

**EDUCATION ATTAINMENT IMPROVEMENT BOARD**

**Day:** Tuesday  
**Date:** 29 March 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 26 January 2016.	1 - 4
4.	<b>PRESENTATION BY DEBORAH MASON, PRINCIPAL, SILVER SPRINGS ACADEMY</b> The Principal to provide a progress report on Sliver Springs Academy and the work undertaken in the community on child readiness.	
5.	<b>SCHOOL ORGANISATION AND PLANNING 2016-2024</b> To receive the attached report of the Head of Access and Inclusion.	5 - 20
6.	<b>GCSE RESULTS 2015</b> To receive the attached report of the Interim Assistant Executive Director for Learning.	21 - 30
7.	<b>FUTURE OF SCHOOL FUNDING</b> To receive a presentation from Stephen Wilde, Head of Resource Management.	
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 27 June 2016 commencing at 4.30 pm.	

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## EDUCATION ATTAINMENT IMPROVEMENT BOARD

26 January 2016

Commenced: 3.30pm

Terminated: 5.50pm

**Present:** Councillor L Travis (Chair)  
Councillors Bell, JM Fitzpatrick and Peet and Paul Jacques and  
Jon Murray

**Apologies for Absence:** Councillors Quinn and Reynolds

### 22. DECLARATION OF INTEREST

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

### 23. MINUTES

The Minutes of the Education Attainment Improvement Board held on 13 October 2015 were approved as a correct record.

### 24. PRESENTATION BY KAREN BURNS, PRINCIPAL OF INSPIRE ACADEMY, ASHTON

The Chair welcomed Karen Burns, Executive Principle of Inspire Academy, Ashton-under-Lyne, which opened in September 2015 and Discovery Academy, Hyde, due to open in September 2016.

Mrs Burns provided a summary of the ethos at Inspire Academy, her approach since the school opened and details of school life to ensure it provided a caring, learning environment where everybody was given the opportunity to grow and fulfil their true potential.

She made reference to staff recruitment and induction, securing pupil numbers, establishment of the governing body, wraparound care contract commencing Easter 2016, and parental engagement and feedback which was extremely positive.

In relation to Discovery Academy in Hyde, building development was on track and due for completion in July 2016. Marketing had taken place including leaflets, media and local nurseries and initial pupil numbers were encouraging. An Associate Principal had already been appointed and advertisements for other posts would be going out in the Spring. Next steps included Governing Body recruitment, communication with families following national offer day and building visits.

In addition, Mrs Burns gave a presentation on her innovative and successful work on positive parental engagement, the key features of the approach and parental feedback and comments.

Mrs Burns then responded to questions from Members of the Board.

Members expressed their appreciation and admiration of the achievements and education improvement that had been obtained through the approach Mrs Burns has adopted, although there was debate as to how scalable and transferable it would be to Secondary Schools.

### RESOLVED

**That the presentation be noted and Karen Burns, Executive Principle of Inspire and Discovery Academies, thanked for taking the time to address the Board.**

## **25. PRESENTATION BY CHARLOTTE TREGLOWN, SCHOOL IMPROVEMENT LEAD FOR THE THREE NEW CHARTER SCHOOLS**

The Chair welcomed Charlotte Treglown, School Improvement Lead, and Ian Munro, Chair of the Great Academies Education Trust, who gave a presentation updating Board Members on progress with the three New Charter Schools.

They advised that the improvement from 2014/15 has been quite significant and in particular English. It was acknowledged that there was still some significant work to be undertaken in Copley High School and support was being commissioned from the local authority to ensure the improvements were being sufficiently challenged. Alison Crompton, a national leader in education had been working with Copley High School, assisting in refining the school work development process and involvement with the Mathematics Department. New Charter Academy had been graded as Requires Improvement at its last inspection in February 2015 and the school was below the national average for expected progress in Mathematics and English.

Detailed projections for each of the schools were circulated which highlighted the challenges being faced and information to be provided to the Trust and the Governors on plans to improve targets and accelerate progress.

Ms Treglown and Mr Munro then responded to questions raised by Members of the Board relating to the performance of the schools under the Progress 8 accountability measures, the approach to parental engagement and how the Trust's senior leadership team intended to address the quality of teaching and standards of behaviour highlighted by Ofsted during its recent inspection.

### **RESOLVED**

**That the content of the presentation be noted and Charlotte Treglown, School Improvement Lead, and Ian Munro, Chair of the Great Academies Education Trust, thanked for taking the time to address the Board.**

## **26. UPDATE ON PERFORMANCE OF TAMESIDE SCHOOLS**

Consideration was given to a report of the Interim Assistant Executive Director (Learning) detailing the performance of schools in Tameside in 2015 at Early Years Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 4. He provided an update as following the official release of the DfE Performance Tables, the GCSE figures for Tameside had changed slightly. This was mainly due to the number of remarks of papers that had taken place.

In terms of 5 A\*-C including English and Mathematics, 57.3% of pupils in Tameside achieved this in 2015, a further 1% improvement on the unvalidated figures. This meant Tameside was:

- The most improvement local authority in the North West, with a 3.6% improvement on the results of 2014;
- 1 of only 2 Greater Manchester local authorities to show an improvement in 2015;
- 4<sup>th</sup> out of 10 Greater Manchester authorities; and
- 9<sup>th</sup> out of 23 North West authorities.

Schools that had seen an improvement with the release of the revised figures were Alder Community High School, Audenshaw School, Fairfield High School and St Thomas More RC College.

In terms of expected progress in English, the local authority was 4<sup>th</sup> in the North West and had the second best figures across Greater Manchester. 73% of pupils made expected progress in Tameside compared to 71% nationally. There had been a minimal change with the figures of individual schools.

In Mathematics, 66% of pupils made expected progress, in line with the national average of 67% and the local authority was 3<sup>rd</sup> across Greater Manchester for expected progress. There had been minimal change with the figures of individual schools.

**RESOLVED**

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

**27. PROGRESS 8 IN TAMESIDE IN 2015**

The Interim Assistant Executive Director (Learning) made reference to a report considered at the Board meeting on 13 October 2015, explaining the new performance indicators for the end of secondary school education which would come into effect in August 2016. This further report illustrated how the performance of schools differed under Attainment 8 and Progress 8 if the performance indicators had been in place in 2015. These new performance measures provided 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.

If the Progress 8 score for the school was -0.5 or lower, the school would fall below the floor standard which was likely to trigger an Ofsted inspection. The results of Tameside schools did differ under Progress 8 and Attainment 8 and it was important that Board Members were fully aware of how the individual performance of schools might be affected under the new accountability measures.

It was noted that schools had made changes to their curriculum to be fully compliant to the new accountability measures in 2015/16 and all Progress and Attainment 8 figures presented in the report should be treated with caution.

**RESOLVED**

**That the changes and the new parameters for assessing the performance of schools in the Borough be noted.**

**28. URGENT ITEMS**

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

**29. 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.

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# Agenda Item 5

<b>Report to :</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date :</b>	29 March 2016
<b>Reporting Officer:</b>	Catherine Moseley, Head of Access and Inclusion
<b>Subject :</b>	<b>SCHOOL ORGANISATION AND PLANNING 2016 - 2024</b>
<b>Report Summary :</b>	<p>The report outlines the way that the Council meets its statutory duty to secure sufficient school places in the borough and discusses the factors taken into consideration when planning school places. The report discusses the issues that primary schools have faced and the predicted increase in demand for places that will start to flow into secondary schools from September 2017.</p>
<b>Recommendations :</b>	<p>Members of the Board are requested to note the contents of the report.</p>
<b>Links to Sustainable Community Strategy :</b>	<p>The proposals contained within this report will support the delivery of the Community Strategy, through the delivery of sufficient and suitable places to meet anticipated increased demand for secondary school places in future years.</p>
<b>Policy Implications :</b>	<p>There are no policy implications associated with this report.</p>
<b>Financial Implications : (Authorised by the Borough Treasurer)</b>	<p>The revenue expenditure associated with the education of children is funded by the Dedicated Schools Grant and Pupil Premium Grant. The grants are received by the Council on the basis of numbers of children recorded on annual pupil census returns submitted to the Department For Education (DfE).</p> <p>It should be noted that the Dedicated Schools Grant is a ring fenced grant solely for the purposes of schools and pupil related expenditure. As such it can only be used within the Schools Budget and is not available for use elsewhere in the Council.</p> <p>The Council receives capital funding allocations for Schools via a number of funding streams from the DfE. Between 2011 and 2018, the Council has been allocated £37m of Basic Need and Targeted Basic Need funding which has created primary and special places in the borough and will also be used to support the necessary increase of secondary school places. The Council has recently been informed that it will not receive any allocation of Basic and Targeted Basic Need funding in 2018/2019. The associated rationale for this decision is being challenged with the DfE and relevant updates will be reported to future meetings.</p>
<b>Legal Implications : (Authorised by the Borough Solicitor)</b>	<p>The Council has a statutory duty under the Education Act 1996, to secure sufficient and suitable places for pupils in its area in primary and secondary schools across the borough. It also has the responsibility for the maintenance of community and voluntary aided school buildings, even though it does not own voluntary aided school buildings. The Council, schools and academies have todate received</p>

