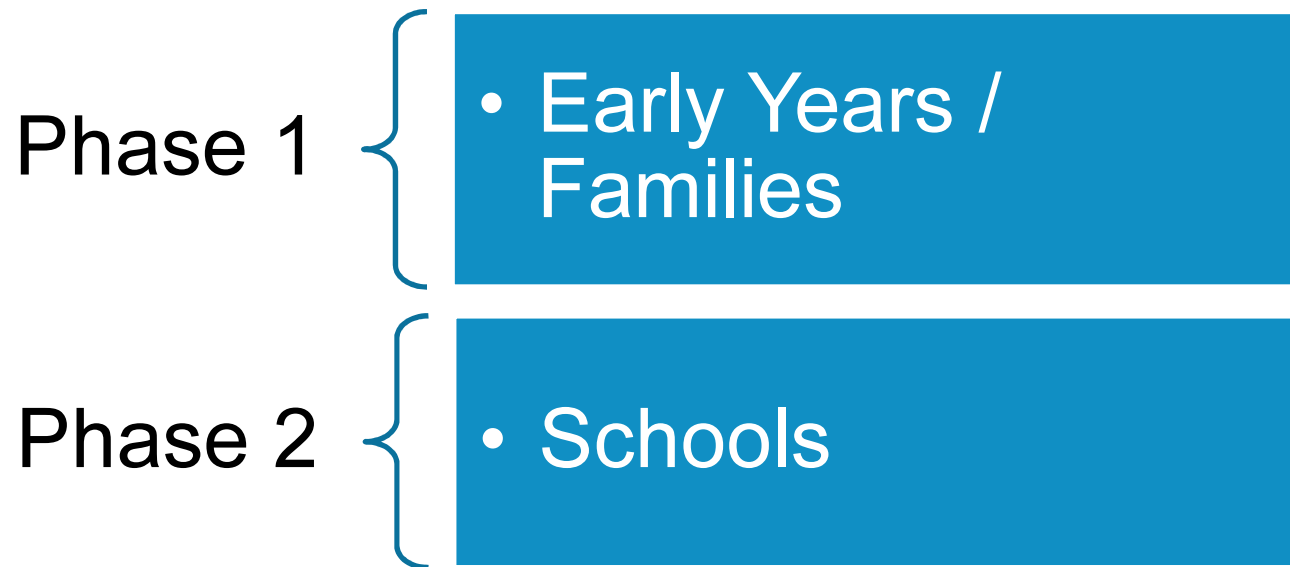
Working with parents to help them read with their nursery age children daily and talk about books and stories through the PACT programme.

Sharing clear messages across about reading across Tameside.

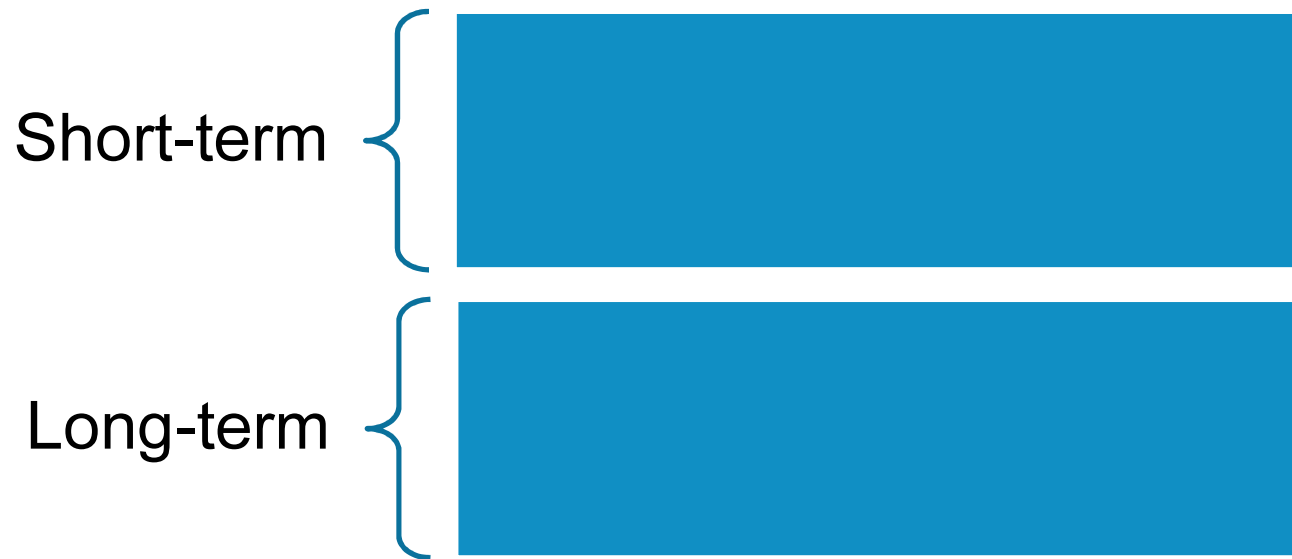
Schools supported to identify and support children who struggle with reading.

Effective planning and implementation for change over the next three years.

