

**EDUCATION ATTAINMENT IMPROVEMENT BOARD**

**Day:** Tuesday  
**Date:** 26 January 2016  
**Time:** 3.30 pm  
**Place:** Lesser Hall 2 - Dukinfield Town Hall

Item No.	AGENDA	Page No
1.	<b>APOLOGIES FOR ABSENCE</b> To receive any apologies for the meeting from Members of the Board.	
2.	<b>DECLARATIONS OF INTEREST</b> To receive any declarations of interest from Members of the Board.	
3.	<b>MINUTES</b> To receive the minutes of the previous meeting held on 13 October 2015.	1 - 6
4.	<b>PRESENTATION BY KAREN BURNS, PRINCIPAL OF INSPIRE ACADEMY, ASHTON</b> The Principal to provide a progress report on the work of Inspire and an update on the new Hyde primary academy. In addition, the innovative and successful work undertaken with parents will be explained.	
5.	<b>PRESENTATION BY CHARLOTTE TREGLOWN, SCHOOL IMPROVEMENT LEAD FOR THE THREE NEW CHARTER SCHOOLS</b> The School Improvement Lead to provide an update on progress of the three New Charter Schools – New Charter Academy, Copley Academy and Silver Springs Academy.	
6.	<b>UPDATE ON THE PERFORMANCE OF TAMESIDE SCHOOLS</b> To consider the attached report of the Assistant Executive Director (Learning).	7 - 20
7.	<b>PROGRESS 8 IN TAMESIDE IN 2015</b> To consider the attached report of the Assistant Executive Director (Learning).	21 - 32
8.	<b>URGENT ITEMS</b> To consider any additional items the Chair is of the opinion shall be dealt with as a matter of urgency.	
9.	<b>DATE OF NEXT MEETING</b> To note that the next meeting of the Education Attainment Improvement Board will take place on Tuesday 29 March 2016 commencing at 3.30 pm.	

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From: Democratic Services Unit – any further information may be obtained from the reporting officer or from Linda Walker, on 0161 342 2798, to whom any apologies for absence should be notified.

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## EDUCATION ATTAINMENT IMPROVEMENT BOARD

13 October 2015

Commenced: 3.30pm

Terminated: 5.00pm

**Present:** Councillor Cooney (Chair)

Councillors Bell, JM Fitzpatrick, Gwynne, Peet and K Quinn and Stephen Anderson

**Apologies for Absence:** Councillor Reynolds and Jon Murray

### 11. DECLARATION OF INTEREST

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

### 12. MINUTES

The Minutes of the Education Attainment Improvement Board held on 30 June 2015 were approved as a correct record.

### 13. GCSE RESULTS 2015

Consideration was given to a report of the Assistant Executive Director (Learning) setting out the GCSE results for Tameside schools this year, which showed an overall improved position on 2014 and an improvement in Tameside's ranked position both in AGMA and the north west. There had been some significant increases in performance in a number of secondary schools, but concerns remained about the performance of others.

It was explained that in 2014, the proportion of young people who obtained 5+ A\*-C (English and Mathematics) was 53.7%. This figure was itself slightly complicated by the first entry / best entry rule introduced in October 2014. In 2015, the figure was 57.7%, excluding young people in special schools or the Pupil Referral Unit, representing a 4% rise.

Although at this stage, results were still to be considered as provisional as schools would be seeking to improve their grades by requesting re-marks of certain papers, the headline figure was still encouraging. An important element of this year's results, not just locally but nationally, was the Cambridge English Language iGCSE. The syllabus had been perceived as 'easier' by schools but there had been reports in the press that the marking of the papers had become more stringent, particularly for the higher grades. The fallout from this was likely to continue. A number of Tameside secondary schools adopted the Cambridge syllabus this year, some for the whole Year 11 cohort, other for particular groups of students. There had also been some concerns about the awarding of higher grades in Mathematics.

In terms of 5+ A\*-C (English and Mathematics), the following schools made substantial gains this year:

- St Damian's RC Science College from 64% to 79%;
- Longdendale High School from 54% to 67%;
- Fairfield High School for Girls from 71% to 77%; and
- Audenshaw School from 63% to 71%.

Both Copley Academy and Astley Sports College made substantial gains but there was a caveat for both of these schools as the starting point was extremely low and both were only just still at the national floor standard of 40%. New Charter Academy were also at 40%.

Data was provided on the 5+ A\*-C English and Mathematics results for all secondary schools. There were some excellent results here and the local authority had made an important contribution to this area of provision. There were some schools falling below the 32% national average last year for 4L progress but this was an area affected by the Cambridge iGCSE issue. Regarding the performance of Mathematics across the Borough, although the picture was not as secure as English, there had been substantial improvements since 2014. There were two examples of outstanding practice – Mossley Hollins and Alder, 11 schools improved their scores at 3L progress and 10 schools improved at 4L progress. Good progress had been made in an area that had previously been a cause for concern in the Borough.

The results detailed had left Tameside in an improved position with respect to rankings in both AGMA and also North West authorities. Out of 23 North West authorities, Tameside was previously ranked 17<sup>th</sup> and the 2015 ranking was 7<sup>th</sup>. In the AGMA region, Tameside was 7<sup>th</sup> and was now ranked 3<sup>rd</sup>. These were very encouraging results for most of the local authority's secondary schools but there were concerns about a small number.

In conclusion, the Board was advised that 2015 was the final year in which the performance of secondary schools was going to be measured under the current performance measures of 5+ A\*-C (English and Mathematics) and expected levels of progress. From 2016, schools would be measured on Attainment 8 and Progress 8.

#### **RESOLVED**

**That the progress made by the Borough over the past year and the new benchmarking arrangements for secondary schools in 2016 be noted.**

#### **14. EARLY YEARS FOUNDATION STAGE, KEY STAGE 1 AND KEY STAGE 2 RESULTS 2015**

Consideration was given to a report of the Assistant Executive Director (Learning) detailing the performance of schools in Tameside in 2015 at Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

In particular, 58% of pupils in Tameside achieved a good level of development at Early Years Foundation Stage representing a 6% increase in 2014 and a 16% increase on 2013. Provisionally, 66% of pupils in early years achieved a good level of development nationally and this had risen 6% on 2014 and 14% on 2013. Tameside was ranked 17<sup>th</sup> out of 23 North West authorities and this was an improvement of 2 places from 2014.

For Key Stage 1, Tameside had seen a slight improvement in Phonics in 2015 with 71.5% of pupils in Tameside working at the expected standard compared to 69% in 2014 and nationally, 77% of pupils were working at the expected standard in Phonics. Data for Reading Writing and Mathematics at Key Stage 1 was also provided in addition to those schools that had seen improvements of 10% or above.

At Key Stage 2, 80% of pupils in Tameside achieved Level 4+ in reading, writing and mathematics combined. This was the same figure as in 2014 and in line with the provisional North West and national averages. Tameside, having sustained the huge improvement from 2014, was not 14<sup>th</sup> out of 23 authorities in the North West.

In conclusion, the Board noted that Tameside had again seen an increase in results at Early Years Foundation Stage and Key Stage 1. This increase was in line with the increases in performance seen across the North West. Tameside had also sustained its significantly improved performance

at Key Stage 2 and disadvantaged pupils in the Borough performed highly compared to other pupils nationally. The challenges for Tameside primary schools were at Key Stage 1 and Early Years Foundation Stage.

**RESOLVED**

**That the content of the report be noted.**

**15. PERFORMANCE AND BOYS**

Consideration was given to a report of the Head of School Performance and Standards setting out a range of information in relation to boys' performance at Key Stage 2 and Key Stage 4. It also examined the performance of disadvantaged boys, those with Special Educational Needs and those with English as an Additional Language. Schools where particular groups of boys performed well in 2014 were highlighted.

The performance of boys in Tameside was below the performance of girls at both Key Stage 4 and Key Stage 2 and reflected the national picture. Though the results of boys in Tameside had been below those of girls, they had generally been in line with the national averages for 2014.

**RESOLVED**

**That the current position be noted and the Board receive further reports in due course.**

**16. SCHOOLS SUMMIT – 6 JULY 2015**

Consideration was given to a report of the Assistant Executive Director (Learning) providing feedback on the purpose and outcomes of the Tameside Education Summit held in July 2015. There were some very clear messages emerging from national speakers that had set the scene for schools working together and supporting each other.

There was no doubt that strategic approach involving schools working together enabled many issues such as succession planning, subject networks and school to school support to be addressed more effectively. The clear messages from the Summit was that change in Tameside's education system must be driven by the profession and the role of the local authority was to initiate and help lead that drive for change.

The work being developed within the Summit Task Group represented the first stages in developing a vision for education that looked forward to the next two to three years. Reference was made to an action plan appended to the report.

The response from all those who attended was extremely positive with many Headteachers asking for annual events of this nature.

**RESOLVED**

**That the report and action plan be noted and an update report on progress with implementing the agreed action plan be submitted to a future meeting of the Board.**

**17. NEW PERFORMANCE MEASURES FOR SECONDARY SCHOOLS**

Bob Berry, Head of School Performance and Standards, advised that the Department of Education had introduced a new set of performance indicators for the end of secondary school education, i.e. the end of Key Stage 4 which would come into effect in August 2016.

Prior to 2015/16 all students, secondary schools and academies were measured on how many GCSEs they achieved at A\*-C including English and Mathematics and the levels of progress made

between Key Stage 2 and Key Stage 4. Next year this would be changing to Progress 8 and Attainment 8. The report focused on the change to 2016 only and did not reflect the changes to GCSEs coming in 2017 and these would be reported to the Board at a later date.

It was explained that Progress 8 was a new secondary accountability measure aimed at measuring the progress of pupils across a selected set of 8 subjects and designed to encourage schools to offer a broad and balanced curriculum at Key Stage 4 and rewarding schools for the teaching of all their pupils. It was a type of value added measure and pupils' results were compared to the actual achievement of other pupils with the same prior attainment. It had been introduced alongside another new accountability measure Attainment 8.

Attainment 8 was a measure of a pupil's average grade across a set suite of eight subjects. GCSE grades would be translated onto a 1-8 point score scale for 2016, with 1 being a grade G and 8 being an A\*. Once the average point score had been produced for the pupil and the school, this would be used in the Progress 8 measure to determine the amount of progress that had been made. Progress 8 would measure how much progress had been made by pupils from the end of key stage 2 to the end of key stage 4 across the set of 8 subjects. An explanation of calculating Progress 8 and what it would mean for the pupil and the school were detailed and examples provided.

