

EDUCATION ATTAINMENT IMPROVEMENT BOARD

23 October 2018

Comm: 3.30pm

Term: 5.30pm

Present: Councillors: Feeley (Chair), Boyle, Patrick, Peet and M Smith, Paul Jacques, Elizabeth Turner

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| In Attendance: | Sandra Stewart | Director of Governance and Pensions |
| | Richard Hancock | Director of Children's Services |
| | Tim Bowman | Assistant Director, Learning |
| | Catherine Moseley | Head of Access and Inclusion |
| | Helen Mellor | Head of Pupil Support Service |
| | Amanda Aylward | Virtual School Headteacher |
| | Jane Sowerby | Lead Primary School Performance and Standards Officer |
| | David Berry | Head of Employment and Skills |
| | Dean McDonagh | School Performance Analyst |

Apologies for absence: Councillor Ryan

9. CHAIR'S OPENING REMARKS

The Chair welcomed everyone to the meeting and introduced a new member of the Board, Elizabeth Turner, Headteacher representative, who had replaced Jon Murray.

10. DECLARATIONS OF INTEREST

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

11. MINUTES

The Minutes of the Education Attainment Improvement Board held on 26 June 2018 were approved as a correct record.

12. PROVISIONAL SCHOOL RESULTS 2018

The Assistant Director, Learning, submitted a report setting out the headline figures for Tameside at each assessment point, the issues arising and how those issues needed to be addressed.

At Early Years Foundation Stage, 66% of pupils achieved a good level of development in 2018, the same as 2017. The figures for both boys and girls achieving a good level of development had also remained the same as 2017, 59% of boys achieved a good level of development in 2018 and 73% of girls achieved a good level of development. Tameside was 19th out of 23 local authorities in the North West (the same position as 2017) and 8th out of 10 local authorities in Greater Manchester (having been 7th in 2017). The results of other North West and Greater Manchester authorities were contained within Appendix A to the report.

At Y1 Phonics, 79% of pupils were working at the expected standard in Tameside in 2018 – the same as 2017. Tameside was 19th out of 23 local authorities in the North West and 9th out of 10 local authorities in Greater Manchester.

In KS1 reading, 73% of pupils achieved the expected standard in 2018 – an increase of 1% on 2017. In KS1 writing, 67% of pupils achieved the expected standard in 2018 – an increase of 2% on 2017. In KS1 maths, 73% of pupils achieved the expected standard in 2018 – an increase of 1% on 2017.

At KS2, 63% of pupils achieved the expected standard in reading, writing and maths combined in 2018 – an increase of 3% on 2017.

Tameside was 12th out of 23 local authorities in the North West (having been 13th in 2017) for the achievement of the expected standard in reading, writing and maths combined. Tameside was 6th out of 10 local authorities in Greater Manchester (having been 7th in 2017) on this measure. The results of other North West and Greater Manchester authorities were detailed in Appendix A to the report.

When looking at the KS2 results by gender, there had been a 5% increase in the percentage of girls achieving the expected standard in reading, writing and maths combined in the borough: 69% of girls achieved the expected standard compared to 57% of boys (who were up 1% on 2017). In comparison to provisional national averages Tameside girls were above the national average (68%) whilst boys were 3% below their national average of 60%.

There had been a 3% increase in the percentage of pupils achieving the expected standard in reading: 73% of pupils achieved the expected standard compared to 75% nationally and 70% in 2017. The national average for reading had also increased by 3% from 72% to 75%. Tameside remained 2% below the national average.

There had been a 2% increase in the percentage of pupils who achieved the expected standard in writing; 79% achieved the expected standard compared to 78% nationally and 77% in 2017. The percentage of pupils achieving the expected standard in writing had increased in Tameside and nationally by 2%. Tameside remained 1% above the national average.

There had been a 1% increase in the percentage of pupils who achieved the expected standard in maths; 76% of pupils achieved the expected standard in maths compared to 75% in 2017 and 75% nationally. Both the Tameside average and the national average had increased by 1% in 2018 (national in 2017 was 74%) meaning the borough remained 1% above the national average.

