

EDUCATION ATTAINMENT IMPROVEMENT BOARD

25 October 2016

Commenced: 3.30 pm

Terminated: 4.45 pm

Present: Councillor L Travis (Chair)
Councillors JM Fitzpatrick, K Quinn, Robinson, M Smith and Paul Jacques, ASCL

In Attendance: Sandra Stewart, Executive Director (Governance, Resources and Pensions), and Bob Berry, Interim Assistant Executive Director (Learning)

Apologies for Absence: Councillors Peet and R Welsh, Steven Pleasant, Chief Executive and Jon Murray, Head Teacher, St Mary's Catholic Primary School

47. DECLARATIONS OF INTEREST

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

48. MINUTES

The Minutes of the Education Attainment Improvement Board held on 25 October 2016 were approved as a correct record.

49. KEY STAGE 2 RESULTS – PROVISIONAL PROGRESS

The Interim Assistant Executive Director (Learning) presented a report documenting the provisional progress results of Tameside primary schools and identifying, which schools were going to fall below the floor standards set by the Department of Education.

It was explained that there had been significant changes to education assessment in 2016 and marked the first year of the new key stage 2 test in maths and reading. The new performance measures provided an indication of a school's performance than was previously the case and put the emphasis on progress rather than attainment. An explanation of the pupils' results, progress scores and floor standards was provided.

Tameside had provisional progress scores of 0 in reading, 0.2 in maths and -0.1 in writing. This meant that pupils in Tameside:

- Made the same progress as their peers nationally in reading;
- Made slightly more progress in maths than their peers nationally;
- Made marginally less progress in writing than their peers nationally (upon data becoming validated, it was expected that the progress score in writing would rise to 0).

In reading, pupils at St Peter's CE Primary School made the most progress in the borough with pupils at the school making on average 5.7 scaled score points more than their peers nationally and provisionally placing the school in the top 5% of the country. Other schools in the top 5% of the country for progress in reading were Stalyhill Junior School, Livingstone Primary School, Milton St John CE Primary School and Gorse Hall Primary and Nursery School.

In writing, pupils at Holy Trinity CE Primary School made the most progress in the borough with the pupils at the school making on average 5.3 scaled score points more than their peers nationally and provisionally placing the school in the top 5% of the country. Other schools in the top 5% of the country for progress in writing were St Georges CE Primary School, Hyde, and St Mary's Catholic Primary School.

In maths, pupils at St Peter's CE Primary School made the most progress in the borough with pupils at the school making on average 7.5 scales score points more than their peers nationally provisionally placing the school in the top 5% of the country. Other schools in the top 5% of the country for progress in maths were Fairfield Road Primary, St Christopher's RC Primary, St John's CE Primary, St Peter's Catholic Primary and St Raphael's Catholic Primary.

Thirty seven schools in the borough achieved a positive progress score in reading and 43 schools achieved a positive progress score in writing and 45 schools achieved a positive score in maths.

Five schools in the borough did not achieve a sufficient progress score in one subject and these schools also had a combined reading, writing and maths attainment figure of below 65%. As a result these schools would be below floor once data was validated in December 2016.

The Interim Assistant Executive Director (Learning) responded to questions from members of the Board regarding results of individual schools and how those identified as falling below the floor standards set by the Department of Education would be supported. He also agreed to advise all Elected Members of the provisional Key Stage 2 results with additional narrative explaining the national framework and its changes.

RESOLVED

- (i) That Board notes the change, and understands the new parameters for assessing the performance of schools in the borough.**
- (ii) The progress scores of the schools in the borough be noted and informed of any implications that could arise regarding schools that were going to fall below the floor standards.**
- (iii) That all Elected Members be advised of the provisional Key Stage 2 results with additional narrative explaining the national framework and its changes and the support being provided to schools who were going to fall below the floor standards set by the Department of Education.**

50. GCSE RESULTS 2016 – PROVISIONAL

Consideration was given to a report of the Interim Assistant Executive Director (Learning) detailing the GCSE results of Tameside's secondary schools and academies under the new performance measures for 2016 following the release of data to the Local Authority from the Department of Education. All data referred to in the report was unvalidated and subject to change.