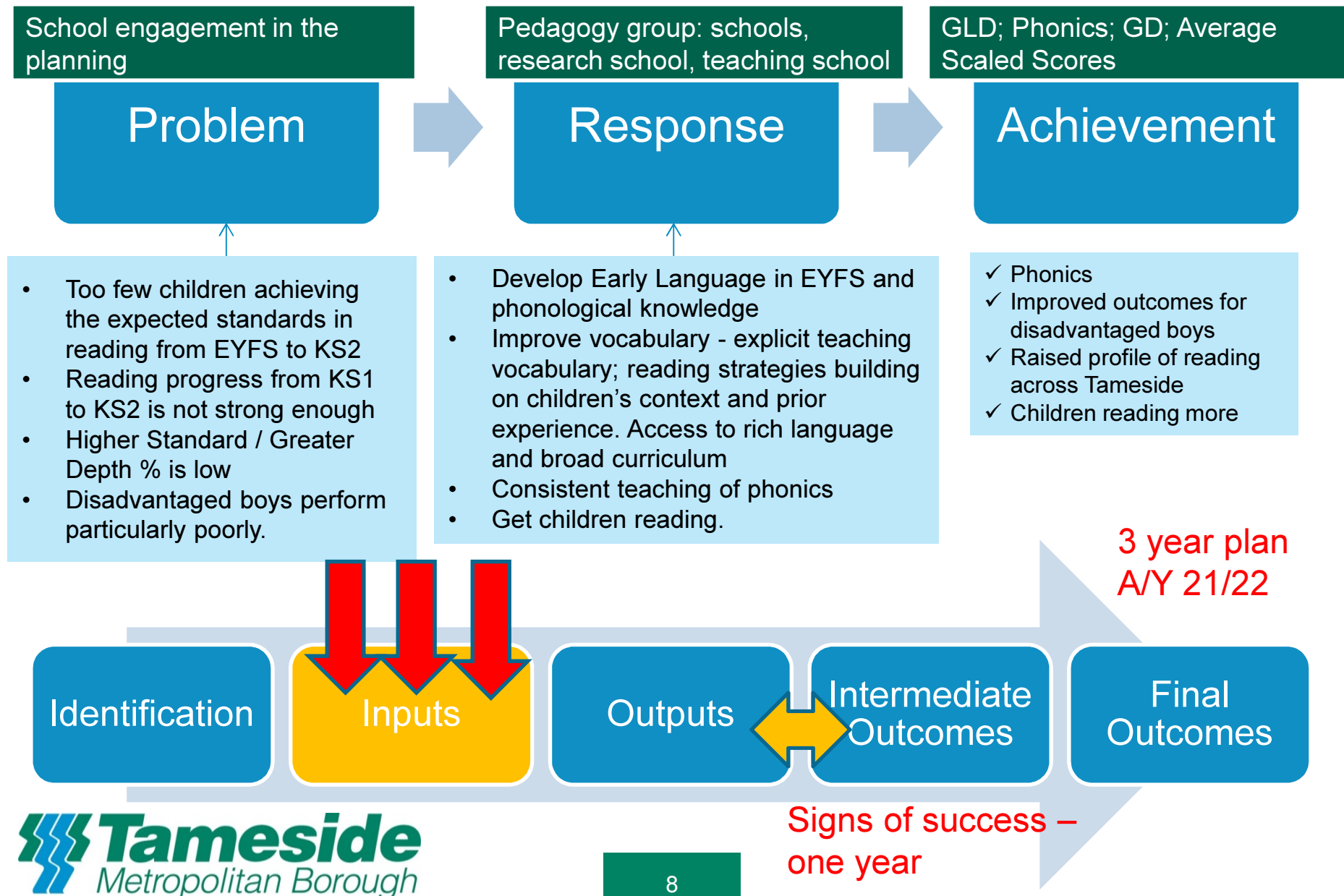
Phased campaign



Phased activity



Strategic Planning: Theory of Change Model



Defining, prioritising and implementing our response

What Change is required?

1. School leadership focus at EY and KS1

2. Improving the quality and frequency of parental support

3. Improved pedagogy and technical understanding

4. Improved language development & pedagogy in the Early Years

How will we do it?

Tracking 5% / 125 pupils / 2 in each class

Nuffield Early Language Intervention

Phonics audit

Engage successful 'reading schools' to develop CPD and S2S support for priority schools and groups e.g. boys.
Developing and distributing expertise and ownership across the system

Y6 Echo Reading Intervention

Reading Volunteers Scheme

Early Years Action Plan
DfE EYPD and EY Outcomes
Fund with Oldham
PACT pilot -
School Nurseries

Motivation events:
Launch event
Volunteers Week
World Book Day
Author visits

Hints & hacks messaging
Libraries
Boys' role models
Music Service workshops for parents; Baby/Toddler Muso