The Attainment 8 and Progress 8 measures were being introduced for all schools and designed to encourage all students to study a broad and balanced curriculum, and move the goalposts even more towards an assessment of performance based on achievement.

## **RESOLVED**

**That the changes to performance measures be noted.**

### **18. KEY PRIORITIES 2015/16**

Consideration was given to a report of the Assistant Executive Director (Learning) setting out some of the achievements of the last year and identifying some of the national and local challenges for education service for next year and beyond. New legislation and ever increasing demands on support services, at a time when local authorities and school budgets were reducing, all necessitated new ways of working.

There was no doubt that Tameside was now an improving authority in terms of its education provision. Relationships with school had improved significantly over the last two years and the Council had a much more informed position about its schools and academies because of the closer working relationships that had been established. However, capacity building and succession planning would be key to securing high quality leaders for the future who could be future system leaders and enable the local authority to establish a sustainable school to school support model.

The Assistant Executive Director (Learning) reflected on some of the achievements and the priorities for the next year and beyond in the following areas:

- School Performance and Standards;
- Access and Inclusion;
- Pupil Support Services;
- Pupil Referral Service;
- Traded Services;
- Schools Budget; and
- Post 16 Provision.

## **RESOLVED**

**That the content of the report be noted.**

**19. URGENT ITEMS**

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

**20. DATE OF NEXT MEETING**

It was noted that the next meeting of the Education Attainment Improvement Board will take place on Tuesday 26 January 2016 commencing at 3.30 pm.

**21. CHAIR'S CLOSING REMARKS**

In closing the meeting, the Chair made reference to the forthcoming retirement of Heather Loveridge, Assistant Executive Director (Learning). He thanked Heather for all her hard work and commitment and wished her well for the future.

**CHAIR**


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# Agenda Item 6

<b>Report to:</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date:</b>	26 January 2016
<b>Reporting Officer:</b>	Bob Berry, Interim Assistant Executive Director (Learning)
<b>Subject:</b>	<b>END OF KEY STAGE RESULTS</b>
<b>Report Summary:</b>	Tameside has again seen an increase in results at Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) and Key Stage 4. This increase has been in line with the increases in performance seen across the North West. Tameside has also sustained its significantly improved performance at Key Stage 2 (KS2), and disadvantaged pupils in the borough perform highly compared to other pupils nationally.
<b>Recommendations:</b>	That members note the report
<b>Links to Sustainable Community Strategy:</b>	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
<b>Policy Implications:</b>	There are none arising from this report.
<b>Financial Implications:</b> <b>(Authorised by the Borough Treasurer)</b>	There are no direct financial implications arising from this report.
<b>Legal Implications:</b> <b>(Authorised by the Borough Solicitor)</b>	It is important that Members understand the national framework and its changes together with the performance of Tameside schools so that there is appropriate resource and challenge.
<b>Risk Management:</b>	There are significant reputational risks to the Council if it does not monitor and challenge schools' performance and standards effectively, and intervene where appropriate.
<b>Access to Information:</b>	The background papers relating to this report can be inspected by contacting Bob Berry, Interim Assistant Executive Director (Learning) by:

 Telephone: 0161 342 2330

 e-mail: [bob.berry@tameside.gov.uk](mailto:bob.berry@tameside.gov.uk)

## 1. INTRODUCTION

1.1 This report details the performance of schools in Tameside in 2015 at Early years foundation stage (EFYS), Key stage 1 (KS1), Key stage 2 (KS2) and Key stage 4 (KS4).

## 2. EARLY YEARS

2.1 Fifty eight percent of pupils in Tameside achieved a good level of development (GLD) at EYFS in 2015; this represents a 6% increase in 2014 and a 16% increase on 2013. 66% of pupils in early years achieved a good level of development nationally. This has risen 6% on 2014 and 14% on 2013. The gap between Tameside and the national average in 2015 remains the same as 2014 – 8%. Since 2013 however, Tameside has closed the gap from 10% to 8%.

	2013	2014	2015
<b>Tameside</b>	42	52	58
<b>National</b>	52	60	66
<b>Gap</b>	10	8	8

2.2 Tameside is ranked 17<sup>th</sup> out of 23 North West authorities. This is an improvement of 2 places from 2014. Results range from 55% in Halton to 73% in Trafford.

2.3 The gender gap in Tameside at for achieving a GLD at EYFS has narrowed from 19% in 2014 to 16% in 2015. This is down to the performance of boys improving to 50% in 2015. In contrast, the percentage of girls achieving a good level of development in 2015 increased by 4% on 2014 to 66%.

<b>2013</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>	<b>Gap</b>
National	60	44	52	16
Tameside	50	34	42	16

<b>2014</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>	<b>Gap</b>
National	69	52	60	17
Tameside	62	43	52	19

<b>2015</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>	<b>Gap</b>
National	74	58	66	16
Tameside	66	50	58	16

2.4 The gap between girls and boys achieving a GLD in Tameside is 16%, with 74% of girls achieving a GLD compared to 58% of boys. Though the performance of both genders has steadily increased since 2013, the gender gap remains the same.

2.5 Forty three percent of pupils at EYFS who are on free school meals (FSM) in Tameside achieved a GLD in 2015. In contrast, 61% of all other pupils achieved a good level of development. 51% of pupils on FSM nationally achieved a GLD, compared to 69% of all other pupils nationally. The gap between FSM girls and FSM boys in Tameside has narrowed from 20% in 2014 to 15% in 2015. Whilst 2015 has seen a 7% increase in the number of FSM boys achieving a good level of development, the number of girls achieving a good level of development has not increased by a similar amount and has improved by 2%. The gap between FSM pupils in Tameside and other pupils nationally has seen minimal fluctuation in 2013, 2014 and 2015.

**% achieving a good level of development**

<b>2013</b>	<b>Total</b>	<b>Girls</b>	<b>Boys</b>	<b>Gap between Girls and Boys</b>
<b>Non FSM</b>	46	54	38	16
<b>FSM - Tameside</b>	28	37	20	17
<b>Non FSM nationally</b>	55	63	47	16
<b>Gap between FSM &amp; non FSM in Tameside</b>	18	17	18	
<b>Gap between FSM in Tameside and non FSM nationally</b>	27	26	27	

<b>2014</b>	<b>Total</b>	<b>Girls</b>	<b>Boys</b>	<b>Gap between Girls and Boys</b>
<b>Non FSM</b>	56	66	47	19
<b>FSM - Tameside</b>	38	48	28	20
<b>Non FSM nationally</b>	64	72	56	16
<b>Gap between FSM &amp; non FSM in Tameside</b>	18	18	19	
<b>Gap between FSM in Tameside and non FSM nationally</b>	26	24	28	

<b>2015</b>	<b>Total</b>	<b>Girls</b>	<b>Boys</b>	<b>Gap between Girls and Boys</b>
<b>Non FSM</b>	62	70	53	17
<b>FSM - Tameside</b>	43	50	35	15
<b>Non FSM nationally</b>	69	77	61	16
<b>Gap between FSM &amp; non FSM in Tameside</b>	19	20	18	
<b>Gap between FSM in Tameside and non FSM nationally</b>	26	27	26	

2.6 In terms of schools, there are a large number of schools that have improved in 2015. Improvements of over twenty percent have been made at Leigh Primary School, Fairfield Road Primary School, St Mary's RC Primary School, Russell Scott Primary School and Holy Trinity CofE Primary School. Twenty two schools have achieved an average GLD which is above the provisional national average of 66%.

2.7 Twenty one schools have seen their results decline from the previous year with Canon Johnson CofE Primary School, Wild Bank Community School and Broadbottom Church of England Primary School seeing significant reductions.

### **3. KEY STAGE 1 – PHONICS**

3.1 Tameside has seen a slight improvement in Phonics in 2015 with 72% of pupils in Tameside working at the expected standard compared to 69% in 2014. Over a three year period, the number of pupils in Tameside working at the expected standard has increased by 7%. Nationally, 77% of pupils are working at the expected standard in Phonics. The national average has risen by 3% since 2014 and 8% since 2013; Whilst Tameside's phonics results are improving, the national average is improving at a faster rate.

School	2013	2014	2015	Improvement on 2014
Tameside	65	69	72	3
National	69	74	77	3
Difference + / -	4	5	5	

3.2 Tameside is joint 21<sup>st</sup> in the North West, along with Bury and Liverpool, in terms of phonics. This is one place lower than 2014. Figures range from 72% in Tameside to 81% in Trafford.

3.3 In terms of gender, the gap between boys and girls working at the expected standard in Phonics is widening. No national data for gender is available, but in previous years Tameside's gender gap was in line with the national average.

	2013				2014				2015		
	Boys	Girls	Gap		Boys	Girls	Gap		Boys	Girls	Gap
Tameside	61	70	9	Tameside	65	74	9	Tameside	66	77	11
National	65	73	8	National	70	78	8	National	73	81	8

3.4 Sixty three percent of disadvantaged pupils in Tameside achieved the expected standard in Phonics compared to 57% in 201 compared to 80% for all other pupils nationally. The gap in Tameside between disadvantaged pupils and all others nationally has closed from 20% to 17%.

3.5 In terms of schools, 31 schools are above the provisional national average for phonics. There have been huge improvements made at Denton West End Primary School, Moorside Primary School, Fairfield Road Primary School, St James Catholic Primary School and St George's CofE Primary School, Mossley. 6 schools have seen significant reductions in the number of pupils achieving the expected standard in phonics: The Heys Primary School, Buckton Vale Primary School, Yew Tree Community Primary School and Acorn Nursery, Gee Cross Holy Trinity CofE Primary School, Manor Green Primary School and Greenfield Primary School.

#### 4. KEY STAGE 1 – READING, WRITING AND MATHS

4.1 Eighty seven percent of pupils at the end of KS1 in Tameside achieved a level 2 or above in reading. This is in line with the national average and is in line with previous years.

Reading	2013	2014	2015
Tameside	87	88	87
National	89	90	90

4.2 Tameside is ranked 22<sup>nd</sup> out of the 23 North West authorities in terms of the number of pupils achieving level 2+ in reading. Tameside has dropped 2 places from 2014. Figures range from 86% in Manchester to 93% in Trafford.

4.3 Eighty four percent of pupils at the end of KS1 in Tameside achieved a level 2 or above in writing. This is in line with previous years but is 4% below the national average for 2015.

Writing	2013	2014	2015
Tameside	84	84	84
National	85	86	88

4.4 Tameside is ranked 22<sup>nd</sup> out of the 23 North West authorities in terms of the number of pupils achieving level 2+ in reading. Tameside has dropped 4 places from 2014. Figures range from 83% in Manchester to 89% in Cheshire East.