Tameside's provisional progress scores at KS2, and progress scores for boys and girls in Tameside, were detailed in the report.

Members were informed that the local authority had only just received the unvalidated GCSE and progress 8 results from the Department for Education, which was too late for the publication of the report. Further details would be reported to future meetings of the Board. Analysis of school level data showed that many schools had done well and some had made significant gains in 2018, however improvement across schools was inconsistent and, as a result, the Borough had not made significant improvements against the national picture.

In terms of strategic priorities, prioritising reading, attendance and SEN support across the Borough could deliver improvement which also cut across outcomes for disadvantaged children and boys, as both these groups performed particularly poorly in reading. Any strategic plan to improve reading in Tameside would, by necessity, focus on disadvantaged children, boys and early language development in the early years.

These priorities required a focus on practice in schools and settings, delivered through leading a refreshed school-led improvement model in Tameside which would take time to develop and embed. Raised expectations and aspirations in schools and settings about what could be achieved in Tameside were required.

Discussion ensued with regard to the provisional results as detailed in the report and Members commented on the difficulties faced in respect of the retention of teachers and the need to set and monitor targets.

RESOLVED

- (i) That the content of the report be noted; and**
- (ii) That suggestions for target setting, particularly in respect of Looked After Children, be brought to a future meeting of the Board.**

13. VIRTUAL SCHOOL ANNUAL REPORT

Consideration was given to a report of the Assistant Director, Learning, outlining the successes of the Virtual School over the last year and also the priorities for the coming year.

It was reported that this year had seen a relentless focus on increasing the Personal Education Plan (PEP) completion rate as the PEPs were critical documents for young people, their carers and schools. The completion rate had risen from 69% to 97% in term 3 of 2017/18.

Effective use of Pupil Premium Grant to help ensure all Looked After Children pupils achieved their full educational potential had also been a priority. There had been some good examples of this including accelerating learning for a young person who had missed periods of education by providing additional tutors. The service continued to review PPG in conjunction with the Corporate Parenting Board and schools.

Promoting good attendance levels remained a priority for the service after a steep rise in LAC pupils who were persistently absent (PA) in 2016/17. All members of the team had focused on attendance in contacts with schools and young people and this appeared to have had some impact with PA around 14% in 2017/18. However, the staffing within the team had increased to include an Education Welfare Officer to continue this focus and provide a more bespoke service.

There had been no permanent exclusions of LAC pupils in 2017/18 and this had been achieved with targeted work with the Pupil Referral Service, better use of alternative provision to engage pupils, particularly those in Key Stage 4 and to be responsive to crises and closer work with colleagues in the SEND Team to ensure young people were in the most appropriate placements to meet their needs. The level of fixed term exclusions of LAC pupils remained too high and would be a priority in 2018/19.

The number of LAC pupils with an Education Health and Care Plan (EHCP) was significantly below statistical neighbours (24%). The necessity to appropriately identify special educational needs and disabilities in a timely manner was a priority for the Tameside area and this year a triage system had been introduced for when a child becomes LAC to appropriately support them if necessary.

Attainment in Key Stage 1 remained patchy with reading, writing and maths performing less well in 2018 than in 2017. However, phonics saw a big increase. Latest results in Key Stage 2 in English and maths increased and all outperformed the England average. Key Stage 4 showed increases in attainment 8 scores and 19% of our young people achieved a standard pass in English and maths compared to 17.5% nationally.

Current levels of young people not in education, employment or training (NEET) were too high. The Virtual Head was to develop a Virtual College to raise aspirations among young people, reduce levels of NEET, increase participation and support transition into post 16 learning. With the development of Virtual School into a Virtual College the current Year 11 (Class of 2018) would be tracked as a priority group working collaboratively with the Leaving Care and Employment and Skills teams alongside external partners to ensure more robust pathways to higher education and employment.