Tameside Loves Reading Action Plan

Priority R1: School leadership focus at EY and KS1

	Inputs	Intended final impact & outputs (3yrs)	Signs of success (1-2yrs)	When
R1a	Phonics audit completed, actions identified, support targeted at need	% boys Y1 phonics	Accurate LA evaluation	JAN-JUN19
R1b	Regular info-sharing with HTs: briefings; newsletter; RPWG; case studies; research-sharing (EEF); HT Conference; events; website	Consistent EYFS and KS1 outcomes in schools	School leaders up to date	ONGOING
R1c	TPC involvement in reviewing the progress of action plans	System capacity developed	Governance established	ONGOING
R1d	Tameside Loves Reading campaign	Raised awareness of the key messages	Raised awareness of the key messages	JAN-JULY 2019
R1e	Tracking 5% at risk groups for GLD, Phonics, KS1 Reading Linked CPD	Mature assessment protocols	5 ¹ ↑ in GLD & Phonics	JAN-JULY 2019


Tameside Loves Reading Action Plan

Priority R2: Improving the quality and frequency of parental support

	Inputs	Intended impact & outputs (3yrs)	Signs of success (1-2 yrs)	When
Short-term impact activity (2019)				
R2a	Reading Volunteers Scheme. See detailed roll out plan (Sarah Jamieson)	Reading outcomes for disadvantaged boys 	Roll out to 30 schools (130 ch)	SEP18-
R2b	Libraries: book choices 4 boys Reading Passport. Libraries			FEB19-
R2c	Hints & Hacks campaign: clear messages & ideas for families	Raised awareness of the key messages		
R2d	Parent support resources created and distributed	Greater engagement of targeted families	Downloads Teacher engagement	MAR19

Tameside Loves Reading Action Plan

Priority R2: Improving the quality and frequency of parental support

	Inputs	Intended final impact & outputs (3yrs)	Signs of success (1-2yrs)	When
Mid/Long-term impact				
R2e	Parental engagement around home support 'PACT' pilot, University of Manchester		Schools enrolled in pilot	JAN-APR19 / SEP19-JUL20
R2f	Baby and Toddler Muso Locality workshops with parents for developing early sound awareness	Y1 Phonics data for priority children 	Workshops in place, parents attending	SPRING 2019
R2g	Reading Roadshow – Weekend live musical performances in locality library and joined up with schools, new composition.	Use of library by families. Reading outcomes	Family and School feedback	

Tameside Loves Reading Action Plan

Priority R3: Improved pedagogy and technical understanding in schools

	Inputs	Intended impact & outputs (3yrs)	Signs of success (1-2 yrs)	When
Short-term impact activity (2019)				
R3a	Herts for Learning: Echo Reading Y6 intervention training and use of SLEs	Capacity built around	5% boys reading	JAN19
R3b	Targeting and tracking 5% of the lowest performers and providing training to meet the needs of these children.	Schools have the capacity to track need effectively	Accelerated progress for identified children	JAN19 -


Tameside Loves Reading Action Plan

Priority R3: Improved pedagogy and technical understanding in schools

	Inputs	Intended impact & outputs (3yrs)	Signs of success (1-2yrs)	When
Mid/Long-term impact				
R3c	Reading Pedagogy Working Group established with signed off Action Plan. Partnership with the TSA	Clear Tameside pedagogy focused on vocab development. 3 yr. trend across primary performance measures incl. GD.	Access to targeted CPD CPD evaluation TPC ownership of the plan	• NOV 18 -
R3d	S2S support designed and matched to need: universal and targeted	Accelerated vocabulary acquisition.	S2S activity for priority schools	SPRING 19 -
R3e	Events to share and develop information	Sustainability of the initiatives	Continued momentum	ONGOING

Tameside Loves Reading Action Plan

Priority R4: Improved language development pedagogy in the Early Years

	Inputs	Intended impact & outputs (3yrs)	Signs of success (1-2yrs)	When
Short-term impact activity (2019)				
R4a	Nuffield Early Language Intervention, priority schools. Two cohorts	Word gap narrowed	Positive evaluation	JAN and SEP 2019
R4b	EY Cluster Leads Reading Action Plan: <ul style="list-style-type: none"> Toolkit: Assessment; Pre-phonics guidance; intervention PVI/School partnerships Working with parents Sustainable clusters 	 Y1 phonics Roll out of clear Tameside pedagogy	Action Plan on track	SEP18 -
R4c	DfE EYPD and Early Outcomes Funds joint approach with Oldham. See separate programme plans.	Word gap narrowed	Programme embedded	SPRING 19 -

Tameside Loves Reading Action Plan

Priority R4: Improved language development pedagogy in the Early Years

	Inputs	Intended impact & outputs (3yrs)	Signs of success (1-2yrs)	When
Mid/Long-term impact				
R4d	Targeting and tracking 5% of the lowest performers and providing training to meet the needs of these children.	Schools have the capacity to track need effectively	Accel'd progress for identified children	JAN19 -

Progress so far

EY Cluster Leads group established, EY Action Plan developed focused on reading and workshops throughout autumn term

RPWG established, action plan developed, initial focus on effective middle leadership and improvement model

Reading Volunteers Pilot taken place during autumn term, rolling out in January, schools identified and volunteers engaged

PACT recruitment starting early January

EY Fund bids progressing

Echo Reading Y6 intervention February

Phonics audit January, GM SLE engaged

Pupil tracking at key points in progress

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