funding from the Department of Education (DfE) for maintenance of schools, however in the future it appears that Basic Need funding will be targeted through the Council. It should be noted there is no funding allocated for this year.

There needs to be close monitoring of the Education Capital programme to ensure the Council is able to deliver its statutory duty.

The potential for the establishment of free schools and the use of council former school sites means that the Council does not have total control over where places are established and more concerningly could impact on the ability of the Council to recover capital underwriting the BSF schools.

There is therefore a risk that there will be surplus places in a local area in the future if free schools are established by promoters and approved by the DfE.

**Risk Management :**

One of the Council's remaining statutory responsibilities is to deliver sufficient and suitable places to meet projected demand for both primary, secondary and SEN pupils. The proposals contained within this report will enable the Council to fulfil its statutory responsibilities in the future, however, careful planning will be required to ensure the provision of both special primary and secondary places in future years.

**Access to Information :**

The background papers relating to this report can be inspected by contacting Catherine Moseley, Head of Access and Inclusion by:



Telephone:0161 342 3302



e-mail: [catherine.moseley@tameside.gov.uk](mailto:catherine.moseley@tameside.gov.uk)

## **1 CONTEXT**

- 1.1 All local authorities have a statutory duty to ensure that there are sufficient school places to meet demand in its area. These may be school places available at provision maintained by the local authority, academies, or other non-maintained schools. In order to carry out this statutory duty, Councils need to carry out school place planning and forecasting.
- 1.2 The statutory framework for schools and academies has undergone much change in recent years and with increasing school autonomy a planning mechanism with strong local knowledge is needed to ensure that funding to secure sufficient school places is allocated effectively and efficiently.
- 1.3 Planning for fluctuations in demand for school places is an important function which needs to be carried out at a local level and will differ depending on the phase of learning, for example, pupils will travel further to secondary schools than primary schools and the compact geography of the borough means that place planning can happen at a level higher than wards or towns. So Tameside uses planning areas that fit the geography of the borough but also travel to learn patterns.
- 1.4 School place planning is a complex process, that takes account 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 requires a proactive approach to best respond to both short and medium term demand for places.

## **2 FACTORS AFFECTING DEMAND**

- 2.1 The main factors affecting demand for school places are birth rates, in year movement within and without the borough, cross border travel 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 are subject to quite short-term uncertainty and are difficult to plan for on a long term basis.

## **3 FACTORS AFFECTING SUPPLY**

- 3.1 The main factors affecting the supply of school places are the availability of capital funding, land and premises. Expansion of existing schools is affected by the capacity of premises, the size of sites as well as wider considerations of their location. Establishing any new schools requires a longer lead in time through the competition framework. Equally, additional places can be introduced into the system through expansion proposals by governing bodies or admission authorities which increase admission numbers into a school and the establishment of Free Schools that receive approval by central government. Additional capital grant funding through the Department for Education funding streams, for example, Targeted Basic Need initiatives may enable some capital projects to be undertaken.

## **4 CHALLENGES AFFECTING PLANNING TO MEET DEMAND**

- 4.1 The main issues that can affect the Council's strategic plan are late applications, in-year admissions and casual applications all of which complicate planning both at school and at local authority level. Previously well-understood trends are changing and are proving difficult to predict, including short term tenancies, mobile populations and other changes in the housing market. Changes in parental preference are also difficult to predict.

- 4.2 As demand increases, there are new challenges. An increase in demand for primary school places mean lower levels of surplus places which could have helped to meet demand for in year transfers and any surplus places are often not in the right geographical area. At secondary level, the right levels of existing unfilled places need to be protected so that they will be available when they are needed, as primary growth feeds through.

## **5 THE NATIONAL CONTEXT**

- 5.1 The Local Government Association (LGA) published a report 'The council role in school place planning' in March 2014. The report examined the current tensions for councils in continuing to balance supply and demand for school places in the current economic climate and shares how some councils have responded through a series of case studies. The report identifies five issues and the changes they believe are necessary to ensure local authorities are able to meet the current challenges:

- *The current schools capital system divides money between school maintenance, new places, and funding for rebuilding crumbling schools. It then further splits things down into separate pots for council maintained schools, faith schools, free schools and academies. A single capital pot locally for schools capital to allow councils and schools to work together locally to make the best possible use of the limited capital funding available for repairing, rebuilding and building new schools.*
- *The recent announcement of three-year allocations, rather than annual grants of basic need funding is very welcome. In the recent Spending Review, a £21 billion schools capital allocation for the whole of the next Parliament was announced so we would like to see a corresponding indicative five-year allocation to councils to allow them to work with schools and potential sponsors to plan ahead to commission and deliver the primary and secondary places that will be needed between 2015 and 2020.*
- *Councils are unable to require academies to expand but the majority of secondary schools are now academies. The hands of councils are also tied in building new schools, which have to be opened as academies, with all the final decisions about proposals and sponsors resting with the Secretary of State for Education. Restoration of decision-making on the provision of new schools to local level, as it was prior to the Academies Act 2011.*
- *Councils need the flexibility to deliver whatever new type of school is required to fulfil their statutory duty to offer places and to contribute to the local education offer. This should include the option of establishing community schools if that is the locally preferred option. Where academies are the preferred option, decisions about sponsors should be taken locally to meet the needs and wishes of local parents and communities.*
- *The process for establishing and funding free schools is completely outside the control of local councils, although councils are increasingly trying to engage potential free school sponsors to make sure that new schools are established in areas of need. We would like councils to be given a greater role in judging and approving free school proposals to ensure that new free schools are established where they are needed and in a way that supports councils in their place planning duties.*

## **6 THE GREATER MANCHESTER CONTEXT**

- 6.1 Since 2013, senior officers responsible for school place planning in each of the 10 Greater Manchester authorities have been meeting to get a better understanding of factors affecting all authorities and in particular, pupil movement between authorities. The Association of Greater Manchester Authorities (AGMA) commissioned a report in January 2015 to give an overall context for Greater Manchester.