4.5 Ninety one percent of pupils at the end of KS1 in Tameside achieved a level 2 or above in maths. This is in line with the national average and is in line with previous years.

<b>Maths</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Tameside	90	91	91
National	91	92	93

4.6 Tameside has remained in 16<sup>th</sup> place out of the 23 North West authorities in terms of achieving level 2 or above in maths in 2014. Results across the North West range from 89% in Oldham to 95% in Cheshire East.

4.7 81% of disadvantaged pupils in Tameside achieved level 2 or above in reading; this represents an increase of 1% on 2014. This is compared to 92% of all other pupils nationally meaning the gap between disadvantaged pupils in Tameside and all other pupils nationally is 11%. This achieving level 2 or above in reading at KS1 has remained similar in 2013, 2014 and 15.

Key stage 1 Reading				
Percentage achieving level 2 or above				
2013	Disadvantaged	All other pupils	Gap	Gap from other pupils nationally
England	79	91	12	12
North West	77	91	14	14
Tameside	79	90	11	12

Key stage 1 Reading				
Percentage achieving level 2 or above				
2014	Disadvantaged	All other pupils	Gap	Gap from other pupils nationally
England	80	92	12	12
North West	79	91	12	13
Tameside	80	90	10	12

Key stage 1 Reading				
Percentage achieving level 2 or above				
2015	Disadvantaged	All other pupils	Gap	Gap from other pupils nationally
England	80	92	12	12
North West	79	91	12	13
Tameside	81			

4.8 The gap between disadvantaged pupils in Tameside and all other pupils nationally achieving level 2 or above in writing at KS1 increased by 4% from 2013 to 2014; this meant the gap was wider than the gap nationally. In 2015, 76% of disadvantaged pupils in Tameside achieved level 2 or above in writing; this represents an increase of 3% on 2014. This increase means that there is now a 14% gap between disadvantaged pupils in Tameside and other pupils nationally, which is in line with the gap nationally.

Key stage 1 Writing				
Percentage achieving level 2 or above				
2013	Disadvantaged	All other pupils	Gap	Gap from other pupils nationally
England	73	88	15	15
Tameside	76	86	10	12

Key stage 1 Writing				
Percentage achieving level 2 or above				
2014	Disadvantaged	All other pupils	Gap	Gap from other pupils nationally
England	75	89	14	14
Tameside	73	86	13	16

Key stage 1 Writing				
Percentage achieving level 2 or above				
2015	Disadvantaged	All other pupils	Gap	Gap from other pupils nationally
England	75	90	14	15
Tameside	76	88	12	14

4.9 The gap between disadvantaged pupils in Tameside and all other pupils nationally achieving level 2 or above in maths at KS1 had remained the same in both 2013 and 2014. 93% of disadvantaged pupils in Tameside achieved level 2 or above in maths; this represents an increase of 2% on 2014 and means that the gap between disadvantaged pupils in Tameside and other pupils nationally now stands at 7%, with the national gap being 9%.

Key stage 1 Mathematics				
Percentage achieving level 2 or above				
2013	Disadvantaged	All other pupils	Gap	Gap from other pupils nationally
England	84	93	9	9
Tameside	84	92	8	9

Key stage 1 Mathematics				
Percentage achieving level 2 or above				
2014	Disadvantaged	All other pupils	Gap	Gap from other pupils nationally
England	85	94	9	9
Tameside	85	93	8	9

Key stage 1 Mathematics				
Percentage achieving level 2 or above				
2015	Disadvantaged	All other pupils	Gap	Gap from other pupils nationally
England	85	94	9	9
Tameside	87	93	6	7

4.10 In terms of schools, we have seen improvements of 10% or above in the number of pupils achieving level 2+ in reading at the following schools: Our Lady of Mount Carmel Primary School, Audenshaw Primary School, The Heys Primary School, Lyndhurst Primary School, Poplar Street Primary School and St. Mary's CofE Primary School. The following schools have seen a significant reduction in results: St. Mary's Catholic Primary School, Greenside Primary School, Waterloo Primary School, Flowery Field Primary School, St. Peter's CofE Primary School, Ashton West End Primary School and Parochial C E Primary School

4.11 In writing, there have been improvements of 20% and above in the number of pupils achieving level 2+ at Micklehurst All Saints Primary School, Hurst Knoll Primary School and St. George's CofE Primary School, Mossley. The following schools have seen significant reductions: Flowery Field Primary School, Milton St John's CofE Primary School, St. Mary's Catholic Primary School, St. Peter's CofE Primary School and Waterloo Primary School

4.12 In maths, St. Stephen's CE Primary School, Audenshaw Primary School and Lyndhurst Primary School have seen significant improvements in the number of pupils achieving level

2+. St. Mary's Catholic Primary School, Waterloo Primary School and Wild Bank Community School have seen reductions of over 15%.

## 5. KEY STAGE 2

- 5.1 Eighty percent of pupils in Tameside achieved level 4+ in reading, writing and maths (RWM) combined. This is the same figure as in 2014 and is in line with the North West and national averages.
- 5.2 Tameside, having sustained the huge improvement from 2014, is now 14<sup>th</sup> out of 23 authorities in the North West in terms of achieving RWM combined. In 2014 the authority was 11<sup>th</sup>. Results range from 77% in Manchester to 86% in Trafford.
- 5.3 Overall the results in Tameside in 2015 are in line with the results of 2014. Progress figures show that 91% of pupils made expected progress (2 levels) in reading, 94% of pupils made expected progress in writing and 92% of pupils made expected progress in maths. Tameside is in line with the national average for expected progress in reading (91%) and writing (94%). Tameside is above the national average for maths, with 92% of pupils making expected progress in maths compared to 90% nationally.
- 5.4 In terms of better than expected progress, Tameside saw an increase of 3% in the number of pupils making 3 levels of progress in maths and a 2% increase in the number of pupils making 3 levels of progress in writing. Figures for Tameside for both attainment and progress measures are below-

Key stage 2 results 2013-2015											
	2013			2014				2015			
	Tameside	National	Above/below national?	Tameside	National	Improvement on Previous year?	Above/below national?	Tameside	National	Improvement on Previous year?	Above/below national?
<b>Average Point Score (Re, Wr, Ma)</b>	27.9	28.3	↓	28.6	28.7	↑	↓	28.8	28.8	↑	.
<b>% Level 4+ (Re, Wr, Ma)</b>	74	76	↓	80	79	↑	↑	80	80	.	.
<b>% Level 4B+ (Re, Wr, Ma)</b>	60	63	↓	68	67	↑	↑	68	69	.	↓
<b>% Level 5+ (Re, Wr, Ma)</b>	19	21	↓	22	24	↑	↓	22	24	.	↓
<b>% 2 levels progress Reading</b>	88	88	.	92	91	↑	↑	91	91	↓	.
<b>% 3 levels progress Reading</b>	29	30	↓	36	35	↑	↑	35	33	↓	↑
<b>% 2 levels progress Writing</b>	92	92	.	94	93	↑	↑	94	94	.	.
<b>% 3 levels progress Writing</b>	29	30	↓	35	33	↑	↑	37	36	↑	↑
<b>% 2 levels progress Maths</b>	88	88	.	92	89	↑	↑	92	90	↑	↑
<b>% 3 levels progress Maths</b>	30	32	↓	34	35	↑	↓	38	34	↑	↑

5.5 Seventy one percent of disadvantaged pupils at the end of KS2 in Tameside achieve level 4+ in reading, writing and maths combined compared to 84% of other pupils nationally. The gap between this figure and the percentage of disadvantaged pupils in Tameside achieving L4+ in RWM combined is 16%.

5.6 Eighty nine percent of disadvantaged pupils in Tameside made expected progress in reading and in writing. 91% of disadvantaged pupils in Tameside made expected progress in writing. This means that, in all three subjects, disadvantaged pupils in Tameside perform very strongly and the gap between these disadvantaged pupils and other pupils nationally is minimal. This can be seen in the table below –

Disadvantaged pupils	2013				2014				2015			
	Tameside	NA	Other pupils nationally	Gap between disadvantaged pupils in Tameside and other pupils nationally	Tameside	NA	Other pupils nationally	Gap between disadvantaged pupils in Tameside and other pupils nationally	Tameside	NA	Other pupils nationally	Gap between disadvantaged pupils in Tameside and other pupils nationally
% Level 4+ Re, Wr, Ma	61%	64%	81%	<b>20%</b>	68%	68%	84%	16%	<b>71%</b>	70%	84%	<b>16%</b>
% Level 4B+ Re, Wr, Ma	46%	49%	70%	<b>24%</b>	54%	54%	74%	20%	<b>57%</b>	56%	75%	<b>19%</b>
% Level 5+ Re, Wr, Ma	10%	10%	26%	<b>16%</b>	12%	12%	29%	17%	<b>12%</b>	13%	29%	<b>18%</b>
% 2 levels progress Reading	83%	85%	90%	<b>7%</b>	89%	89%	92%	3%	<b>89%</b>	88%	92%	<b>1%</b>
% 3 levels progress Reading	28%	31%	29%	<b>1%</b>	36%	36%	34%	-2%	<b>35%</b>	34%	33%	<b>-1%</b>
% 2 levels progress Writing	90%	89%	93%	<b>3%</b>	91%	91%	94%	3%	<b>89%</b>	91%	95%	<b>5%</b>
% 3 levels progress Writing	27%	27%	31%	<b>4%</b>	30%	31%	34%	4%	<b>34%</b>	33%	37%	<b>-1%</b>
% 2 levels progress Maths	84%	84%	90%	<b>6%</b>	89%	86%	91%	2%	<b>91%</b>	91%	91%	<b>0%</b>
% 3 levels progress Maths	23%	26%	34%	<b>11%</b>	27%	28%	38%	11%	<b>33%</b>	28%	37%	<b>5%</b>