He explained that Attainment 8 would measure the achievement of a pupil across 8 qualifications. Tameside's average Attainment 8 score was 49.1. The school with the highest Attainment 8 score in the borough was Fairfield High School for Girls, followed by West Hill School and St Thomas More RC College.

The schools with the lowest Attainment 8 scores were New Charter Academy and Astley Sports College and the full Attainment 8 results along with each school's position in the local authority were detailed.

In terms of A*-C in English and maths the borough posted improved results. 63.1% of Tameside's pupils achieved an A*-C in both English and maths which was an improvement of 3% on 2015. Several schools posted improved figures on their 2015 results and the most improved schools in this measure were Copley Academy and Hyde Community College.

The Assistant Executive Director continued by advising that the aim of Progress 8 was to capture the progress a pupil made from the end of Key Stage 2 to the end of Key Stage 4. It was a type of value added measure meaning that pupils' results were compared to the actual achievements of all other pupils nationally with the same prior attainment. The new performance measures had been designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at Key Stage 4, and reward schools for the teaching of all their pupils, measuring performance across 8 qualifications.

Tameside had a Progress 8 figure of -0.13 meaning that on average pupils in Tameside achieved -0.13 of a grade less than their peers nationally. A progress score of zero meant that pupils were performing in line with their peers nationally. The highest performing school in Tameside for Progress 8 was Alder Community High School. Pupils at Alder Community High School on average achieved 0.17 of a grade more in each subject than their peers nationally. Four other schools in the borough posted a positive Progress 8 score – West Hill School, Fairfield High School for Girls, St Damian's RC College and Audenshaw School.

The 2 schools with the lowest scores in the borough were All Saints Catholic College and New Charter Academy. As both schools had posted scores of less than -0.15 these schools were likely to be below the floor standard once the performance data became validated. The Progress 8 scores of all schools were detailed.

In summary, the Assistant Executive Director stated that in light of the changes to the performance measures for secondary schools, Tameside schools had performed strongly. The borough had seen an improvement of 3% in the number of pupils achieving A*-C in English and maths. Five schools had posted positive Progress 8 scores in a time of much change.

The Interim Assistant Executive Director (Learning) responded to questions from members of the Board regarding results of individual schools and agreed to advise all Elected Members of the provisional GCSE results 2016 with additional narrative explaining the new performance measures.

RESOLVED

- (i) That Board notes the change, and understands the new parameters for assessing the performance of schools in the borough.**
- (ii) The progress scores of the schools in the borough be noted and informed of any implications that could arise regarding schools that were going to fall below the floor standards.**
- (iii) That all Elected Members be advised of the provisional Key Stage 2 results with additional narrative explaining the national framework and its changes and the support being provided to schools who were going to fall below the floor standards set by the Department of Education.**

51. TAMESIDE VIRTUAL SCHOOL

Consideration was given to a report of the Interim Assistant Executive Director (Learning) detailing the work of the Virtual School for the school year 2015/16.

In terms of monitoring, analysis of Personal Education Plan (PEP) completion had been conducted on a termly basis with a report being written annually. Following the introduction of new PEP documents for 3-16 year olds, it was now possible to identify the spending of Pupil Premium funding and there had been incidents when schools had been challenged regarding this. The development of a separate post-16 PEP was currently underway following consultation last year with children in care representatives.

Regular meetings to discuss the progress and attainment of all looked after children in order to prioritise future planning and provision. A further development had been the separation of

monitoring meetings so that post-16 was separated from the 5-16 year olds and there had been greater sharing of information across different departments. Post 16 was now hosted by Tameside College, attended by the post 16 social care team.

The moderation of the new PEPs had proved very beneficial and in the autumn term school designated teachers were invited to take part. This was found to be a useful training exercise and saw a consequent improvement for those schools that had taken part.

The latest data showed the percentage of looked after children attending 'good and better' schools had risen to 76%. The virtual school worked closely with school performance and standards and had placed an embargo on children transferring to schools graded 'good' when they had clear evidence of concerns / declining standards. Student attendance was also monitored and highlighted in the report.