6.2 The summary headlines from this report as highlighted the following:

### **Demographic pressures**

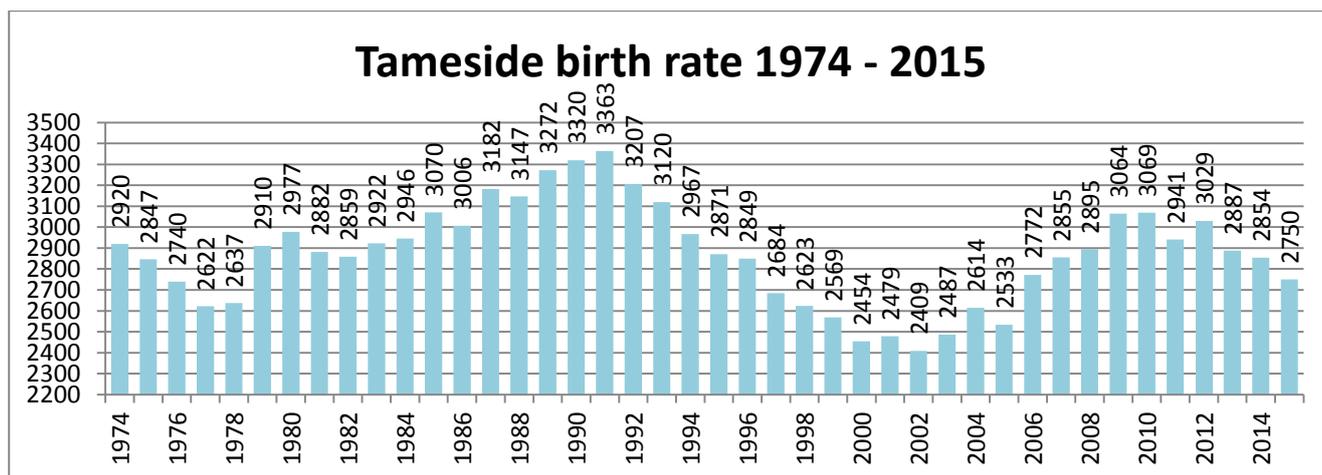
- 6.3 The ten GM authorities had a combined population of just over 2.7 million at mid-year 2013; with an estimated 238,000 children in the 'primary' age ranges (age 4—10) and 157,000 in the secondary age-range (age 11—15).
- 6.4 The latest population projections from the Office for National Statistics (ONS) suggest that the combined effect of natural change (births and deaths) and migration (both domestic and international) will increase the GM population by 13% over the 25-year period 2012—2037; with an 8.5% change in the primary age population (+19,785) and a 12.7% change in the secondary population (+20,332).
- 6.5 The latest (January 2014) School Census (which excludes children attending independent schools) suggests that there were 372,530 pupils resident in the ten GM local authority districts: 222,831 attending primary schools both within and outside Greater Manchester; 143,699 attending secondary schools both within and outside Greater Manchester
- 6.6 In planning for places, population migration and daily 'travel-to-school' movements will affect pupil dynamics between the GM local authorities. The ten areas experience different growth pressures from the, more permanent, migration of pupils (both into and out of each area) and the 'cross'-border' movement associated with parental preference and the daily movement of pupils from where they live to where they attend school.

### **Growth hotspots**

- 6.7 For the reception year intake, there is a balance between PAN and SCAP totals at an aggregate, GM level (+82 surplus by 2018/19), but there are significant differences in the SCAP: PAN ratios between local authorities. Six authorities have a reception year forecast that does not exceed the corresponding PAN over the five-year period (Bolton, Bury, Oldham, Stockport, Trafford and Wigan); the remaining four authorities have a reception year forecast that exceeds the PAN over the five-year period (Manchester, Rochdale, Salford and Tameside).
- 6.8 In absolute terms, the discrepancy between the reception year forecasts and PAN is largest in Manchester, with an estimated shortfall in places of 1,201 by 2018/19. Tameside's estimated shortfall is also substantial, -285 by the end of the five-year period. These deficits contrast to the forecast surplus of places in other areas by 2018/19, most significantly in Stockport (+480) and Trafford (+462).
- 6.9 For the year 7 intake, the discrepancies between PAN and SCAP are more significant, with all authorities having a SCAP figure that exceeds the corresponding PAN by 2020/21. The GM-wide, year 7 deficit is estimated to be -4,328 places by 2020/21, with the most substantial differences evident in Manchester (-2,190) and Tameside (-564).
- 6.10 Particular hot-spots of growth are being forecast within individual districts. For primary school provision, future growth pressures are forecast to be particularly severe in Manchester and in neighbouring planning areas of Rochdale, Salford, Stockport and Tameside. Other areas of high forecast growth include Wigan North and North West and the Daubhill area of Bolton.
- 6.11 For secondary school provision, the planning area geography is less disaggregate, with acute growth pressures evident in Bury, Manchester and Tameside. In other areas, more geographically-specific pressures have been estimated for the Altrincham area of Trafford, the Pennines Township in Rochdale, Salford North and Orrell, Wigan West.

## 7 BIRTH RATE

- 7.1 In common with many areas of the country, Tameside has experienced a surge in births over recent years. The birth rate has risen from a low of 2,409 in 2002 to a recent high of 3,069 in 2010, a 27% increase.
- 7.2 As can be seen from the graph below, over the last 40 years, the birth rate in the borough has followed a distinct cycle which appears to repeat over a 25 year period. The peak of births in the borough was reached in 1991 when 3,363 babies were born. The most recent peak was in 2010 with 3,069 babies born. In 2014, this had dropped back to 2,854. Birth rates form the basis for any school place planning model.



## 8 IN YEAR TRANSFERS

- 8.1 The School Admissions Team in the Council deal with approximately 3,000 transfer movements every year. Around 2,000 are primary school movements and 1,000 are secondary. This is in common with most areas of the country where house moves are the commonest reason for moving schools. The table below shows pupil numbers in each primary year group from 2004 onwards. As can be seen the number of children in Tameside primary schools has increased steadily over the years in line with the increase in the birth rate.

All Tameside primary schools								
January census numbers in each year group								
	R	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
2004/05	2460	2562	2593	2618	2712	2712	2745	<b>18402</b>
2005/06	2397	2472	2550	2591	2615	2706	2718	<b>18049</b>
2006/07	2406	2396	2463	2553	2598	2611	2695	<b>17722</b>
2007/08	2453	2384	2429	2457	2535	2619	2617	<b>17494</b>
2008/09	2586	2463	2400	2427	2470	2536	2617	<b>17499</b>
2009/10	2549	2589	2499	2411	2404	2461	2531	<b>17444</b>
2010/11	2681	2549	2600	2453	2414	2397	2473	<b>17567</b>
2011/12	2760	2690	2574	2581	2467	2420	2369	<b>17861</b>
2012/13	2908	2770	2701	2544	2544	2430	2394	<b>18291</b>
2013/14	2926	2953	2773	2699	2567	2581	2465	<b>18964</b>
2014/15	3104	2929	2931	2761	2692	2597	2580	<b>19594</b>
% CHANGE								<b>106%</b>

8.2 The table below shows the percentage change in numbers and percentages due to in year transfers from one year to the next in Tameside.

Change in numbers year to year								
	R	Y1	Y2	Y3	Y4	Y5	Y6	Overall
2004/05								
2005/06		12	-12	-2	-3	-6	6	
2006/07		-1	-9	3	7	-4	-11	
2007/08		-22	33	-6	-18	21	6	
2008/09		10	16	-2	13	1	-2	
2009/10		3	36	11	-23	-9	-5	
2010/11		0	11	-46	3	-7	12	13
2011/12		9	25	-19	14	6	-28	-28
2012/13		10	11	-30	-37	-37	-26	-12
2013/14		45	3	-2	23	37	35	12
2014/15		3	-22	-12	-7	30	-1	-6
Percentage change year to year								
	R	Y1	Y2	Y3	Y4	Y5	Y6	Overall
2004/05								
2005/06		0.49%	-0.47%	-0.08%	-0.11%	-0.22%	0.22%	
2006/07		-0.04%	-0.37%	0.12%	0.27%	-0.15%	-0.41%	
2007/08		-0.92%	1.36%	-0.24%	-0.71%	0.80%	0.23%	
2008/09		0.41%	0.67%	-0.08%	0.53%	0.04%	-0.08%	
2009/10		0.12%	1.44%	0.46%	-0.96%	-0.37%	-0.20%	
2010/11		0.00%	0.42%	-1.88%	0.12%	-0.29%	0.49%	0.53%
2011/12		0.33%	0.97%	-0.74%	0.57%	0.25%	-1.18%	-1.18%
2012/13		0.36%	0.41%	-1.18%	-1.45%	-1.52%	-1.09%	-0.50%
2013/14		1.52%	0.11%	-0.07%	0.90%	1.43%	1.42%	0.49%
2014/15		0.10%	-0.75%	-0.43%	-0.26%	1.16%	-0.04%	-0.23%

8.3 The data in the table shows that whilst there might be a large number of transfers in any given year, the overall change in pupil numbers is relatively small. In effect, the number of pupils that start in Reception are then relatively steady.