5.7 Waterloo Primary School is the only school that has fallen below the DfE floor standards criteria in 2015.



## 6. GCSE RESULTS

- 6.1 In 2014 the proportion of young people who obtained 5A\*-C including English and maths was 53.7%. (This figure was itself slightly complicated by the first entry/best entry rule, introduced in October 2014.) In 2015 the figure was 56.3%, a 2.8% rise. Although at this stage results are still to be considered as *provisional* as all schools will be seeking to improve their grades by requesting re-marks of certain papers, the headline figure is still very encouraging.
- 6.2 An important element of this year's results, not just locally, but nationally, is the Cambridge English Language iGCSE. Last year across the country this syllabus was followed by 121, 530 students, but this year by an additional 80, 328 students. The syllabus had been perceived as 'easier' by schools, but there have been reports in the press this summer that the marking of the papers had become more stringent, particularly for the higher grades. (The fallout from this is likely to continue.) A number of Tameside secondary schools adopted the Cambridge syllabus this year, some for the whole Y11 cohort, others for particular groups of students. There have also been some concerns about the awarding of higher grades in mathematics.
- 6.3 In terms of 5 A\*-C (E+M), the following schools made substantial gains this year; St. Damian's RC Science College, from 64% - 79%, Longdendale High School, from 54% - 66%, Fairfield High School for Girls, from 71% - 76%, and Audenshaw School from 63% - 70%.
- 6.4 The following two schools also made substantial gains, but there is an important caveat to the data; Copley Academy went from 28% - 40%, and Astley Sports College went from 32% - 40%. The caveat is that for both of these schools the starting point was extremely low, and both are only just still at the national floor standard of 40%. New Charter Academy are also at 40%. Below is a table of the 5A\*-C [E+M] results for all secondary schools:

School	GCSE Results 2015 - Unvalidated		5+ A*-C including E&M	
	2014	2015	Difference +/-	
Alder Community High School	71	61	-10	↓
All Saints Catholic College	55	49	-6	↓
Astley Sports College and Community High School	32	40	8	↑
Audenshaw School Academy Trust	63	70	7	↑
Copley Academy	28	40	12	↑
Denton Community College	44	48	4	↑
Droylsden Academy	47	53	6	↑
Fairfield High School for Girls	71	76	5	↑
Hyde Community College	48	46	-2	↓
Longdendale High School	54	66	12	↑
Mossley Hollins High School	82	66	-16	↓
New Charter Academy	37	40	3	↑
St Damian's RC Science College	64	79	15	↑
St Thomas More RC College Specialising in Mathematics and Computing	74	67	-7	↓
West Hill School	56	59	3	↑
<b>TAMESIDE</b>	<b>53.7</b>	<b>56.3</b>	2.6	↑
<b>NATIONAL (STATE FUNDED)</b>	56.6	56.1	-0.5	→

6.5 English; this falls into two parts, (1) Expected Progress, i.e. three levels since the end of primary schools, and (2) More Than Expected Progress, i.e. four levels since the end of primary school. The national average for 2015 was 70% for 3L so only four schools are currently underperforming in this area. There are some excellent results here, and the authority has made an important contribution to this area of provision. There are more schools who fall below the 31% national average for 4L Progress, but this was an area 'affected' by the Cambridge iGCSE issue. (The scores at Mossley Hollins and Longdendale are hugely impressive.) The complete scores are below -

GCSE Results 2015 - Unvalidated	Expected progress in English			
	School	2014	2015	Difference +/-
Alder Community High School	80	74	-6	↓
All Saints Catholic College	62	73	11	↑
Astley Sports College and Community High School	60	61	1	↑
Audenshaw School Academy Trust	66	78	12	↑
Copley Academy	43	53	10	↑
Denton Community College	66	70	4	↑
Droylsden Academy	74	74	0	→
Fairfield High School for Girls	73	84	11	↑
Hyde Community College	57	63	6	↑
Longdendale High School	70	82	12	↑
Mossley Hollins High School	93	84	-9	↓
New Charter Academy	75	62	-13	↓
St Damian's RC Science College	83	80	-3	↓
St Thomas More RC College Specialising in Mathematics and Computing	89	72	-17	↓
West Hill School	56	85	29	↑
<b>TAMESIDE</b>	<b>69</b>	<b>72</b>	3	↑
<b>NATIONAL (STATE FUNDED)</b>	72	70	-2	↓

GCSE Results 2015 - Unvalidated	Better than expected progress in English			
	School	2014	2015	Difference +/-
Alder Community High School	29	26	-3	↓
All Saints Catholic College	8	28	20	↑
Astley Sports College and Community High School	16	17	1	↑
Audenshaw School Academy Trust	24	39	15	↑
Copley Academy	13	22	9	↑
Denton Community College	29	20	-9	↓
Droylsden Academy	27	34	7	↑
Fairfield High School for Girls	28	42	14	↑
Hyde Community College	19	22	3	↑
Longdendale High School	24	49	25	↑
Mossley Hollins High School	66	50	-16	↓
New Charter Academy	42	26	-16	↓
St Damian's RC Science College	36	38	2	↑
St Thomas More RC College Specialising in Mathematics and Computing	42	25	-17	↓
West Hill School	15	41	26	↑
<b>TAMESIDE</b>	<b>28</b>	<b>32</b>	4	↑
<b>NATIONAL (STATE FUNDED)</b>	32	31	-1	→

6.6 Regarding performance in mathematics across the borough, although the picture is not as secure as in English, there have been substantial improvements since 2014. There are two examples of outstanding practice – Mossley Hollins and Alder, eleven schools improved their scores at 3L Progress, and ten schools improved at 4L Progress. The national average is 67% for 3L, and 31% for 4L. Good progress has been made in an area that had previously been a cause for concern in the borough, and the complete figures are below -

GCSE Results 2015 - Unvalidated		Expected progress in maths		
School	2014	2015	Difference + / -	
Alder Community High School	85	91	6	↑
All Saints Catholic College	54	53	-1	→
Astley Sports College and Community High School	43	51	8	↑
Audenshaw School Academy Trust	64	76	12	↑
Copley Academy	39	45	6	↑
Denton Community College	53	63	10	↑
Droylsden Academy	53	63	10	↑
Fairfield High School for Girls	73	83	10	↑
Hyde Community College	71	69	-2	↓
Longdendale High School	57	65	8	↑
Mossley Hollins High School	84	84	0	→
New Charter Academy	35	46	11	↑
St Damian's RC Science College	71	86	15	↑
St Thomas More RC College Specialising in Mathematics and Computing	72	69	-3	↓
West Hill School	70	58	-12	↓
<b>TAMESIDE</b>	<b>60</b>	<b>66</b>	<b>6</b>	<b>↑</b>
<b>NATIONAL (STATE FUNDED)</b>	<b>66</b>	<b>67</b>	<b>1</b>	<b>↑</b>

GCSE Results 2015 - Unvalidated		Better than expected progress in maths		
School	2014	2015	Difference + / -	
Alder Community High School	50	48	-2	↓
All Saints Catholic College	15	17	2	↑
Astley Sports College and Community High School	4	22	18	↑
Audenshaw School Academy Trust	21	30	9	↑
Copley Academy	11	13	2	↑
Denton Community College	21	25	4	↑
Droylsden Academy	10	21	11	↑
Fairfield High School for Girls	30	45	15	↑
Hyde Community College	35	31	-4	↓
Longdendale High School	19	29	10	↑
Mossley Hollins High School	38	35	-3	↓
New Charter Academy	6	18	12	↑
St Damian's RC Science College	16	41	25	↑
St Thomas More RC College Specialising in Mathematics and Computing	35	27	-8	↓
West Hill School	23	22	-1	→
<b>TAMESIDE</b>	<b>22</b>	<b>28</b>	<b>6</b>	<b>↑</b>
<b>NATIONAL (STATE FUNDED)</b>	<b>29</b>	<b>31</b>	<b>2</b>	<b>↑</b>

6.7 All of the above results have left Tameside in an improved position with respect to our rankings in both AGMA and also NW authorities; out of the twenty-three NW authorities Tameside was previously ranked seventeenth, we are now ninth. In the AGMA region we were seventh and are now fourth. We are no longer an underperforming authority. The complete picture can be found below –

GCSE 5+ A*-C inc E&M			
	2014	2015	Difference
Trafford	72.2	69.9	-2.3
Cheshire East	61.5	61.5	0
Wirral	60	61.2	1.2
Lancashire	56.8	58.1	1.3
Warrington	55.9	57.9	2
Cheshire West and Chester	58.2	57.3	-0.9
Stockport	58.3	56.9	-1.4

Wigan	58	56.8	-1.2
Tameside	53.7	56.3	2.6
Halton	57.2	56.3	-0.9
Bolton	57.3	56.3	-1
Cumbria	57	55.7	-1.3
North West	55.8	54.9	-0.9
St. Helens	55.2	54.4	-0.8
Sefton	55	54.1	-0.9
Blackburn with Darwen	54.6	54	-0.6
Bury	56.9	53.9	-3
Oldham	52.4	49.7	-2.7
Liverpool	49.9	48.1	-1.8
Rochdale	54	47.6	-6.4
Salford	47.3	46.4	-0.9
Manchester	51.4	46	-5.4
Blackpool	44	41.5	-2.5
Knowsley	35.4	36.7	1.3

## 7. DISADVANTAGED PUPILS AT KS4

7.1 The gap between disadvantaged pupils in Tameside and other pupils nationally is closing. In terms of attainment of 5+ A\*-C including English and maths, there is a 27% gap between disadvantaged pupils in Tameside and other pupils nationally. This is in line with the national gap of 28%. The gaps between disadvantaged pupils in Tameside and other pupils nationally are also in line with the national gap in each progress measure, as illustrated in the table below –

	2014					2015				
	Disadvantaged pupils in Tameside	Disadvantaged pupils nationally	Other pupils nationally	Gap between disadvantaged pupils in Tameside to other pupils nationally	Gap - disadvantaged pupils nationally to other pupils nationally	Disadvantaged pupils in Tameside	Disadvantaged pupils nationally	Other pupils nationally	Gap between disadvantaged pupils in Tameside to other pupils nationally	Gap - disadvantaged pupils nationally to other pupils nationally
% 5+ A*-C inc E&M	33%	36%	62%	29%	26%	36%	35%	63%	27%	28%
English: % 3 Levels Progress	57%	59%	75%	18%	16%	58%	58%	74%	16%	16%
English: % 4 Levels Progress	19%	22%	35%	16%	13%	21%	21%	34%	13%	13%
Maths: % 3 Levels Progress	43%	49%	71%	28%	22%	48%	50%	72%	24%	22%
Maths: % 4 Levels Progress	13%	17%	33%	20%	16%	18%	18%	35%	17%	17%

## 8. SUMMARY

8.1 Tameside has again seen an increase in results at EYFS and KS1. This increase has been in line with the increases in performance seen across the North West. Tameside has also sustained its huge increase in performance at Key Stage 2 and disadvantaged pupils in the borough perform highly compared to other pupils nationally.

- 8.2 At Key Stage 4 Tameside has bucked the national and regional trend and has seen an increase in both the attainment and progress of pupils at the end of KS4 in the borough. Disadvantaged pupils in Tameside are also making progress in line with disadvantaged pupils nationally, and the gap between Tameside's disadvantaged pupils and other pupils nationally is narrowing

**9. RECOMMENDATIONS**

- 9.1 That Members note the report.