Impact of the Virtual School in 2017/18

- In 2017/18, progress in Key Stage 2 reading, writing and maths had all increased;
- In 2017, attainment 8 scores were increased;
- In 2017, LAC pupils outperformed national average for LAC pupils achieving a standard pass in English and maths (19% compared to 17.5% nationally);
- In 2017, 79% of LAC pupils achieved a pass in any GCSE subject;
- Significantly increased PEP completion rates;
- Introduced a SEND triage system to quickly identify and appropriately support LAC pupils if necessary; and
- Had no permanent exclusions of LAC pupils.

Priorities for 2018/19

- Ensuring PEPs were of good quality to inform the progress of LAC pupils;
- Reducing levels of persistent absence for LAC pupils;
- Reducing levels of fixed term exclusions for LAC pupils;
- To develop better transitions from Year 6 to Year 7;
- Ensure SEND needs were identified and addressed at the earliest opportunity;
- Working with the School Improvement Team and schools to increase attainment in Key Stage 1;
- Developing a Virtual College for post 16 learners; and
- Reduce levels of NEET.

RESOLVED

That the content of the report be noted.

14. TAMESIDE STRATEGY FOR SCHOOLS

The Assistant Director, Learning, submitted a report setting out the strategic leadership proposed for Tameside MBC in relation to schools and school improvement, noting the complexity of the current education landscape. The strategic approach set out the role of local authority leadership in a system of school-led improvement and the strategic aims in relation to academisation. The report also set out the issues in relation to academisation of PFI schools.

RESOLVED

That the content of the report be noted.

15. PRIORITIES FOR IMPROVEMENT

It was explained that the Council had 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.

Through analysis and research of these data corroborated by consultation with the primary school head teacher community, priorities for education had been identified and were presented.

Underpinning the education priorities were 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.

Three priorities across the Borough have been identified: SEN support; attendance; and reading, these were presented as follows:

SEN support: The number of EHCPs in Tameside, which had been historically at a low level, was increasing and requests for assessment were continuing to increase. Need was changing and increasing in complexity. There was pressure on places, budgets and resources in the system.

Attendance: Pupil absence, although around the national average, was increasing. For the Borough's most vulnerable pupils, children in need, the level of persistent absence was extremely high. The rate of primary and secondary permanent exclusions both increased in 17/18. The rate of fixed term exclusion had increased year on year overall. Fixed term exclusions had increased year on year in secondary schools.

Reading: Children who could not read well at the end of primary school were less likely to succeed in secondary school and, in adulthood, were likely to earn less than their peers. The challenge in Tameside started in the early years with GLD 6% below national and 7% below national for the reading ELG. Phonics outcomes were 3% below national and KS1 reading attainment was 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 performed particularly poorly in reading in Tameside with disadvantaged boys performing particularly poorly across all phases.

Improvement priorities were then outlined as follows:

School readiness: 66% of pupils achieved a GLD in 2018, the same as 2017. The national average in 2018 had provisionally increased by 1% to 72%.

Boys: Boys in Tameside underperformed boys nationally in EYFS, Phonics, at the end of KS2, and KS4.

Disadvantaged pupils: Almost half of disadvantaged children in Tameside did not reach a good level of development at the end of EYFS and only 46% of disadvantaged boys achieved a GLD. There was 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 was worse than the progress of non-disadvantaged pupils in Tameside and nationally.

Progression to adulthood: NEET in Tameside outperformed the North West region however outcomes for 19+ were behind the North West. The North West outperformed Tameside on all employment measures.

The report and presentation concluded that a plan for each priority was being developed.

Detailed discussion ensued with regard to the content of the presentation, including:

- Increasing numbers of EHCP's (Education, Health and Care Plans) and the increasing complexity of need nationally;
- Increasing rates of persistent absence in the Borough and how this linked to Exclusion rates; and
- Low outcomes in EYFS, school readiness and the possibility of an extensive reading campaign.

16. FORWARD PLAN 2018/19

The Assistant Director, Learning, submitted a Forward Plan, providing an update to the proposal discussed and agreed at the June 2018 meeting of the Board, for a structured approach to the work of the EAIB which addressed the strategic priorities for education and lifelong learning in Tameside.

RESOLVED

That the updated Forward Plan, as detailed in the report, be approved, with the opportunity to make further amendments throughout the course of the year.

17. URGENT ITEMS

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

CHAIR