8.4 Comparative figures for in year transfers in our secondary schools are provided below and show a very different picture to primary schools:

January census numbers							
	Y6	Y7	Y8	Y9	Y10	Y11	TOTAL
2004/05	2746	2991	3213	3213	3123	2996	<b>15536</b>
2005/06	2720	2918	2984	3202	3185	3061	<b>15350</b>
2006/07	2695	2858	2915	2983	3177	3159	<b>15092</b>
2007/08	2617	2874	2851	2895	2956	3150	<b>14726</b>
2008/09	2617	2712	2861	2851	2901	2942	<b>14267</b>
2009/10	2531	2714	2705	2829	2830	2876	<b>13954</b>
2010/11	2473	2582	2712	2713	2813	2819	<b>13639</b>
2011/12	2369	2519	2582	2710	2721	2809	<b>13341</b>
2012/13	2394	2438	2504	2581	2697	2683	<b>12903</b>
2013/14	2465	2538	2445	2528	2580	2686	<b>12777</b>
2014/15	2580	2538	2553	2431	2513	2551	<b>12586</b>
					% CHANGE		<b>81%</b>

Change in numbers year to year						
	Y7	Y8	Y9	Y10	Y11	Overall
2004/05						
2005/06	172	-7	-11	-28	-62	
2006/07	138	-3	-1	-25	-26	
2007/08	179	-7	-20	-27	-27	
2008/09	95	-13	0	6	-14	-49
2009/10	97	-7	-32	-21	-25	-42
2010/11	51	-2	8	-16	-11	-39
2011/12	46	0	-2	8	-4	-65
2012/13	69	-15	-1	-13	-38	-29
2013/14	144	7	24	-1	-11	-28
2014/15	73	15	-14	-15	-29	-31
Percentage change year to year						
	Y7	Y8	Y9	Y10	Y11	Overall
2004/05						
2005/06	5.89%	-0.23%	-0.34%	-0.88%	-2.03%	
2006/07	4.83%	-0.10%	-0.03%	-0.79%	-0.82%	
2007/08	6.23%	-0.25%	-0.69%	-0.91%	-0.86%	
2008/09	3.50%	-0.45%	0.00%	0.21%	-0.48%	
2009/10	3.57%	-0.26%	-1.13%	-0.74%	-0.87%	
2010/11	1.98%	-0.07%	0.29%	-0.57%	-0.39%	-1.38%
2011/12	1.83%	0.00%	-0.07%	0.29%	-0.14%	-2.31%
2012/13	2.83%	-0.60%	-0.04%	-0.48%	-1.42%	-1.08%
2013/14	5.67%	0.29%	0.95%	-0.04%	-0.41%	-1.04%
2014/15	2.88%	0.59%	-0.58%	-0.60%	-1.14%	-1.22%

### **Growth hotspots in Tameside**

- 8.5 Date released by the Department for Education in June 2015, shows that Tameside has a large number of pupils taught in infant classes of over 30. This percentage is the second largest in England behind Leicester and just in front of Oldham. All the pupils in Tameside classes are placed as a result of permitted exceptions to the infant class size legislation and so are lawful but this does cause pressure on schools. Permitted exceptions to infant class size legislation include:
- a) children admitted outside the normal admissions round with statements of special educational needs specifying a school;
  - b) looked after children and previously looked after children admitted outside the normal admissions round;
  - c) children admitted, after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process;
  - d) children admitted after an independent appeals panel upholds an appeal;
  - e) children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance;
  - f) children of UK service personnel admitted outside the normal admissions round;
  - g) children whose twin or sibling from a multiple birth is admitted otherwise than as an excepted pupil;
  - h) children with special educational needs who are normally taught in a special educational needs unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school.
- 8.6 The largest number of placements are made under exceptions d) by independent appeal panels and h) through in year transfers.
- 8.7 The placement of children under criterion h) is made using the Fair Access Protocol and is overseen by the Primary Pupil Placement Panel. The Fair Access Protocol is agreed by all Headteachers and allows for the equitable placing of pupils for a variety of reason including, poor attendance; being out of school for long periods of time; homeless children; children living in refuges etc.
- 8.8 The Fair Access Protocol allows for the placement at all schools not just those with places and allows some equity in the number of pupils in each school.
- 8.9 There is no doubt that the number of pupils moving into Ashton is an issue for schools and the Pupil Placement Panel has placed a significant number of pupils under exception h). The table below shows the number of pupils placed across all Tameside schools in the last three years:

Fair access - no places within 2 miles									
PPP meeting	Family groups	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
2015/16									
Feb-16	3	3			3	1			7
Jan-16	4		3	1	1	2			7
Dec-15	4	1	2		3	1	1		8
Nov-15	8	3	4	2	2	2	3		16
Oct-15	6	1	5	1	1	1	1		10
Sep-15	8	3	1		4	2	1		11
TOTAL	33	11	15	4	14	9	6	0	59
2014/15									
Jun-15	5	3		1	3				7
May-15	2	1	1						2
Mar-15	2	1		1			1		3
Nov-14	2	1	1	1					3
Oct-14	3	2	1	2			1		6
Sep-14	3	1	1	2	2	1			7
TOTAL	17	9	4	7	5	1	2	0	28
2013/14									
Jun-14	0								0
May-14	1	1		1					2
Feb-14	1	1							1
Jan-14	3		3						3
Nov-13	1		1						1
Sep-13	0								
TOTAL	6	2	4	1	0	0	0	0	7

- 8.10 The data shows that there are an increasing number of pupils where a place cannot be offered within a reasonable distance. However, what needs to be borne in mind is that it is often family groups that cannot be placed together in a single school rather than individual pupils.
- 8.11 The table below shows the impact on overall numbers within the Ashton area. As with Tameside as a whole, this shows that whilst there might be a large number of transfers in any given year, the overall change in pupil numbers is relatively small. In effect, the number of pupils that start in Reception are then relatively steady.

Change in numbers year to year								
	R	Y1	Y2	Y3	Y4	Y5	Y6	Overall
2004/05								
2005/06		-4	-1	-6	-14	3	1	
2006/07		4	-3	-1	-2	-6	-3	
2007/08		-10	11	6	1	9	2	
2008/09		-5	2	-5	13	-13	2	
2009/10		-3	7	-1	-8	-6	-10	
2010/11		3	10	-8	1	7	-2	4
2011/12		4	-11	-8	-1	3	1	10
2012/13		-3	4	2	-5	-6	6	1
2013/14		13	6	-5	7	4	3	-10
2014/15		11	-8	-11	4	7	-6	-8
Percentage change year to year								
	R	Y1	Y2	Y3	Y4	Y5	Y6	Overall
2004/05								
2005/06		-0.77%	-0.18%	-1.17%	-2.64%	0.58%	0.19%	
2006/07		0.75%	-0.58%	-0.18%	-0.39%	-1.15%	-0.58%	
2007/08		-2.08%	2.03%	1.15%	0.18%	1.74%	0.38%	
2008/09		-0.98%	0.41%	-0.93%	2.43%	-2.43%	0.38%	
2009/10		-0.55%	1.36%	-0.21%	-1.51%	-1.13%	-1.91%	
2010/11		0.55%	1.81%	-1.58%	0.21%	1.31%	-0.38%	0.76%
2011/12		0.70%	-2.06%	-1.47%	-0.20%	0.62%	0.19%	1.86%
2012/13		-0.53%	0.70%	0.37%	-0.93%	-1.20%	1.22%	0.20%
2013/14		2.18%	1.05%	-0.88%	1.29%	0.74%	0.60%	-1.99%
2014/15		1.82%	-1.36%	-1.96%	0.70%	1.27%	-1.12%	-1.49%