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# Agenda Item 7

<b>Report to:</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date:</b>	26 January 2016
<b>Reporting Officer:</b>	Bob Berry, Interim Assistant Executive Director (Learning)
<b>Subject:</b>	<b>PROGRESS 8 IN TAMESIDE IN 2015</b>
<b>Report Summary:</b>	The Department for Education has introduced a new set of performance indicators for the end of secondary school education, i.e. the end of KS4. These measures will come into effect in August 2016. This report outlines what results for Tameside schools would have looked like had these performance indicators been in place in 2015.
<b>Recommendations:</b>	That members note the changes, and understand the new parameters for assessing the performance of schools in the borough.
<b>Links to Sustainable Community Strategy:</b>	These new performance measures provide an indication of a school's performance across a much wider range of subjects than was previously the case, and put the emphasis on progress rather than attainment. The borough's long-term economic strategy depends ultimately on its capacity to produce and then retain its own talented young people.
<b>Policy Implications:</b>	The above is in line with the strategic plan.
<b>Financial Implications:</b> (Authorised by the Section 151 Officer)	There are no direct financial implications arising from this report.
<b>Legal Implications:</b> (Authorised by the Borough Solicitor)	It is important that Members understand the national framework and its changes so that there is appropriate resource and challenge.
<b>Risk Management:</b>	From August 2016, local authority secondary schools that achieve below the floor standard set by Progress 8 are at risk of enforced academisation.
<b>Access to Information:</b>	The background papers relating to this report can be inspected by contacting Bob Berry, Interim Assistant Executive Director (Learning) by:



Telephone: 0161 342 2330



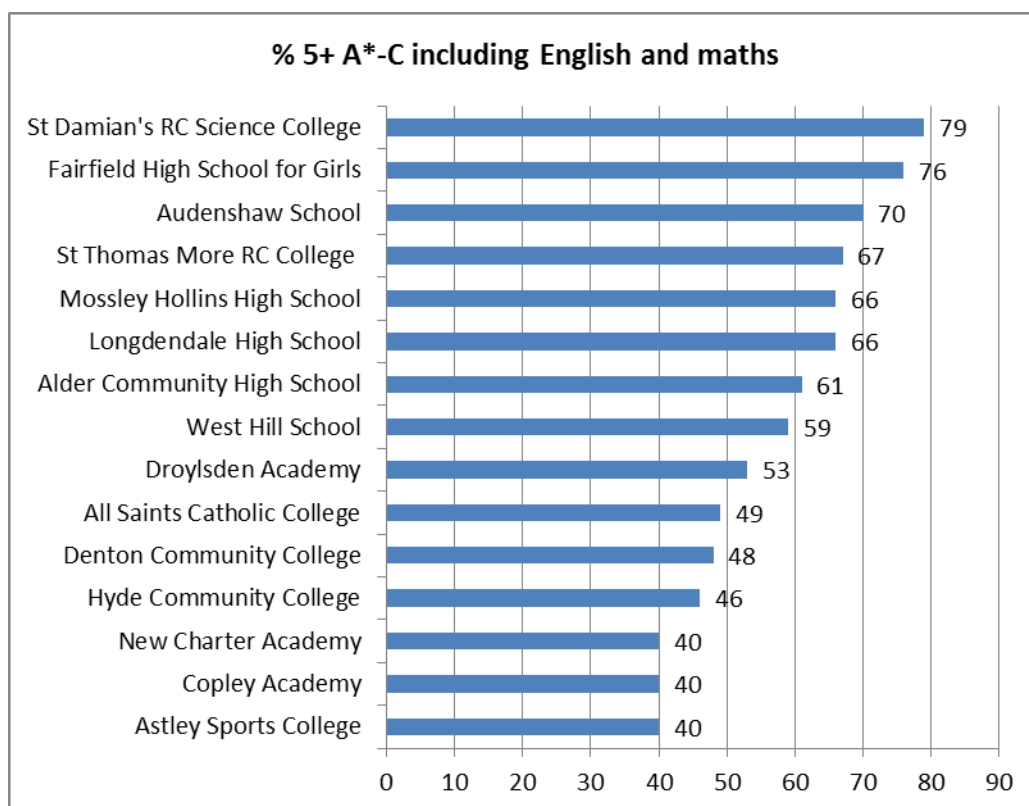
e-mail: [bob.berry@tameside.gov.uk](mailto:bob.berry@tameside.gov.uk)

## 1 INTRODUCTION

- 1.1 Prior to 15/16 all students, secondary schools and academies are measured on how many GCSE's they achieve at A\*-C including English and Mathematics and the levels of progress made between Key Stage 2 and Key Stage 4. This year this is going to change to Attainment 8 & Progress 8.
- 1.2 Schools had the option to opt in to the 2016 accountability measures in 2015. Two schools in Tameside did this: Denton Community College and Mossley Hollins High School. This meant that the accountability for these schools would be under Attainment 8 and Progress 8 rather than 5+ A\*-C including English & maths and expected levels of progress.
- 1.3 For schools that did not opt in, the DfE released to the Local Authority the results of Tameside's schools had Attainment 8 and Progress 8 been in place in 2015. This report highlights the performance of schools differs under Attainment 8 and Progress 8.
- 1.4 Schools will have made changes to their curriculum to be fully compliant to the new accountability measures in 2015/16 and all Progress 8 and Attainment 8 figures presented in this report should be treated with caution.

## 2 ATTAINMENT

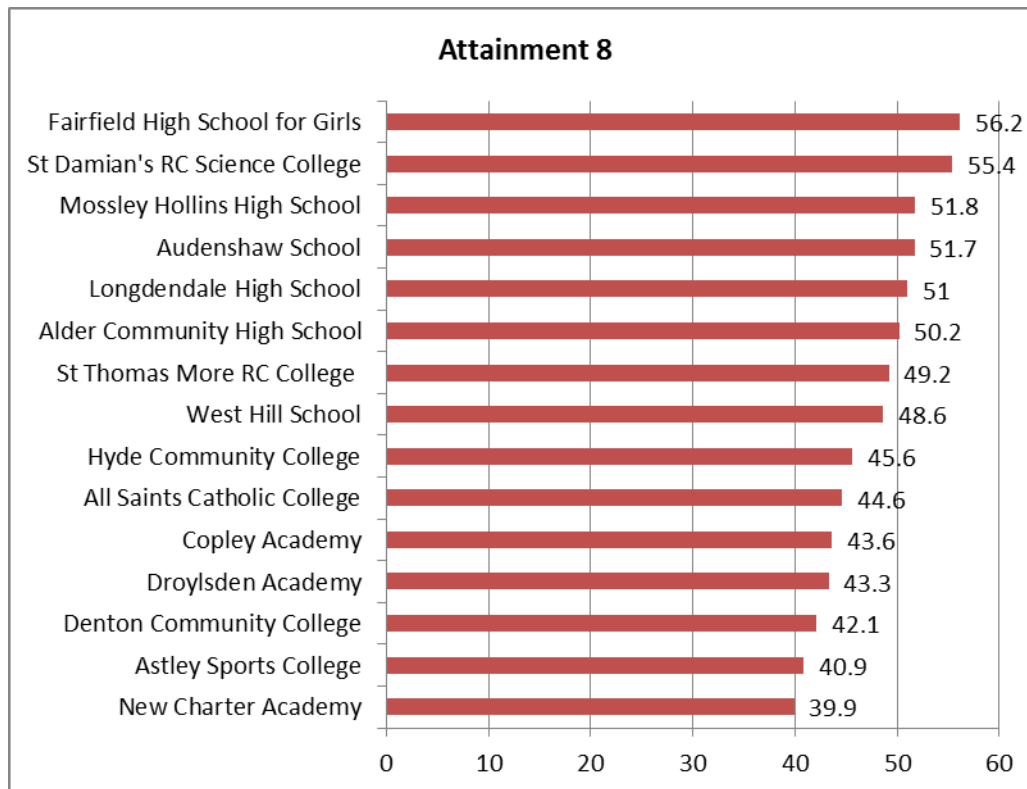
- 2.1 In 2015 the percentage of pupils in mainstream schools in Tameside attaining 5+ A\*-C currently ranged from 79% at St Damian's RC Science college to 40% at Astley Sports College, Copley Academy and New Charter Academy. All schools in Tameside met the floor measure of 40% for attainment of 5+ A\*-C inc English and maths.



- 2.2 The Progress 8 score is based on the performance of pupils across 8 subjects – this performance score is known as the “Attainment 8” score. The Attainment 8 grade is a grade that pupils will get at the end of Key Stage 4 showing their average achievement across 8 subjects. It is similar to the “Best 8” figure that schools get now however the subjects involved are different.



- 2.3 Attainment 8 is the sum of grades from the following: English and maths (double weighted), three Ebacc subjects (three subjects from the following areas: humanities, languages and science) and three other subjects (Ebacc, non Ebacc GCSEs or vocational qualifications).
- 2.4 If Attainment 8 was implemented in 2015, the table below illustrates what the picture in Tameside would look like:

