

**Report To:** EDUCATION ATTAINMENT IMPROVEMENT BOARD

**Date:** 23 October 2018

**Reporting Officer:** Tim Bowman, Assistant Director, Learning

**Subject:** SCHOOL PRIORITIES 2018/19

**Report Summary:** The following presentation outlines priorities for Education in improving outcomes for children and young people in Tameside.

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

**Links to Sustainable Community Strategy:** The report supports two elements of the Community Strategy – Prosperous and Learning Tameside.

**Policy Implications:** Implement plans for change related to each priority area.

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

**Legal Implications:** It is important that the Local authority ensure that they fulfil their statutory obligations in relation to education.  
**(Authorised by the Borough Solicitor)**

**Risk Management** There are significant reputational risks to the Council if it does not monitor and challenge schools' performance and does not have appropriate plans in place to support improvement.

**Access to Information** The background papers relating to this report can be inspected by contacting Tim Bowman, Assistant director – Learning.

 Telephone:0161 342 2373

 e-mail: tim.bowman@tameside.gov.uk

## 1 BACKGROUND

- 1.1 The Council has undertaken a review of provisional and unvalidated data from the range of national performance measures at the end of the academic year along with additional data relating to other important indicators including EYFS outcomes, KS1 teacher assessment, SEND performance and pupil attendance.
- 1.2 Through analysis and research of these data corroborated by consultation with the primary school head teacher community, priorities for education have been identified and will be presented at the Board meeting (see PowerPoint slides attached).
- 1.3 Underpinning the education priorities are two significant service priorities: developing positive relationships and partnerships with the school community locally and regionally; and through this building capacity to create more stability in the system.

## 2 IDENTIFICATION OF PRIORITIES

- 2.1 Three priorities across the Borough have been identified: SEN support; attendance; and reading.
- 2.2 **SEN support:** The number of EHCPs in Tameside, which has been historically at a low level, is increasing and requests for assessment are continuing to increase. Need is changing and increasing in complexity. There is pressure on places, budgets and resources in the system.
- 2.3 **Attendance:** Pupil absence, although around the national average, is increasing. For the Borough's most vulnerable pupils, children in need, the level of persistent absence is extremely high. The rate of primary and secondary permanent exclusions both increased in 17/18. The rate of fixed term exclusion has increased year on year overall. Fixed term exclusions have increased year on year in secondary schools.
- 2.4 **Reading:** Children who cannot read well at the end of primary school are less likely to succeed in secondary school and, in adulthood, are likely to earn less than their peers. The challenge in Tameside starts in the early years with GLD 6% below national and 7% below national for the reading ELG. Phonics outcomes are 3% below national and KS1 reading attainment is low especially at Greater Depth. In 2018 children at the end of KS2 broadly caught up with children nationally in reading but not at the Higher Standard. Boys perform particularly poorly in reading in Tameside with disadvantaged boys performing particularly poorly across all phases.

## 3 IMPROVEMENT PRIORITIES

- 3.1 **School readiness:** 66% of pupils achieved a GLD in 2018, the same as 2017. The national average in 2018 has provisionally increased by 1% to 72%.
- 3.2 **Boys:** Boys in Tameside underperform boys nationally in EYFS, Phonics, at the end of KS2, and KS4.
- 3.3 **Disadvantaged pupils:** Almost half of disadvantaged children in Tameside do not reach a good level of development at the end of EYFS and only 46% of disadvantaged boys achieved a GLD. There is a 20 percentage point gap between disadvantaged pupil attainment in Tameside and non-disadvantaged children nationally. Achieving a strong pass at KS4, Tameside pupils exceeded disadvantaged pupils nationally by almost 2% (26.3%)

however the progress for disadvantaged pupils at KS4 is worse than the progress of non-disadvantaged pupils in Tameside and nationally.

- 3.4 **Progression to adulthood:** NEET in Tameside outperforms the North West region however outcomes for 19+ are behind the North West. The North West outperforms Tameside on all employment measures.

#### **4 PLANS FOR IMPROVEMENT**

- 4.1 A plan for each priority is being developed.