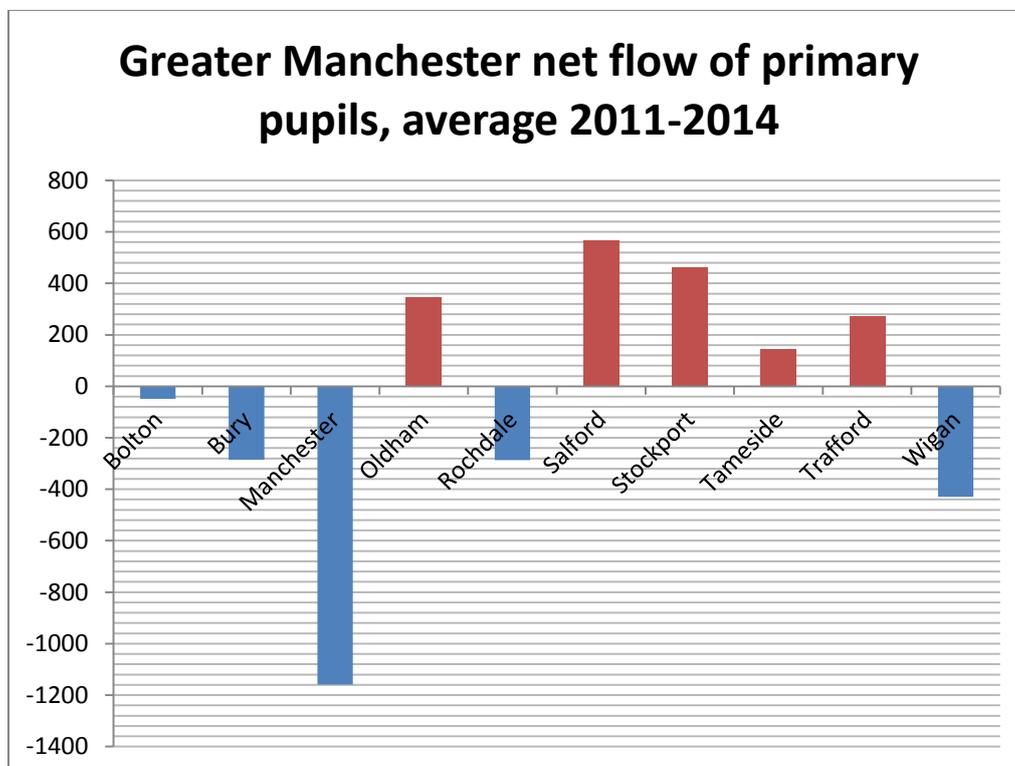
- 8.12 Should the number of pupils being placed in year and in excess of the infant class size level of 30 continue to increase, it may be necessary to open additional class space by utilising the new accommodation at one of the three new build schools which are Inspire Academy (additional 60 places per year group); Broadoak Primary School (additional 15 places per year group) and Holden Clough Primary School (additional 30 places per year group).
- 8.13 A recent Association of Greater Manchester Authorities (AGMA) commissioned report on pupil place planning compared net migration across the conurbation and the table below shows average annual net migration by phase 2009 – 2013 using Office for National Statistics (ONS) and GP registration data:

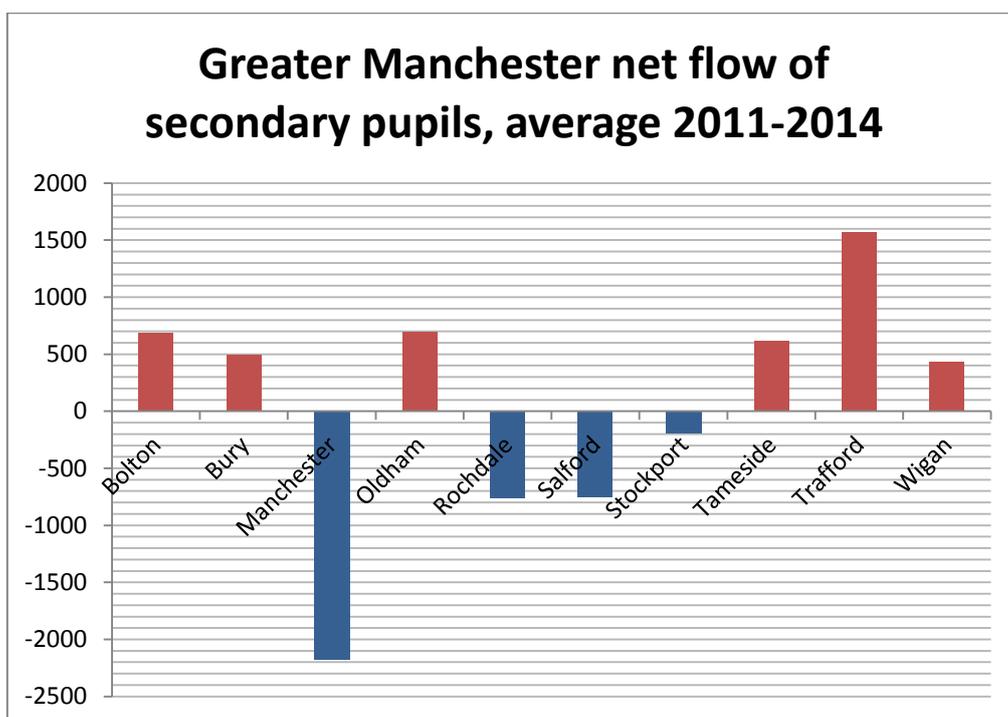
District	Pre-school	Primary	Secondary	Sixth form	Total
Bolton	36	3	24	-12	50
Bury	58	5	1	-7	57
Manchester	-605	-642	-229	11	-1,466
Oldham	6	-84	-57	-27	-162
Rochdale	-14	-130	-69	-30	-243
Salford	-117	-177	-66	17	-343
Stockport	174	83	23	-14	266
Tameside	-39	-26	15	-3	-53
Trafford	180	260	80	-4	516
Wigan	41	-47	-12	-10	-28
<b>Total</b>	<b>-281</b>	<b>-756</b>	<b>-291</b>	<b>-80</b>	<b>-1,407</b>

8.14 Net migration is the permanent move of pupils from one borough to another and as can be see, overall, Tameside is a net exporter of children to other boroughs but a net importer at secondary age.

## 9 TRAVEL TO SCHOOL

9.1 Undoubtedly, many of the in-year transfers described above are as a result of people moving house both within the borough and into and out of the borough. However, pupils can be very mobile and the cross border travel patterns of pupils also needs to be taken into account when planning school places. The AGMA report on pupil place planning highlighted the travel patterns of pupils across the conurbation and the primary and secondary net flows are shown in the tables below.





9.2 The net balance of inflow and outflow is important for school place planning as it quantifies whether Tameside is a net importer or exporter of pupils in each phase. The graphs above show that Tameside importer at both primary and secondary phase as illustrated numerically below.

District	Travel-to-school		Migration		Combined total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Bolton	-49	690	3	24	-46	714
Bury	-285	490	5	1	-280	491
Manchester	-1,159	-2,175	-642	-229	-1,801	-2,404
Oldham	346	697	-84	-57	262	639
Rochdale	-287	-764	-130	-69	-416	-833
Salford	566	-757	-177	-66	389	-823
Stockport	463	-188	83	23	546	-165
Tameside	146	615	-26	15	120	630
Trafford	271	1,569	260	80	531	1,649
Wigan	-429	437	-47	-12	-476	425
<b>Total</b>	<b>-416</b>	<b>614</b>	<b>-756</b>	<b>-291</b>	<b>-1,171</b>	<b>323</b>

## 10 COHORT SURVIVAL RATE

10.1 When taken together, all of the above factors gives a cohort survival rate. This is the ratio of the relationship number of pupils from one point in time to another, for example, the birth rate number compared to the number of pupils allocated a place in Reception or the number of pupils in Year 6 in a Tameside school compared to the number of pupils allocated a place in Year 7. A five year rolling average of this ratio is the method used in Tameside to predict the number of places needed in any particular intake year.

