

Report to : EDUCATION ATTAINMENT IMPROVEMENT BOARD

Date : 31 January 2017

Reporting Officer: Bob Berry, Interim Assistant Executive Director, Learning

Subject : EXECUTIVE SUMMARY OF THE EDUCATION SERVICE IN TAMESIDE IN 2016

Report Summary : The following report notes the successes of the Education service in Tameside in 2016 and the priorities of the service for 2017.

Recommendations : That members note the contents of the report and receive further updates on progress towards the 2017 priorities.



Links to Sustainable Community Strategy : The report supports three elements of the Community; Strategy - Prosperous, Learning and Supportive Tameside.

Policy Implications : There are none arising from this report.

**Financial Implications :
(Authorised by the Section 151 Officer)** There are no direct financial implications arising from this report.

**Legal Implications :
(Authorised by the Borough Solicitor)** It is a statutory duty for the Council to raise standards of community schools and intervene where not efficient and /or effective.

Risk Management : There are significant reputational risks to the Council if it does not monitor and challenge schools' performance and standards effectively, and intervene where appropriate.

Access to Information : The background papers relating to this report can be inspected by contacting Bob Berry, Interim Assistant Executive Director - Education
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1. INTRODUCTION

- 1.1 This report provides an executive summary of the successes of the Education service in Tameside in 2016.

2. KEY PERFORMANCE INDICATOR [1] – OFSTED.

- 2.1 By the end of the year, 93% of primary-age pupils were attending a 'Good or better' primary school. This represents an increase of 12% from the start of the 15/16 academic year and continues our improving trend. In August 2013 the percentage of pupils in good or outstanding schools was 72%. There are now only five primary schools 'requiring improvement' – down from 18 in August 2013. This places Tameside 10th in the North West and 5th in Greater Manchester. 59% of pupils in Tameside secondary schools now attend a good or outstanding secondary school – up 6% from the start of the academic year. This places Tameside 20th in the North West and 10th in Greater Manchester. This is in nearly every instance due to the performance of secondary academies in Tameside.

3. KEY PERFORMANCE INDICATOR [2] – STANDARDS.

- 3.1 At the end of Key Stage 2, 55% of pupils reached the expected standard in Reading, Writing and Maths (RWM) combined in Tameside – 2% above the national average. Tameside is joint 8th (with Bury) in the North West and joint 6th in Greater Manchester. 4% of pupils in Tameside achieved a higher standard in Reading, Writing and Maths combined – in line with national of 5%. At the end of Key Stage 4, there is a new regime of measuring performance - Attainment 8: 49.1 - 9th in NW and 5th in GM (below Trafford, Stockport, Bury and Wigan), Progress 8 : -0.13 - Tameside is ranked 11th out of 23 local authorities in the North West and 7th out of 10 authorities in Greater Manchester on Progress 8. A*-C in English and maths: 63% - 7th in the North West and 3rd in Greater Manchester (behind Trafford and Stockport)

4. SUMMARY OF KPIS.

- 4.1 Both in terms of Ofsted and standards, the primary sector, in partnership with the Local Authority, has seen significant improvements over the past three years. In the secondary sector the LA achievement/attainment figures are hugely distorted by the under-performance of two schools, and the Ofsted picture may improve only slightly over the next twelve months. To improve our borough P8 figures, our secondary schools need to focus on the teaching of MFL and the Humanities subjects in particular.

5. EDUCATION – CLARITY AND PURPOSE.

- 5.1 The senior leaders in Education have worked together to produce two key documents [1] 'Our Core Business', and [2]'Education in 2020 – A Vision'. These documents will be used to [a] ensure that all who work within the service retain a sharp focus on the four key priorities, and [b] to define the role of Education within Tameside, and its work with schools as partners, regardless of designation. It is ambitious, and stresses the need for greater collaboration and cross-service and cross-sector thinking.

6. EDUCATION – A REFLECTIVE AND SELF-CRITICAL SERVICE.

- 6.1 On Friday November 29 all leaders from the service came together for a morning to begin the process of writing a self-evaluation form. Although under no obligation to do so, we felt

it was essential to take stock of our own practice, how we work and crucially the impact of our work. This will by the end of January result in a comprehensive document and will in turn generate a development plan and a training programme.

7. COMMUNICATION

- 7.1 In January 2016 the decision was made to better coordinate our communication with schools, as we were becoming frustrated by what we perceived as a lack of action on things we thought we had made clear. In short, we had not made things clear enough. The headteacher/principal email, which appears roughly every half-term, has proved popular both with schools and officers in Education, as it *ensures* that key messages have been reproduced and reiterated on number of occasions. Similarly, large-scale gatherings and briefings have been used more smartly to ensure consistency.

8. DATA/INFORMATION – KNOWING OUR SCHOOLS.

- 8.1 We are now a very ‘information rich’ service. In terms of school performance, the data for all schools has been looked at for all key stages and, through the combination of data analysis and qualitative information from School Performance and Standards Officers (through visits to schools), our primary schools are categorised in terms of the level of support they require from the LA or external partners. As an authority we are also aware of the performance of primary pupils in geographical clusters within Tameside. This is significant as the majority of collaborative work between schools in the borough takes place within these geographical clusters - producing analyses of school performance by cluster enables these clusters to target intervention collaboratively. [This initiative has been very much ‘school led’]. The performance of vulnerable groups of pupils such as disadvantaged pupils, pupils with Special Educational Needs (SEN), Looked after children (LAC) and pupils with English as an additional language (EAL) has also been scrutinised rigorously. Whilst school performance is very information rich in terms of the attainment and achievement of Tameside’s pupils, gaps still remain. Not enough is known about both the attendance of pupils in Tameside and the number of Fixed Term Exclusions [FTE] schools are issuing to pupils, and we need to address this as a matter of urgency.

9. AN OUTWARD-LOOKING SERVICE.

- 9.1 Over the past twelve months Education has made useful contributions to the important Domestic Violence agenda, and we are starting to be more ‘joined up’ in our work with ‘Stronger Neighbourhoods’. We have an ongoing and productive working relationship with Policy and Communications, and we strive to keep our good news stories at the top of the agenda locally. Our work with the Directorate of Place has begun to bear fruit in the domain of careers guidance in schools, and supporting the secondary headteachers to have a better understanding of the world of industry.

10. PRIORITIES FOR 2017.

- 10.1 The results of the self-evaluation exercise will be important in determining the work for the year, but the following will all figure largely:
- **Inclusion.** Increasing numbers of young people are being permanently excluded from our school and, more recently, opting to be educated at home in the form of ‘Elective Home Education’ [EHE]. We are clear that this is *inappropriate* for many of those young people and a strategy to both support schools and families to seek a more measured solution is urgently needed. With respect to Permanent Exclusions the work

is ongoing, but the recent changes to the KS4 assessment criteria have led to a situation where schools are more likely to want to not have certain students on roll.

- **The new school.** The urgent need for additional school places is well documented, especially for 2018, and a significant amount of leadership time needs to be devoted to this. We need to get it right.
- **SEND.** There is a huge amount of work to be done to ensure that effective systems of governance and strategic planning underpin our SEND work, so that we can discharge our responsibilities under the 0-25 agenda properly, as well as prepare for an inspection. There has been progress over the past few months but the momentum must not be lost.
- **Financial stability.** A number of our schools will find themselves in challenging financial situations over the next few years, and we must support them in this. Equally, as a service the 'Full Cost Recovery' model may result in challenges for us.

11. RECOMMENDATIONS

- 11.1 That Members note the executive summary of Education in 2016 and are kept up to date with the progress of the priorities of the Education service in 2017.