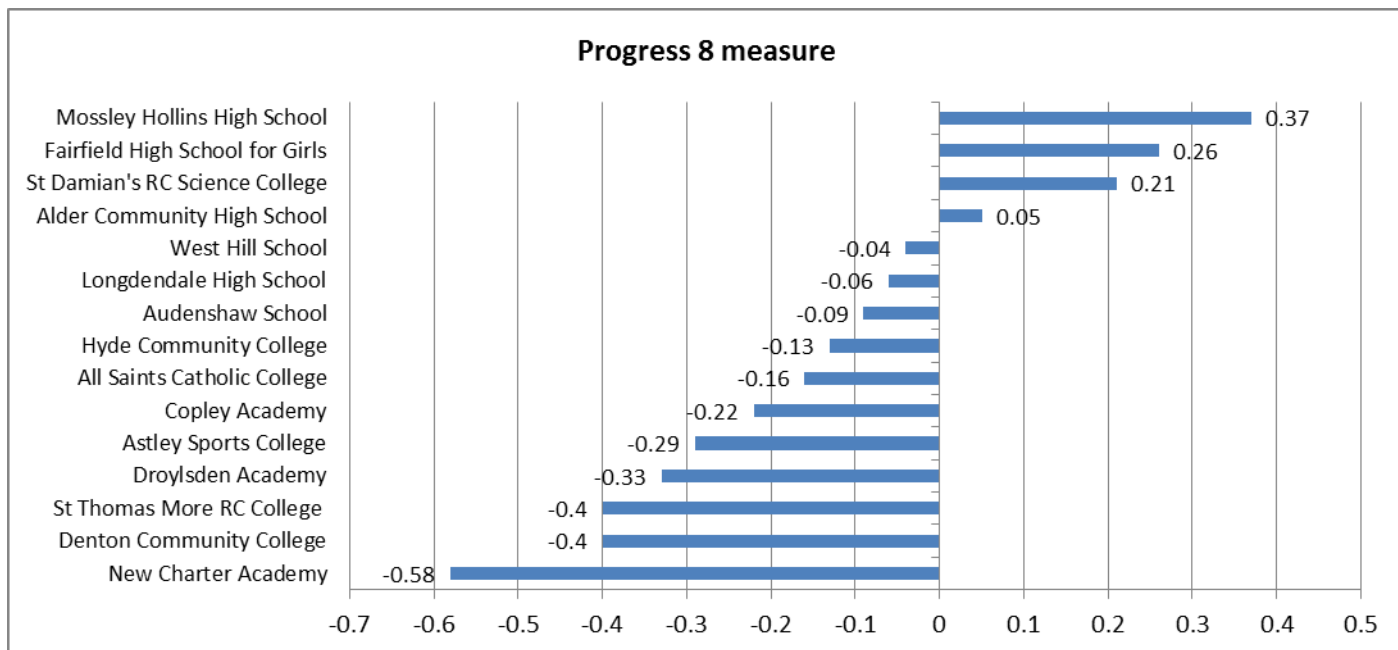


- 2.5 The Attainment 8 figures place a different perspective on the attainment of Tameside's schools. Fairfield High School for Girls had the highest Attainment 8 figure in 2015, St Damian's RC Science College had the second highest Attainment 8 figure whilst Mossley Hollins High School had the third highest Attainment 8 figure. New Charter Academy had the lowest Attainment 8 figure, with Astley Sports College having the second lowest and Denton Community College having the third lowest. The national average Attainment 8 score for state funded schools was 48.2 and 7 schools in Tameside were below this.

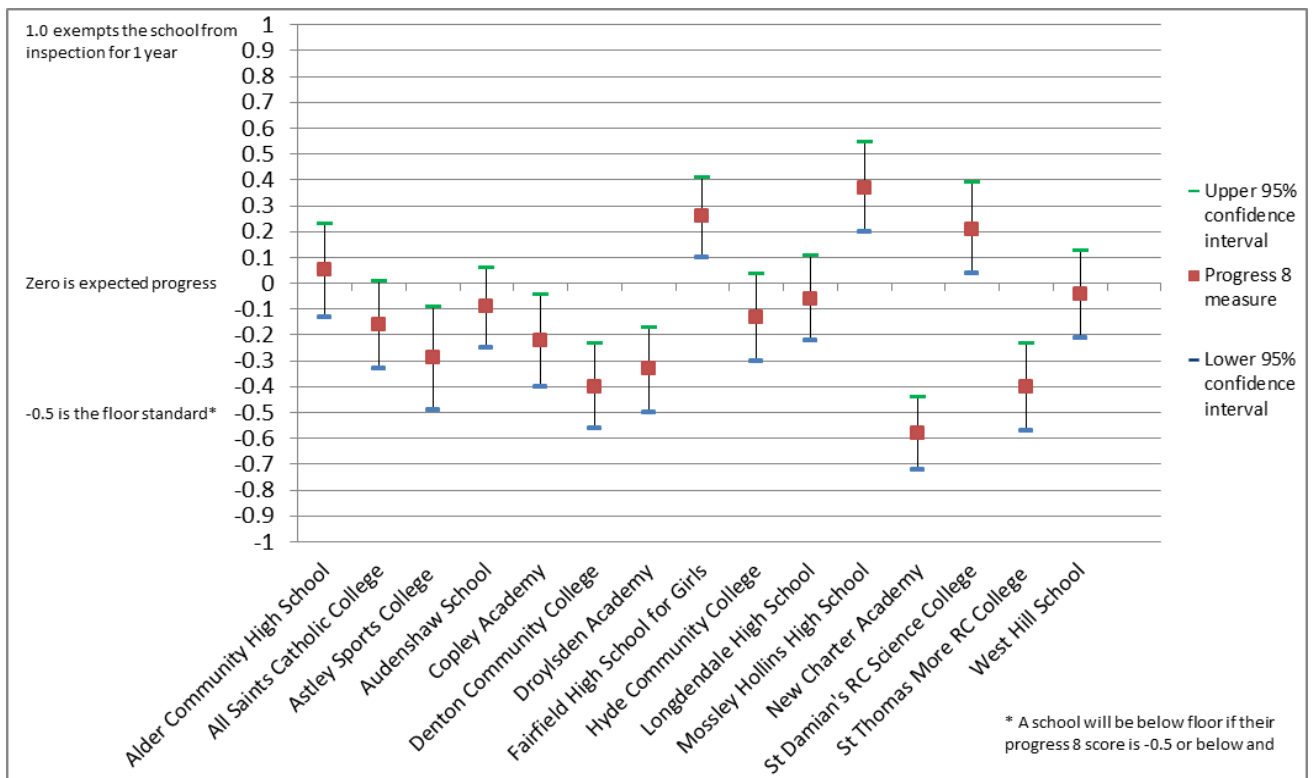
### 3 PROGRESS

- 3.1 Under Progress 8, which will be the main accountability measure and the main way of which schools will be ranked, the progress figure given takes into account the average progress across the following areas: English and maths (double weighted), three Ebacc subjects (three subjects from the following areas: humanities, languages and science) and three other subjects (Ebacc, non Ebacc GCSEs or vocational qualifications).
- 3.2 When taking into account Progress 8 in 2015, the results of schools in Tameside change again. Mossley Hollins High School had the highest Progress 8 score in 2015. 11 out of 15 schools were below zero, meaning that the school did not meet their Attainment 8 estimate and as such did not make expected progress.

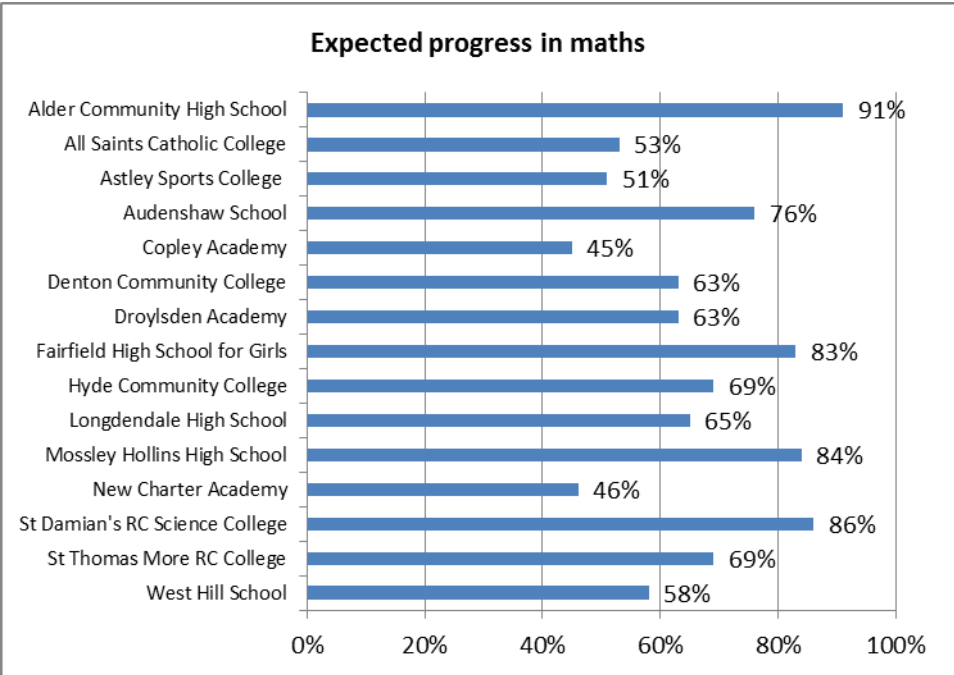
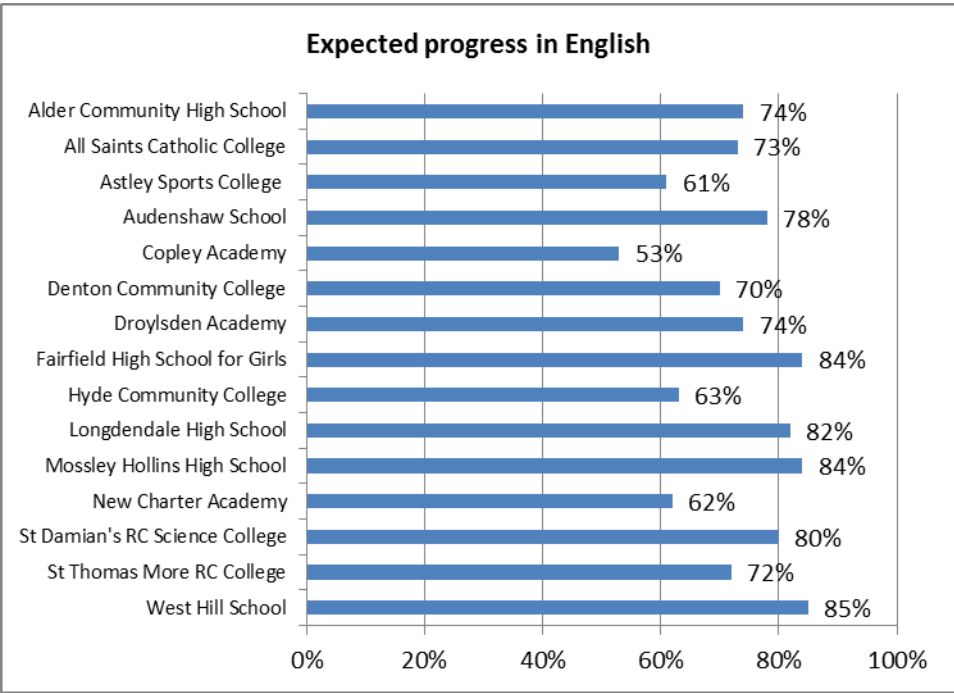
3.3 The progress of pupils in Copley Academy and Astley Sports College was higher under Progress 8 in 2015. In contrast, Denton Community College and St Thomas More RC College would have been 13<sup>th</sup> and 14<sup>th</sup> respectively. New Charter Academy would have been below floor standards had Progress 8 been implemented in 2015.



