



Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	26 June 2018
Reporting Officer:	Tim Bowman, Assistant Director, Learning
Subject :	SUMMARY OF EDUCATION
Report Summary :	This report provides an overview of key school improvement information and challenges for the borough. It also details the LA's educational performance in 2017. In July we will receive provisional 2018 primary school data. Provisional 2018 GCSE results will be available at the end of August.
Recommendations :	That the board note the content of the report.
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 :	There are no financial implications arising from this report.
(Authorised by the Section 151 Officer)	
Legal Implications : (Authorised by the Borough Solicitor)	<p>The Council as an education authority has a duty to promote high standards of education and fair access to education. It also has a general duty to secure sufficient schools in their area, and to consider the need to secure provision for children with SEN.</p> <p>The local authority has a duty to:</p> <ul style="list-style-type: none"> ▪ Provide information, distribute report and to produce and distribute a post-inspection action plan for Joint Area Reviews and OFSTED inspections ▪ Produce an action plan if a school goes into special measures following an OFSTED inspection ▪ Comply with statutory requirements if the authority decides to use its powers to intervene (s64-66 of the Education and Inspections Act 2006) ▪ To comply with a direction of the Secretary of state to give a school a warning notice (s60A and 69B of the Education & Inspections Act 2006)
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 :	<p>The background papers relating to this report can be inspected by contacting Joanne McLauchlan, Interim Head of School Improvement</p> <p> Telephone: 0161 342 2330</p> <p> e-mail: joanne.mclauchlan@tameside.gov.uk</p>

1. BACKGROUND

- 1.1 This report provides an overview of key information and challenges for the borough. It also details the LA's educational performance in 2017. In July we will receive provisional 2018 primary school data. Provisional 2018 GCSE results will be available at the end of August.

2. SCHOOLS

- 2.1 There are 97 schools in the borough:
- 76 primary schools – of which 17 are academies
 - 15 secondary schools – of which 9 are academies
 - 1 PRU
 - 5 special schools – of which 1 is an academy
- 2.2 Currently, 93% of pupils are in good or outstanding primary schools (3 schools are yet to be inspected due to being either new schools or a recently opened sponsor led academies). 71% of pupils are in good or outstanding secondary schools (1 school is yet to be inspected as it is a recently opened sponsor led academy).
- 2.3 Of the **74 primary schools** with an inspection judgement attached to them (Academies noted*):
- 5 are Outstanding - Canon Burrows CofE Primary School, Millbrook Primary School, St Christopher's RC Primary School, St Mary's RC Primary School and St Peter's Catholic Primary School.
 - 64 are Good.
 - 5 are Requires Improvement - Greenfield Primary School, Canon Johnson CofE Primary School, St John Fisher RC Primary School, Manchester Road Primary Academy* and Waterloo Primary School*
- 2.4 Of the **14 secondary schools** with an inspection judgement attached to them:
- 3 are Outstanding - Fairfield High School for Girls*, St Damian's RC Science College and Mossley Hollins High School.
 - 7 are Good – Alder Community High School, Audenshaw School*, Denton Community College, Droylsden Academy*, Longdendale High School*, St Thomas More RC College and West Hill School*
 - 2 are Requires Improvement - Hyde Community College and Copley Academy*
 - 2 are Inadequate - Great Academy Ashton* and All Saints Catholic College*.
- 2.5 Of the **5 special schools** with an inspection judgement attached to them:
- 2 are Outstanding- Hawthorns School* and Cromwell High School.
 - 2 are Good - Thomas Ashton School and Oakdale School.
 - 1 is Requires Improvement - Samuel Laycock School.

3. EYFS

- 3.1 66% of pupils achieved a GLD compared to 71% nationally. The gap between Tameside and national has been narrowing over the last 3 years.
- 3.2 Among the 10 authorities in Greater Manchester, Tameside is 7th (alongside Bolton and Manchester) for the percentage of pupils achieving a good level of development – the borough was 9th in GM in 2016. In addition, out of the 23 North West local authorities, Tameside was 19th in 2016 and is 18th in 2017.

4. Y1 PHONICS

- 4.1 79% of pupils achieved the expected standard in phonics – the biggest increase across Greater Manchester. Tameside is now 2% below the national average of 81% having been 4% below in 2016. In addition, Tameside is 7th in Greater Manchester for the % of pupils achieving the expected standard in phonics - alongside Manchester - having been 9th in GM in 2016. In terms of the borough's position in the North West, the borough was 19th out of 23 LAs in 2016 and is seventeenth in 2017.

5. KEY STAGE 1

- 5.1 72% of pupils achieved the expected standard in reading compared to 76% nationally, 65% of pupils achieved the expected standard in writing compared to 68% nationally and 72% achieved the expected standard in maths compared to 75% nationally.
- 5.2 In terms of GM, Tameside is 7th in reading, 8th in writing and 6th in maths.
- 5.3 Despite the improved performance at KS1 the borough remains below national averages in each subject by approximately 3%.

6. KEY STAGE 2

- 6.1 60% of pupils achieved the expected standard in reading, writing and maths combined at the end of KS2 – an increase of 5% on the previous year. Tameside is in line with both national and regional averages and the borough is joint 8th out of 10 GM local authorities. The borough is 13th out of 23 in the North West having been 8th in 2016.
- 6.2 In terms of progress made by pupils between KS1 and KS2, Tameside's progress score has declined from 0.1 to -0.3 in reading, a change of 0.4. This means that in reading pupils made marginally less progress than pupils nationally. In writing and maths Tameside pupils made more progress than pupils nationally. The national average for each subject is 0.