10.2 The cohort survival rate for Year 7 is shown in the table below:

YEAR 7 ACTUALS								
	2008	2009	2010	2011	2012	2013	2014	2015
Total on time applications	2935	2911	2808	2635	2461	2547	2611	2797
Tameside schools 1st preferences inc SEN	2798	2780	2642	2483	2354	2419	2470	2618
Tameside resident out of borough 1st prefs	137	131	166	152	107	128	141	179
Out of borough 1st prefs for Tameside schools	331	318	239	235	239	253	324	334
Total allocated - Sept	2954	2964	2868	2773	2617	2758	2742	2976
Total allocated for Tameside schools - Sept	2752	2752	2616	2554	2589	2547	2552	2758
Total allocated to out of borough and independent	185	172	220	190	137	166	154	218
Primary school Year 6	2611	2619	2536	2461	2397	2420	2430	2581
Cohort survival rate (Y6 - Y7)	105.4%	105.1%	103.2%	103.8%	108.0%	105.2%	105.0%	106.9%
Birthrate	2684	2,623	2,569	2,454	2,479	2,409	2,487	2,614
Cohort survival rate (birth - Y7)	102.5%	104.9%	101.8%	104.1%	104.4%	105.7%	102.6%	105.5%

## 11 HOUSING DEVELOPMENT

11.1 Another core factor in planning school places, is the amount of new housing development being planned in the borough. Tameside's Core Strategy is the key compulsory Local Development document. Every Local Development document is built on the principles set out in the Core Strategy, regarding the development and use of land in Tameside's planning area. The Core Strategy is currently being reviewed and it is predicted that an additional 11,000 houses, will be built in the borough, over the next 15 years. This will require approximately, an additional 4,000 school places in total or 330 school places per year group.

## 12 CHANGES IN PUBLISHED ADMISSION NUMBERS

12.1 The number of places in both primary and secondary schools has varied immensely over the last few years.

12.2 When the birth rate was at its highest in the 1990s, there were 3306 primary school places available in each year group. Two things have had a large impact on the reduction in this number. Firstly, the Infant Class Size legislation effectively wiped out 10% of primary school places. Before the legislation was introduced in September 2001, many primary schools routinely had admission numbers of 32 or 33 pupils. The Infant Class Size legislation limited this to 30 in all but very exceptional circumstances. The second factor was the Department for Education's drive to reduce surplus places to less than 10% within a school. For example, if a school had an admission number of 60 with 420 places overall and 60 surplus places, the DfE required the admission authority to take action to reduce the surplus meaning that admission numbers in many primary school were reduced as the birth rate fell. From a peak of 3306, the number of primary places fell to its lowest point of 2734 in September 2009.

12.3 In secondary schools, the number of places reached a peak of 3203 in September 2000. In 2006, the Council undertook a review of secondary school places in order to secure Building Schools for the Future (BSF) funding. At that time, the ONS was predicting that the fall in birth rates would be sustained and in order to be successful with the BSF funding bid, the Council was required to reduce the number of places available and so from September 2011, 2826 secondary school places were available. This has further reduced as the cohort of pupils going into Year 7 has fallen to its lowest level for 25 years with only 2341 places offered in September 2012.

### 13 AVAILABILITY OF PLACES

#### Primary schools

- 13.1 Since September 2009, the Council has proactively increased the number of places available in primary schools and for September 2015, there are 3160 places available, a 15% increase since its low in 2009. This includes two new primary academies in Ashton and Hyde. As the birth rate appears to have stabilised over the last three years, there is no immediate pressure to further increase places in the primary phase in the future.
- 13.2 The table below shows where places have been increased across the borough over the last 10 years.

Tameside primary school Reception places											
Town	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18
Ashton	574	560	560	570	570	570	630	645	690	690	690
Audenshaw	180	180	180	180	195	195	195	195	195	210	210
Denton	425	428	413	431	446	446	450	480	450	450	450
Droylsden	315	315	285	315	330	330	330	330	330	330	330
Dukinfield	240	240	240	240	250	250	285	270	270	270	270
Hattersley	110	110	110	110	110	120	120	120	120	120	120
Hyde	375	375	375	385	390	390	450	450	420	420	420
Longdendale	65	65	65	65	65	65	65	70	130	130	130
Mossley	110	110	125	125	125	125	130	130	135	165	145
Stalybridge	416	381	381	381	426	426	430	435	435	435	435
Grand Total	2810	2764	2734	2802	2907	2917	3085	3125	3175	3220	3200

- 13.3 It is worth noting the final note from the LGA is that “there are real concerns that the ‘easier solutions’ have now been taken in the primary sector and dealing with the surge in demand for secondary school places will become more costly and complex”. The need for collaborative and innovative solutions is more important than ever.

#### Secondary schools

- 13.4 The focus of increasing places now needs to be on the secondary phase. The predictions based on the cohort survival rate described in section 10 of this report are shown below:

YEAR 7 PREDICTIONS										
	2016	2017	2018	2019	2020	2021	2022	2023	2024	
Year 6	2567	2699	2773	2953	2926	2986	2870	3038	2832	
Birth rate	2,533	2,772	2,835	2,895	3,064	3,069	2,941	3,071	2,887	
Cohort survival Y6 - Y7 (5year rolling)	2695	2834	2912	3101	3072	3135	3014	3190	2974	

- 13.5 With 2732 places available from September 2017 in each year 7 group, it can be seen that up to 458 new places need to be created over the next few years to ensure that all Tameside pupils have access to a secondary school place in the borough.
- 13.6 This year has seen discussions with a number of secondary Headteachers in the borough to increase places at schools for 2017 onwards. Some places can be created without significant capital investment, whereas others will require investment to remodel. A rolling programme will be developed over the next 12 months to begin increasing places in the secondary sector.

#### Places in Special Schools

- 13.5 In common with increases in the population of primary schools, our primary special schools are also seeing an increase in demand, particularly in Key Stage 1. For September 2013, an additional classroom was created at Oakdale School to accommodate 9 more pupils. The space was created by remodelling a small part of the Dukinfield Children’s Centre. In September 2014, an additional class was created at both Oakdale and Hawthorns

Academy. Both schools have restricted sites and it is not easy to create additional accommodation so more innovative plans need to be considered.

- 13.6 The Council has 691 pupils with statements of special educational needs or Education, health and Care Plans. Of these, 88 pupils attend schools outside the borough. A significant number of the pupils placed outside the borough are pupils with Autistic Spectrum Conditions. This prompted the Council to successfully bid for funding from the Targeted Basic Need pot. The Council has been allocated £1.7m to create 60 places at Samuel Laycock School from September 2015. Plans are underway for the necessary changes needed to Samuel Laycock to accommodate the additional pupils. The additional places will hopefully attract future pupils to stay in the borough and attend the local school that can meet their needs. It will also help to reduce costs as the Council would not be paying fees to independent specialist providers and arranging and funding daily home to school transport.

## **14 CAPITAL**

- 14.1 The Council receives capital allocations through a number of funding strands from the DfE including maintenance capital, locally coordinated voluntary aided programme capital and schools also receive devolved formula capital. The DfE has also recently introduced basic need funding and Targeted Basic Need Funding to create additional places. Between 2011 and 2016, the Council has received or been allocated £31m of basic need and Targeted Basic Need funding which has already created primary and special places in the borough and will also be used to support the necessary increase of secondary school places. Unfortunately, the Council has just been informed that it will not receive an allocation in 2018/19.

## **15 NEXT STEPS**

- 15.1 Demographic change continues to place considerable pressure upon school place planning. This change is being driven by a sharp increase in the number of births since 2001, the continued impact of international migration, plus the exchange of population between areas. Planned housing growth across Greater Manchester is set to place yet more pressure on the need for pupil places. Whilst the need for primary places in Tameside is predicted to reduce, the secondary sector is facing a significant shortfall if action isn't taken.
- 15.2 Discussions are already underway with Headteachers of our secondary schools and consideration is being given to the balance between permanent and temporary places as has been the case in primary schools. Over the longer term school rolls will again peak and start to reduce. We need to avoid creating permanent places with all the implications for PFI and/or FM contracts if there is no need for it on a permanent basis. Ideally, there needs to be a mixture of permanent and temporary accommodation that can more easily be removed once the peak years are behind us.

# Agenda Item 6

<b>Report to :</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date :</b>	29 March 2016
<b>Reporting Officer:</b>	Bob Berry, Interim Assistant Executive Director, Learning
<b>Subject :</b>	<b>GCSE RESULTS 2015 - UPDATED</b>
<b>Report Summary :</b>	The reporting of GCSE results comes in two stages: unvalidated results and validated results. The recent publication of validated GCSE results has seen the performance of Tameside increase. This report showcases the excellent performance of Tameside's pupils in 2014/15 compared to other LAs regionally and our statistical neighbours.
<b>Recommendations :</b>	That Members of the Board note the content of 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 can be directed. This report shows quite clearly that this approach to date has been very effective in raising standards.
<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 2050  e-mail: bob.berry@tameside.gov.uk

## 1. INTRODUCTION

1.1 The recent publication of validated GCSE results [i.e. results that have been subject to remarks or discounting] has seen the performance of Tameside increase. This report showcases the excellent performance of Tameside's pupils in 2014/15 compared to other LAs regionally and our statistical neighbours.