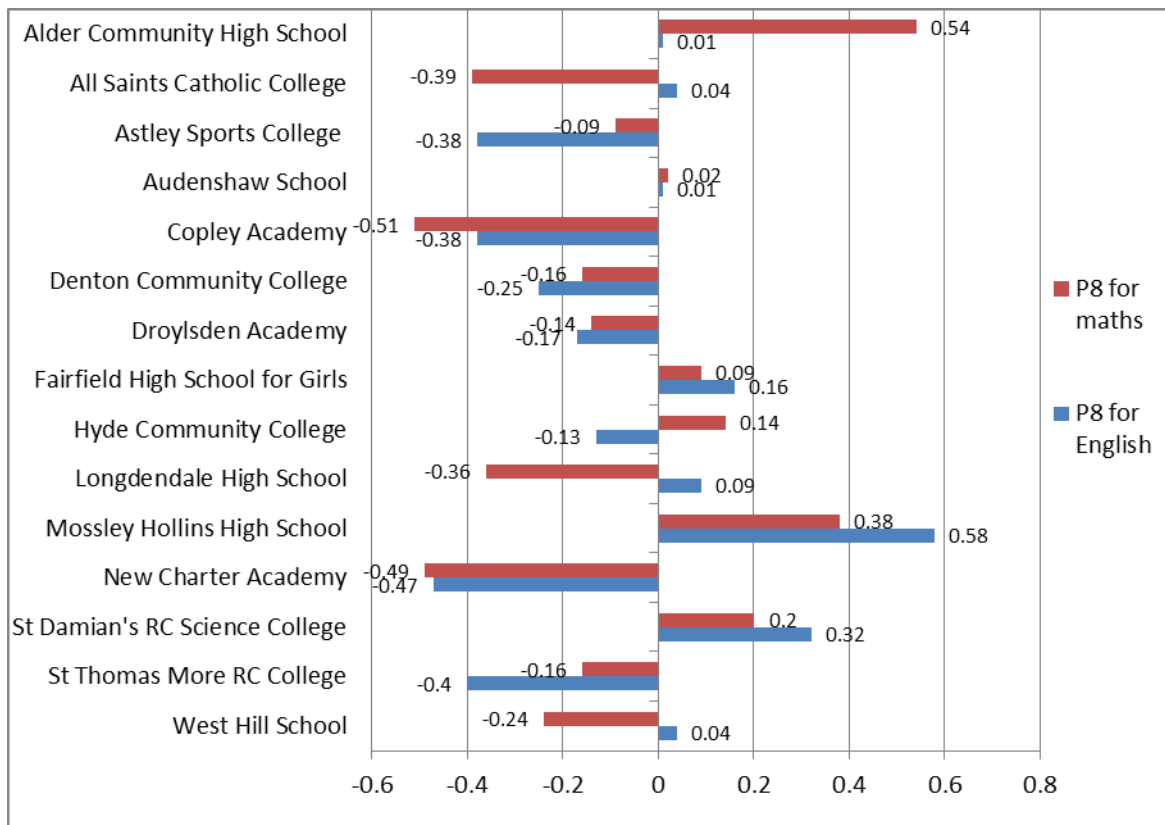
3.4 Attainment and progress measures are based on a given set of pupils' results for a particular test paper on a particular day. The same pupils may have achieved different results on the day or the school would almost certainly have shown slightly different results with a different set of pupils, even with the same levels of prior attainment, yet the school could be equally effective. This causes us a degree of uncertainty that needs to be taken into. To combat this, the DfE uses confidence intervals as they illustrate a line on which we can be statistically confident a school's results would lie had pupils sat the tests on a different day. The Progress 8 confidence intervals are below:



3.5 In terms of expected progress in 2015, West Hill School currently has the highest percentage of pupils making expected progress in English, with 85% of pupils achieving this; Fairfield High School for Girls and Mossley Hollins High School saw 84% of their pupils making expected progress. In maths, Alder Community High School saw 91% of pupils making expected progress followed by 86% of pupils at St Damian's RC Science College and 84% of pupils at Mossley Hollins High School. Below are what the current unvalidated progress figures are for Tameside schools in English and maths:



3.6 Under Progress 8, these figures change. Please see the table below:



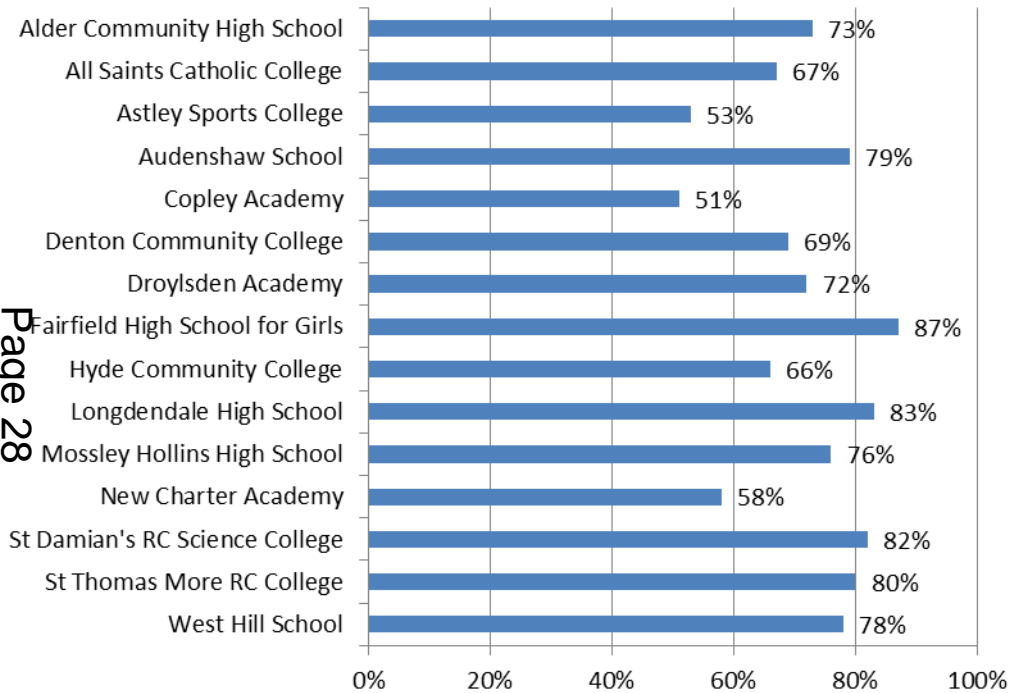
3.7 Mossley Hollins High School has a Progress 8 score in English of 0.58. This makes them the highest performing school in English in the borough. St Damian's RC Science College and Fairfield High School for Girls have the 2<sup>nd</sup> and 3<sup>rd</sup> highest Progress 8 score in English respectively. In contrast, New Charter Academy has a Progress 8 score of -0.47 meaning that, on average, pupils at New Charter Academy achieve nearly half a grade less than their peers. St Thomas More RC College have a Progress 8 score of -0.4 in English and both Copley Academy and Astley Sports College have a English Progress 8 score of -0.38.

3.8 Alder Community High School's Progress 8 score in maths of 0.54 makes them the highest performing school in maths in the borough. 0.54 means that, on average, pupils at Alder achieve more than half a grade more than their peers. The 2<sup>nd</sup> place school in Tameside in maths was Mossley Hollins High School who had a Progress 8 figure of 0.38 and the 3<sup>rd</sup> place school was Hyde Community College with a Progress 8 figure of 0.14. The school with the lowest Progress 8 score in maths was Copley Academy with a figure of -0.51; this means that pupils at Copley Academy achieve half a grade less than their peers nationally. New Charter Academy and All Saints Catholic College have the 2<sup>nd</sup> and 3<sup>rd</sup> lowest Progress 8 figures in maths respectively.

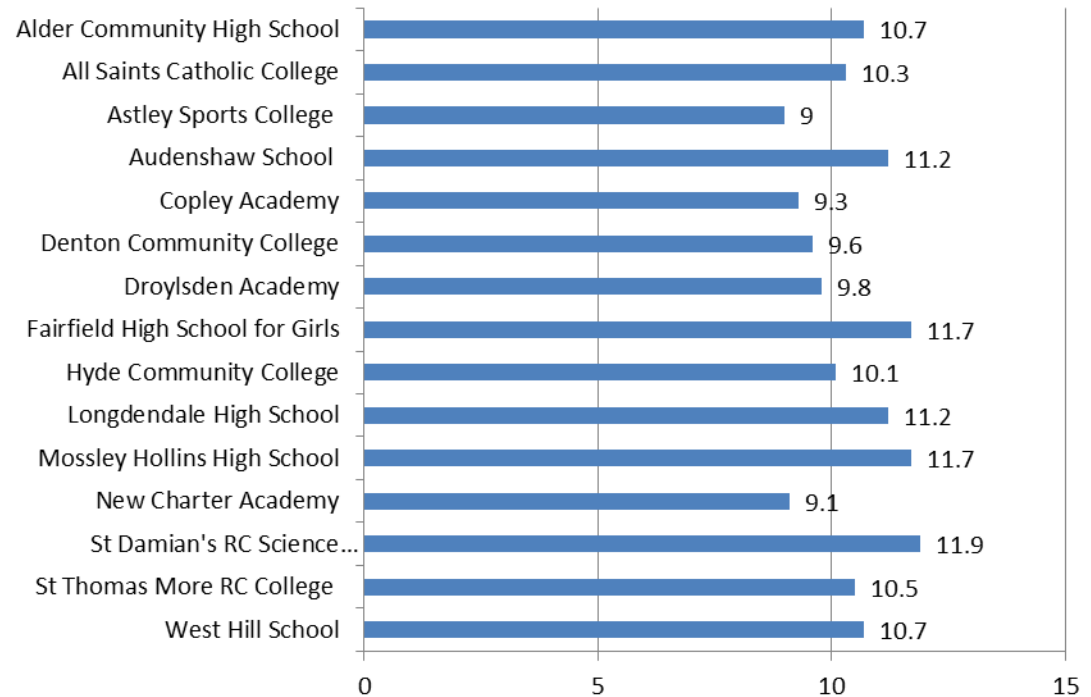
## 4 ENGLISH & MATHS

4.1 A\*-C in English compared to average Attainment 8 score - Below is the percentage of pupils achieving A\*-C in English compared to the average Attainment 8 score for English. The figure shown for Attainment 8 in English has been double weighted.