No children who were currently looked after in the borough had been permanently excluded since September 2014 due to working with schools and head teachers so that potential problems were flagged up early and dealt with proactively. In particular, 2015/16 had seen the redistribution of Pupil Premium Funding to enable support to be put in place in schools where individual children demonstrated signs of more extreme trauma and clearly needed statutory assessment for an Education, Health and Care Plan.

Reference was made to data that had been compiled on progress and attainment at Key Stages 1, 2 and 4 which was detailed in the report. In summary, of the 41 looked after children in Year 11, 22% achieved 5+ A*-C grades including maths and English, 51% achieved 5+ A*-G grades. Looked after children in special schools continued to make at least good progress as evidenced by PEPs and annual reviews, but attainment at level 1 remained an issue for young people where there were multiple changes in placement or extended periods of emotional disturbance. At Key Stage 2, 8 out of 25 children achieved the expected standard in reading, writing and maths. However, it was interesting to note that although 12-13 children achieved expected standards in each of these, 19 out of 25 achieved the expected standard in at least one area giving a clear indication that children needed to have targeted support to address this.

In conclusion the key developments required going forward were outlined as follows:

- Introduction of new post 16 PEP documents;
- Improved online presence to share information relating to looked after children;
- Development of better access to therapeutic support through the training of play therapists across the Borough;
- Embedding of post 16 monitoring and extension of training to personal advisers;
- Increased capacity to support through the review of Pupil Premium; and
- Creation of a designated case worker for looked after children with special educational needs and additional educational psychologist time.

Members of the Board welcomed the report and the update on performance and the positive impact of Tameside Virtual School in the 2015/16 school year.

RESOLVED

That the content of the report be noted.

52. FREE SCHOOL APPLICATION IN TAMESIDE

Consideration was given to a report of the Interim Assistant Executive Director (Learning) providing an update on the Free School application by Laurus Trust / Cheadle Hulme High School in Tameside.

Since the last Education Attainment Improvement Board meeting, the local authority had continued to engage with the Regional Schools Commissioner, the Education Funding Agency and the senior leadership team of Cheadle Hulme High School. The aim of the meetings that had taken place had been to ensure that all strategic planning in relation to the new school were in the best interests of Tameside and initial discussion about the viability of certain sites in the Ashton area of Tameside. An emerging challenge for the group was the fact that, given the size of the new school, it was highly unlikely to be completed by September 2018, so a temporary site for Year 7 students would also need to be provided.

The Board also noted that the Laurus Trust was happy to work with Tameside MBC in the naming of the school.

Paul Jacques, ASCL, advised on discussions at a recent meeting with the local MPs regarding the free school application. In acknowledging that there was a need for additional school places in the borough, particularly in the Ashton area, he welcomed the opportunity for representatives of the Association of Teacher Trade Unions to meet with the Chair, on a date to be arranged, regarding their concerns.

RESOLVED

That the update report be noted and Board members be kept up to date with developments.

53. TAMESIDE EDUCATION VISION

The Interim Assistant Executive Director (Learning) presented a report and draft education vision for Tameside. He explained that education in England was at a critical point in its development with the national picture one of constant change and initiatives. There was an important local Tameside agenda, as well as the emergence of both the AGMA and the key regional agendas which incorporated the Northern Powerhouse.

The vision sought to combine the usual challenges in terms of standards along with the development of schools within communities. There was an increasing need for schools to be more outward-looking and 'joined up' in the way they worked with other local agencies. Many of the schools in Tameside were the largest local employers and place where significant numbers of people came together because of a shared interest, their children. Schools had enormous potential to be the focal point for signposting to other services for advice and supporting adults with issues such as employment and health, both physical and mental.

There was also a need for a wider AGMA agenda to be shared with school leaders, and the two key features of this were early years provision and employability. It was important that school leaders in Tameside engaged with these macro challenges and moved beyond the traditional Ofsted agenda.

Board Members welcomed the vision which complemented the wider work of the Council, was sufficiently ambitious and well positioned with regional commitments.

RESOLVED

That the Vision be shared with relevant teams in the Council as well as head teachers and governors.

54. URGENT ITEMS

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

55. DATE OF NEXT MEETING

It was noted that the next meeting of the Education Attainment Improvement Board will take place on Tuesday 31 January 2017 commencing at 3.30 pm.

CHAIR