## 2. GCSE RESULTS

2.1 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 and the changes to vocational qualifications, introduced in October 2013]. In 2015 the figure was 57.3%, a 3.6% rise.

2.2 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% - 78%, and Audenshaw School from 63% - 72%.

2.3 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% - 41%. 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 name	School type	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs			
		2014	2015	Difference +/-	
Alder Community High School	Community School	71%	66%	-5%	↓
All Saints Catholic College	Academy - Converter Mainstream	55%	50%	-5%	↓
Astley Sports College and Community High School	Community School	32%	41%	9%	↑
Audenshaw School Academy Trust	Academy - Converter Mainstream	63%	72%	9%	↑
Copley Academy	Academy - Converter Mainstream	28%	40%	12%	↑
Denton Community College	Community School	44%	48%	4%	↑
Droylsden Academy	Academy Sponsor Led	47%	53%	6%	↑
Fairfield High School for Girls	Academy - Converter Mainstream	71%	78%	7%	↑
Hyde Community College	Community School	48%	48%	0%	→
Longdendale High School	Community School	54%	66%	12%	↑
Mossley Hollins High School	Community School	82%	66%	-16%	↓
New Charter Academy	Academy Sponsor Led	37%	40%	3%	↑
St Damian's RC Science College	Voluntary Aided School	64%	79%	15%	↑
St Thomas More RC College Specialising in Mathematics and Computing	Voluntary Aided School	74%	69%	-5%	↓
West Hill School	Academy - Converter Mainstream	56%	59%	3%	↑
<b>Tameside</b>		53.7%	57.3%	3.6%	↑
England - all schools		53.4%	53.8%	0.4%	→
England - state funded schools only		56.6%	57.1%	0.5%	→

2.4 In English, for pupils making expected progress, i.e. three levels of progress since the end of primary school, the national average for 2015 was 71%. The percentage of pupils in Tameside making Expected progress in 2015 was 72.6%, a 3.5% increase on 2015.

2.5 Only four schools in Tameside 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. The complete scores are below -

school name	School type	% of pupils making expected progress in English			
		2014	2015	Difference +/-	
Alder Community High School	Community School	80%	77%	-3%	↓
All Saints Catholic College	Academy - Converter Mainstream	62%	73%	11%	↑
Astley Sports College and Community High School	Community School	60%	63%	3%	↑
Audenshaw School Academy Trust	Academy - Converter Mainstream	66%	79%	13%	↑
Copley Academy	Academy - Converter Mainstream	43%	53%	10%	↑
Denton Community College	Community School	66%	71%	5%	↑
Droylsden Academy	Academy Sponsor Led	74%	74%	0%	→
Fairfield High School for Girls	Academy - Converter Mainstream	73%	85%	12%	↑
Hyde Community College	Community School	57%	63%	6%	↑
Longdendale High School	Community School	70%	82%	12%	↑
Mossley Hollins High School	Community School	93%	84%	-9%	↓
New Charter Academy	Academy Sponsor Led	75%	62%	-13%	↓
St Damian's RC Science College	Voluntary Aided School	83%	80%	-3%	↓
St Thomas More RC College Specialising in Mathematics and Computing	Voluntary Aided School	89%	74%	-15%	↓
West Hill School	Academy - Converter Mainstream	56%	85%	29%	↑
<b>Tameside</b>		69.1%	72.6%	3.5%	↑
England - all schools		NA	NA		
England - state funded schools only		71.6%	71.1%	-0.5%	→

2.6 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 was a 6% improvement in the percentage of pupils making expected progress in 2015, with 65.9% of Tameside's pupils making expected progress. Having been 5.6% below the national average in 2014, Tameside is now in line with the national average of 66.9% in 2015.

2.7 There are two examples of outstanding maths practice in the borough – Mossley Hollins High School and Alder Community High School and eleven schools improved their scores for expected progress. 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 -

school name	School type	% of pupils making expected progress in maths			
		2014	2015	Difference +/-	
Alder Community High School	Community School	85%	91%	6%	↑
All Saints Catholic College	Academy - Converter Mainstream	54%	54%	0%	→
Astley Sports College and Community High School	Community School	43%	51%	8%	↑
Audenshaw School Academy Trust	Academy - Converter Mainstream	64%	76%	12%	↑
Copley Academy	Academy - Converter Mainstream	39%	46%	7%	↑
Denton Community College	Community School	53%	63%	10%	↑
Droylsden Academy	Academy Sponsor Led	53%	64%	11%	↑
Fairfield High School for Girls	Academy - Converter Mainstream	73%	84%	11%	↑
Hyde Community College	Community School	71%	70%	-1%	↓
Longdendale High School	Community School	57%	65%	8%	↑
Mossley Hollins High School	Community School	84%	84%	0%	→
New Charter Academy	Academy Sponsor Led	35%	46%	11%	↑
St Damian's RC Science College	Voluntary Aided School	71%	86%	15%	↑
St Thomas More RC College Specialising in Mathematics and Computing	Voluntary Aided School	72%	69%	-3%	↓
West Hill School	Academy - Converter Mainstream	70%	58%	-12%	↓
<b>Tameside</b>		59.9%	65.9%	6.0%	↑
England - all schools		NA	NA		
England - state funded schools only		65.5%	66.9%	1.4%	↑

### 3. NORTH WEST PERFORMANCE

3.1 All of the above results have left Tameside in an improved position with respect to our rankings in both AGMA and also NW authorities. In terms of 5+ A\*-C including English and maths, 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. For expected progress in English, the LA is fourth and for expected progress in maths the LA is ninth. The complete picture can be found below –

GCSE performance - North West authorities

LA	5+ A*-C inc E&M		Expected progress in English		Expected progress in maths	
	%	position	%	position	%	position
Blackburn with Darwen	56.9	10	71.4	9	70.9	2
Blackpool	42.4	22	58.5	23	51.5	22
Bolton	56.8	12	67.7	17	65.6	10
Bury	55.3	14	69.1	11	61.9	15
Cheshire East	63.3	2	73.4	5	70.8	3
Cheshire West and Chester	58.3	6	73.8	3	67.9	7
Cumbria	56.8	13	69.0	13	65.4	11
Halton	56.9	11	73.1	7	62.7	13
Knowsley	37.4	23	61.1	21	46.9	23
Lancashire	58.8	4	72.6	8	67.4	8
Liverpool	48.6	18	69.1	12	57.1	21
Manchester	47.5	21	68.3	15	59.6	19
Oldham	50.5	17	65.8	19	58.6	20
Rochdale	48.4	19	65.3	20	64.1	12
Salford	48.0	20	60.4	22	60.1	17
Sefton	54.9	15	68.2	16	60.0	18
St. Helens	54.7	16	66.2	18	62.0	14
Stockport	58.3	7	68.3	14	69.7	4
Tameside	57.3	9	73.7	4	66.9	9
Trafford	70.7	1	79.3	1	74.8	1
Warrington	58.5	5	73.4	6	68.2	6
Wigan	57.6	8	70.4	10	61.5	16
Wirral	61.8	3	76.6	2	68.7	5

### 4. STATISTICAL NEIGHBOURS

4.1 The GCSE results have also left Tameside in an improved position when compared to our statistical neighbours. We have risen from fifth to second in terms of 5+ A\*-C including English and maths, we are now second for expected progress in English (up from sixth) and for expected progress in maths we have risen from fifth to first.