Percentage of pupils achieving the Ebacc English subject area



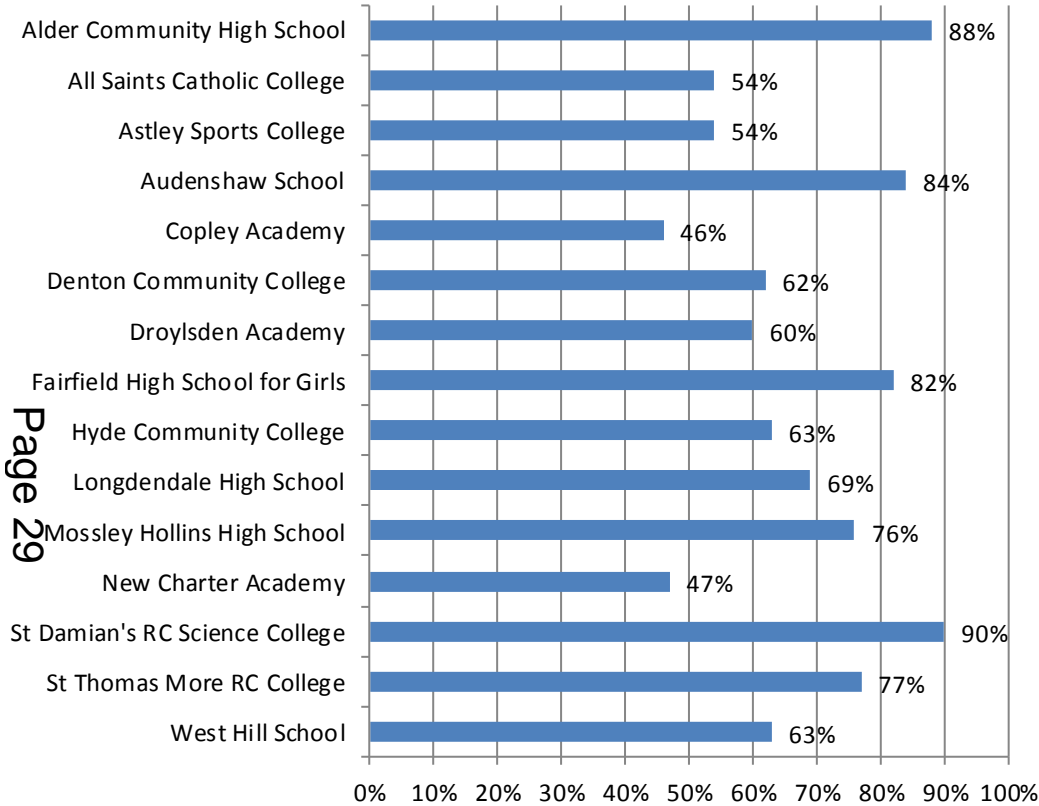
Average Attainment 8 score per pupil for English element



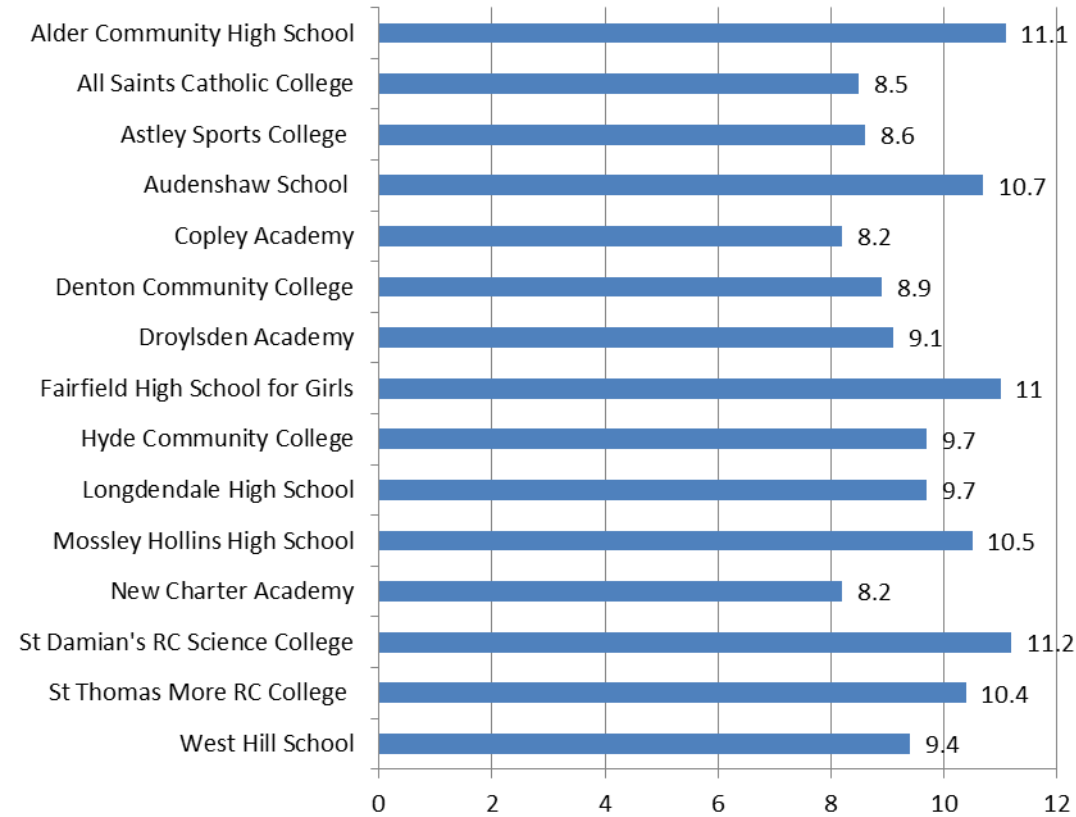
4.2 Though Longdendale High School had the highest percentage of pupils achieving A\*-C in English, the average attainment 8 grade was not the highest in the borough. The average attainment 8 grade at Longdendale was 11.2 which, when not double weighted, is equivalent to 5.6 on the 1-8 GCSE scale and as such the average grade was between a grade B and C. St Damian's RC Science College had the highest Attainment 8 grade, with each pupil, on average, attaining just below a grade B in English. The lowest attaining school in English was Astley Sports College.

4.3 A\*-C in maths compared to average Attainment 8 score. - Below is the percentage of pupils achieving A\*-C in English compared to the average Attainment 8 score for maths. The figure shown for Attainment 8 in maths has been double weighted.

**Percentage of pupils achieving the Ebacc Maths subject area**



**Average Attainment 8 score per pupil for mathematics element**



4.4 St Damian's RC Science College have the highest percentage of pupils (90%) in Tameside achieving A\*-C in maths. St Damian's also have the highest Attainment 8 figure, with their average Attainment 8 score for maths per pupil being 11.2. Alder Community High School had 88% of pupils achieve A\*-C in maths and their average Attainment 8 score for maths being 11.1. Whilst Audenshaw School saw 84% of pupils achieve A\*-C in maths, its Attainment 8 score for maths was 10.7; this was lower than Fairfield High School who had an Attainment 8 score of 11 compared to 82% of pupils achieving A\*-C in maths.

- 4.5 New Charter Academy and Copley Academy had an Attainment 8 score in maths of 8.2. This is reflected in their figures for attainment of A\*-C in maths, with 47% of pupils achieving A\*-C in maths at New Charter Academy and 46% of pupils at Copley Academy achieving A\*-C in maths.
- 4.6 Whilst there is a 6% gap in attainment of A\*-C in maths between Longdendale High School and Hyde Community College, their Attainment 8 score per pupil in math is the same.

## **5 SUMMARY**

- 5.1 Progress 8 and Attainment 8 come into force in 2016 for all secondary schools. It will be the new measure for all secondary schools. Each pupil will have an Attainment 8 score and a Progress 8 score. Schools will also receive an Attainment 8 score and a Progress 8 score. If the Progress 8 score for the school is -0.5 or lower, the school will fall below the floor standard; this is likely to trigger an Ofsted inspection.
- 5.2 The results of Tameside schools do differ under Progress 8 and Attainment 8 and it is important that the authority is fully aware of how the individual performance of schools may be affected under the new accountability measures.

## **6 RECOMMENDATIONS**

- 6.1 That the board is kept fully up to date with the changes to performance measures that are taking place over the coming years.



## APPENDIX A

Position of Tameside schools within the borough in terms of both the current accountability indicators and the 2016 accountability indicators.

The table below is ranked by Progress 8 score.

Page 31

DfE number	School name	% 5+ A*-C including English and maths	Ranking on 5+A*-C inc E&M	Average Attainment 8 score per pupil	Ranking on Attainment 8 measure	Progress 8 measure	Ranking on Progress 8 measure	Expected progress in English	Ranking - EP English	Progress 8 measure for English element	Ranking - P8 English	Expected progress in maths	Rank - EP maths	Progress 8 measure for mathematics element	Rank - P8 maths
4018	Mossley Hollins High School	66%	5	51.8	3	0.37	1	84%	2	0.58	1	84%	3	0.38	2
5402	Fairfield High School for Girls	76%	2	56.2	1	0.26	2	84%	2	0.16	3	83%	4	0.09	5
4602	St Damian's RC Science College	79%	1	55.4	2	0.21	3	80%	5	0.32	2	86%	2	0.2	3
4006	Alder Community High School	61%	7	50.2	6	0.05	4	74%	7	0.01	7	91%	1	0.54	1
5401	West Hill School	59%	8	48.6	8	-0.04	5	85%	1	0.04	5	58%	11	-0.24	11
4023	Longdendale High School	66%	5	51	5	-0.06	6	82%	4	0.09	4	65%	8	-0.36	12
5400	Audenshaw School	70%	3	51.7	4	-0.09	7	78%	6	0.01	7	76%	5	0.02	6
4025	Hyde Community College	46%	12	45.6	9	-0.13	8	63%	12	-0.13	9	69%	6	0.14	4
4604	All Saints Catholic College	49%	10	44.6	10	-0.16	9	73%	9	0.04	5	53%	12	-0.39	13
4011	Copley Academy	40%	13	43.6	11	-0.22	10	53%	15	-0.38	12	45%	15	-0.51	15
4026	Astley Sports College	40%	13	40.9	14	-0.29	11	61%	14	-0.38	12	51%	13	-0.09	7
6906	Droylsden Academy	53%	9	43.3	12	-0.33	12	74%	7	-0.17	10	63%	10	-0.14	8
4603	St Thomas More RC College	67%	4	49.2	7	-0.4	13	72%	10	-0.4	14	69%	6	-0.16	9
4028	Denton Community College	48%	11	42.1	13	-0.4	13	70%	11	-0.25	11	63%	9	-0.16	9
6905	New Charter Academy	40%	13	39.9	15	-0.58	15	62%	13	-0.47	15	46%	14	-0.49	14

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