7. KEY STAGE 4

- 7.1 Strong passes (grade 5 and above) in both English and maths have been achieved by 39% of the borough's pupils in mainstream schools compared to 43% nationally. In addition, 62% of pupils also achieving a standard pass (grade 4 and above) which is the same as the percentage who achieve a standard pass nationally.
- 7.2 18% of pupils achieved the English Baccalaureate (EBacc) having obtained a strong pass in English and maths compared to 21% of pupils nationally.
- 7.3 The Attainment 8 figure for Tameside is 44.8, below the national figure of 46.4. This is the sum of grades from: English and maths (double weighted), three Ebacc subjects (from humanities, languages and science) and three other subjects from the remaining Ebacc subjects, non Ebacc GCSEs or vocational qualifications. However, it is worth noting that Attainment 8 this year dropped by approximately 4 points nationally due to the introduction of the new GCSEs in English and maths.
- 7.4 The Progress 8 score (the average progress of pupils compared to their peers nationally with the same KS2 starting points across the same suite of Attainment 8 subjects) for Tameside is -0.13, which is the same as 2016, though this is not directly comparable given the changes to English and maths. This progress score is below the national average of 0

meaning pupils in Tameside are not making as much overall progress in KS4 as pupils nationally.

- 7.5 In Greater Manchester, out of 10 authorities, Tameside is:
- 4th on Progress 8, behind Trafford, Stockport and Manchester
 - 5th on Attainment 8, behind Trafford, Stockport, Wigan and Bury.
 - 4th on 4+ in English and maths, behind Trafford, Stockport and Bury.
 - 3rd on 5+ in English and maths, with only Trafford and Stockport ahead.
 - 4th for attainment of the EBacc with a standard pass in E&M and EBacc with a strong pass in E&M
- 7.6 In the North West, out of 23 authorities, Tameside is:
- 9th on Progress 8
 - 10th on attainment of a strong pass in E&M
 - 12th on attainment of a standard pass in E&M
 - 14th on Attainment 8
 - 12th for EBacc with a standard pass in English and maths
 - 14th for EBacc with a strong pass in English and maths.

8. DISADVANTAGED PUPILS

- 8.1 At KS2, 47% of pupils achieved the expected standard in each subject compared to 67% of other pupils nationally meaning there is a gap between disadvantaged pupils and other pupils nationally of 20%. This gap has widened slightly from 2016.
- 8.2 In terms of progress at KS2, there are gaps between disadvantaged pupils and other pupils nationally in each subject. The biggest concern is in reading. The progress of disadvantaged pupils in reading is below that of other pupils nationally. Gaps also remain between disadvantaged pupils and other pupils in maths in Tameside compared to other pupils nationally. However, in writing the gap between disadvantaged pupils and other pupils nationally has narrowed in 2017.
- 8.3 Disadvantaged pupils achieved better in Tameside in KS4 English and maths than national. 26.3% of disadvantaged pupils in Tameside achieved a strong pass compared to 24.5% of disadvantaged pupils nationally and 49.7% of non-disadvantaged pupils nationally. In addition 45.6% of disadvantaged pupils achieved a standard pass in English and maths compared to 44.5% of disadvantaged pupils nationally and 71.5% of all non-disadvantaged pupils nationally. This means that the attainment gap between disadvantaged pupils and other pupils nationally in English and maths in Tameside is narrower than the national gap.
- 8.4 The Progress 8 score of disadvantaged pupils at KS4 was -0.51, with the national for non-disadvantaged being 0.11 (and non-disadvantaged pupils in Tameside being -0.08) meaning that the gap between disadvantaged pupils in Tameside and non-disadvantaged pupils nationally is -0.62.

9. SEND OUTCOMES

- 9.1 At the end of KS2, when benchmarked against all pupils nationally, the progress scores of SEN pupils are below national. When comparing the progress scores of SEN support pupils in the borough to SEN support pupils nationally, they are in line in writing and maths, and in reading SEN support pupils made slightly more progress than SEN support pupils nationally. SEN EHC/S pupils also made more progress than the national average for pupils with an EHC/S in each subject. There are, however, gaps between the progress of disadvantaged pupils with SEN and non-disadvantaged pupils with SEN.

- 9.2 The progress being made by SEN pupils in Tameside at the end of KS4 is below that of all pupils nationally. In addition, disadvantaged pupils who are SEN are not making good progress. There is, however, evidence that pupils with significant needs are achieving more than their peers nationally.

10. OVERALL CONCLUSIONS/PRIORITIES

- 10.1 Continue improvements in EYFS to narrow the attainment gap further and increase the number of pupils who are school ready.
- 10.2 In KS1 continue upward trajectory to come closer to (or even meet) national averages for reading, writing and maths.
- 10.3 In KS2 improve progress in reading and maintain the pace of progress in writing and maths.
- 10.4 In KS4:
- continue to increase the number of pupils achieving strong passes in English and maths
 - increase Attainment 8
 - increase the progress pupils make between KS2 and KS4.

11. SERVICE PLAN PRIORITIES

- 11.1 Children and young people will experience high quality educational experiences in all Tameside schools so that they gain the skills they need to succeed in life, learning and work. The local authority will build capacity in the system by:
- 11.2 Establishing the LA team for school improvement – substantive, commissioned and interim combo at the moment.
- 11.3 Developing robust processes and practices which ensure intelligence about schools' performance is systematically gathered, analysed and effectively shared in ways which can inform targeted interventions in underperforming schools
- 11.4 Evolving our partnerships with schools and other providers to create a truly effective and inclusive school to school improvement model of practice.
- 11.5 Improving outcomes in all keys stages; with special cross-directorate focus on achieving improvements for SEN and disadvantaged learners.

12. RECOMMENDATIONS

- 12.1 As set out at front of the report.