### GCSE performance -Statistical neighbours

LA	5+ A*-C inc E&M		Expected progress in English		Expected progress in maths	
	%	Position	%	Position	%	Position
Barnsley	49.4	11	65.3	7	52.7	11
Doncaster	50.0	10	63.8	10	57.5	10
Halton	56.9	3	71.6	3	61.6	4
Hartlepool	53.4	7	70.5	4	58.5	8
North East Lincolnshire	52.1	8	69.0	6	64.1	2
Redcar and Cleveland	54.3	6	64.9	8	60.9	5
Rotherham	55.2	4	78.3	1	63.7	3
St. Helens	54.7	5	64.8	9	60.7	6
Sunderland	50.3	9	61.8	11	57.7	9
Tameside	57.3	2	72.6	2	65.9	1
Wigan	57.6	1	69.5	5	60.6	7

## 5. DISADVANTAGED PUPILS

5.1 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 29% gap between disadvantaged pupils in Tameside and other pupils nationally. This is in line with the national gap of 30%. 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%	64%	31%	28%	36%	35%	65%	29%	30%
English: % expected progress	57%	59%	75%	18%	16%	58%	58%	74%	16%	16%
Maths: % expected progress	43%	49%	71%	28%	22%	48%	50%	72%	24%	22%

5.2 In terms of attainment of disadvantaged pupils in Tameside schools, the performance improved in 11 out of 15 schools in the borough. Alder Community High School, Audenshaw School, Fairfield High School, Mossley Hollins High School, St Thomas More RC College and West Hill School are all significantly above the national average. St Damian's RC Science College was the most improved school in the borough in this area. See the table below –

School	% 5+ A*-C inc Eng & maths - disadvantaged pupils			
	2014	2015	+ / -	
Alder Community High School	50%	45%	-5%	↓
All Saints Catholic College	31%	31%	0%	→
Astley Sports College and Community High School	18%	24%	6%	↑
Audenshaw School Academy Trust	50%	58%	8%	↑
Copley Academy	15%	25%	10%	↑
Denton Community College	35%	32%	-3%	↓
Droylsden Academy	30%	38%	8%	↑
Fairfield High School for Girls	48%	53%	5%	↑
Hyde Community College	38%	35%	-3%	↓
Longdendale High School	35%	38%	3%	↑
Mossley Hollins High School	63%	46%	-17%	↓
New Charter Academy	21%	30%	9%	↑
St Damian's RC Science College	50%	68%	18%	↑
St Thomas More RC College Specialising in Mathematics and Computing	48%	45%	-3%	↓
West Hill School	28%	43%	15%	↑
<b>Tameside</b>	33%	36%	3%	↑
<b>National</b>	36%	37%	1%	→

5.3 In terms of disadvantaged pupils making expected progress in English, 11 out of 15 schools in the borough made improvements in 2015. The most improved school in this area was All Saints Catholic College and the school is now slightly above the national average in this area. West Hill School, Longdendale High School, Astley Sports College and Fairfield High School also saw significant improvements in this area. The results of Mossley Hollins High School, Fairfield High School and St Damian's RC Science College are significantly above the national average. See the table below -

School	Expected progress in English - disadvantaged pupils			
	2014	2015	+ / -	
Alder Community High School	70%	65%	-5%	↓
All Saints Catholic College	42%	61%	19%	↑
Astley Sports College and Community High School	42%	53%	11%	↑
Audenshaw School Academy Trust	61%	65%	4%	↑
Copley Academy	35%	41%	6%	↑
Denton Community College	60%	66%	6%	↑
Droylsden Academy	60%	61%	1%	↑
Fairfield High School for Girls	67%	76%	9%	↑
Hyde Community College	54%	56%	2%	↑
Longdendale High School	56%	67%	11%	↑
Mossley Hollins High School	82%	71%	-11%	↓
New Charter Academy	64%	52%	-12%	↓
St Damian's RC Science College	72%	71%	-1%	↓
St Thomas More RC College Specialising in Mathematics and Computing	82%	50%	-32%	↓
West Hill School	50%	64%	14%	↑
<b>Tameside</b>	57%	58%	1%	→
<b>National</b>	59%	59%	0%	→

- 5.4 A high percentage of disadvantaged pupils made expected progress in maths at Alder Community High School, Audenshaw School, Fairfield High School, Mossley Hollins High School and St Damian's RC Science College. These schools were all significantly above the national average. St Damian's in particular improved 31% in this area, with 84% of disadvantaged pupils making expected progress in maths. See the table below –

School	Expected progress in maths - disadvantaged pupils			
	2014	2015	+ / -	
Alder Community High School	70%	78%	8%	↑
All Saints Catholic College	39%	33%	-6%	↓
Astley Sports College and Community High School	35%	35%	0%	→
Audenshaw School Academy Trust	58%	67%	9%	↑
Copley Academy	31%	36%	5%	↑
Denton Community College	44%	49%	5%	↑
Droylsden Academy	38%	49%	11%	↑
Fairfield High School for Girls	47%	73%	26%	↑
Hyde Community College	60%	56%	-4%	↓
Longdendale High School	44%	35%	-9%	↓
Mossley Hollins High School	79%	75%	-4%	↓
New Charter Academy	23%	36%	13%	↑
St Damian's RC Science College	53%	84%	31%	↑
St Thomas More RC College Specialising in Mathematics and Computing	41%	52%	11%	↑
West Hill School	48%	43%	-5%	↓
<b>Tameside</b>	43%	48%	5%	↑
<b>National</b>	49%	50%	1%	→

- 5.5 The increase in attainment of disadvantaged pupils in Tameside means that we also have an improved position when compared to other North West LAs. Tameside is now eighth in terms of 5+ A\*-C including English and maths GCSE attainment in 2015 compared to thirteenth in 2014. We are also the fourth most improved LA in this area.

5+ A*-C including English & maths - disadvantaged pupils						
LA	2014	2015	Positon based on result	+ / - on previous year		Positon based on improvement
Blackburn with Darwen	39.9	41.1	1	1.2	↑	8
Blackpool	29.4	27.3	22	-2.1	↓	16
Bolton	39.7	39.2	4	-0.5	→	11
Bury	40.5	37.8	6	-2.7	↓	19
Cheshire East	32.5	34.6	11	2.1	↑	7
Cheshire West and Chester	32.7	31.7	18	-1.0	↓	13
Cumbria	32.3	29.6	21	-2.7	↓	18
Halton	43.0	40.5	2	-2.5	↓	17
Knowsley	23.2	23.9	23	0.7	→	9
Lancashire	31.8	34.2	12	2.4	↑	6
Liverpool	32.5	30.6	20	-1.9	↓	15
Manchester	41.0	37.1	7	-3.9	↓	21
Oldham	33.1	32.3	15	-0.8	→	12
Rochdale	38.0	34.7	10	-3.3	↓	20
Salford	30.5	30.7	19	0.2	→	10
Sefton	34.6	33.1	13	-1.5	↓	14
St. Helens	36.6	32.0	17	-4.6	↓	22
Stockport	29.8	33.1	14	3.3	↑	5
Tameside	32.9	36.3	8	3.4	↑	4
Trafford	44.0	38.6	5	-5.4	↓	23
Warrington	27.7	32.1	16	4.4	↑	2
Wigan	31.8	36.0	9	4.2	↑	3
Wirral	34.8	40.2	3	5.4	↑	1
England	36.7	36.8		0.1	→	

5.6 In comparison to our statistical neighbours, our position has also improved. The LA is now second having been fifth in 2015. The LA is also the third most improved LA in this area. The results of our statistical neighbours are below -

5+ A*-C including English & maths - disadvantaged pupils - statistical neighbours						
LA	2014	2015	Positon based on result	+ / - on previous year		Positon based on improve ment
Barnsley	25.7	29.3	10	3.6	↑	2
Doncaster	32.6	29.3	11	-3.3	↓	9
Halton	43.0	40.5	1	-2.5	↓	8
Hartlepool	40.0	33.4	5	-6.6	↓	11
North East Lincolnshire	32.7	31.7	8	-1.0	↓	7
Redcar and Cleveland	31.1	32.1	6	1.0	↑	6
Rotherham	34.0	35.6	4	1.6	↑	4
St. Helens	36.6	32.0	7	-4.6	↓	10
Sunderland	29.0	30.2	9	1.2	↑	5
Tameside	32.9	36.3	2	3.4	↑	3
Wigan	31.8	36.0	3	4.2	↑	1

## **6. SUMMARY**

- 6.1 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.

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