
Tameside LA – Education and School Improvement Self Assessment

Schools Strategy and Education Priorities

A new “Schools Strategy” (1)

In August 2018 Executive Cabinet agreed the new Tameside Schools Strategy. This strategy outlined **four key functions the LA needed to perform**, *in order to exercise effective leadership and ensure we deliver our legal obligations and oversee improvements in outcomes*:

- School Improvement – with a statutory responsibility for maintained schools, and a systems leadership role in respect of all schools – this function requires data capacity to ensure we know our schools well and school improvement capacity to engage credibly with schools to ensure that they know what needs to improve and to hold them to account for doing so.
- School System Leadership – with a particular focus upon the strategic leadership of each school, this function requires a detailed knowledge of the capacity that lies within each school’s Governing Body and MAT Board where relevant, Headteacher and Senior Leadership Team; and the relationships and influence to be able to broker and shape decisions that lie with individual governing bodies or the RSC.



A new “Schools Strategy” (2)

- Pupil Place Planning – a core duty to ensure sufficient school places which has been under pressure in recent years with a growing child population, and where we need the co-operation of schools in order to accommodate population bulges without ending up with too much capacity.
- Inclusion and SEND – core statutory responsibilities for SEND and vulnerable pupils which can only be effectively delivered within a wider whole systems approach to inclusion, within which children’s needs are identified early, high quality support is available and schools all see it as their responsibility to meet the needs of children with additional needs. There are significant financial pressures already upon the High Needs Block of the Direct Schools Grant, and an effective inclusion strategy will be key to keeping these under control.



A new “Schools Strategy” (3)

The strategy also outlines that the council intends to exert **more assertive and systematic leadership** in order to deliver these key functions.

To do this well we are clear that we **must be a credible, effective and responsive partner for schools and central government and we must have an effective and engaged relationship with all our schools**. Our success is dependent on mutual co-operation.

To this end steps have already been taken to:

- Bring heightened rigour, structure and systematic analysis to our school improvement function
- Use our statutory powers when a school fails to take appropriate action to deliver necessary improvements.

Education Priorities - Two service priorities

- Relationships and partnerships
- Capacity and stability

Education Priorities - four policy priorities

- Reading
- SEN Support
- Attendance
- Progression to adulthood

Most recent outcomes & trends

EYFS GLD

	All			Girls			Boys		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Tameside	63	66	66	72	73	73	54	59	59
National	69	71	71.5	77	78	79	62	64	65

At Early Years Foundation Stage, 66% of pupils achieved a good level of development (GLD) in 2018 – the same as 2017. The figures for both boys and girls achieving a GLD have also remained the same as 2017; 59% of boys achieved a GLD in 2018 and 73% of girls achieved a GLD.

Tameside is 21st out of 23 local authorities in the North West (down from 19th in 2017) and 9th out of 10 local authorities in Greater Manchester (having been 7th in 2017).



Y1 Phonics

	Y1 Phonics WA+	
	2017	2018
Tameside	79%	79%
National	81%	82%

At Y1 Phonics, 79% of pupils were working at the expected standard in Tameside in 2018 – the same as 2017. The national average is 82% and represents a 1% increase on 2017 meaning the gap between Tameside and national has increased from 2% to 3%.

Tameside is 19th out of 23 local authorities in the North West and 9th out of 10 local authorities in Greater Manchester. In 2017 Tameside was also 19th in the North West and was 7th in Greater Manchester for the percentage of pupils achieving the expected standard in phonics - alongside Salford and Manchester.

KS1 Reading

	Reading EXS+	
	2017	2018
Tameside	72%	73%
National	76%	75%

In KS1 reading, 73% of pupils achieved the expected standard in 2018 – an increase of 1% on 2017. The national average is 75% which has decreased by 1% on 2017's figure. This means that the gap between Tameside and national is now 2% having been 4% in 2017.

For reading, Tameside is 11th (alongside eight other LAs) out of 23 local authorities in the North West (compared to 16th in 2017) and 5th out of 10 local authorities in Greater Manchester (compared to 6th in 2017).

KS1 Writing

	Writing EXS+	
	2017	2018
Tameside	65%	67%
National	68%	70%

In KS1 writing, 67% of pupils achieved the expected standard in 2018 – an increase of 2% on 2017. The national average is 70% and the gap between Tameside and national remains at 3%.

For writing, Tameside is 15th (alongside four other LAs and compared to 14th in 2017) out of 23 local authorities in the North West and 6th out of 10 local authorities in Greater Manchester (compared to 8th in 2017).

KS1 Maths

	Maths EXS+	
	2017	2018
Tameside	72%	73%
National	75%	76%

In KS1 maths, 73% of pupils achieved the expected standard in 2018 – an increase of 1% on 2017. The national average for 2018 is 76% and the gap between Tameside and national remains at 3%.

For maths, Tameside is 19h (compared to 16th in 2017) out of 23 local authorities in the North West and 9th out of 10 local authorities in Greater Manchester (compared to 6th in 2017).

KS2 RWM

	EXS+ RWM combined	
	2017	2018
Tameside	60%	64%
National all schools	61%	64%
National state- funded schools	61%	65%

At KS2, 64% of pupils achieved the expected standard in reading, writing and maths combined in 2018 – an increase of 4% on 2017. The national average for all schools is 64% and this has increased by 3%. The national average for state-funded schools has increased by 4% to 65% so Tameside is still a percentage point below this.

Tameside is 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. In addition, Tameside is 6th out of 10 local authorities in Greater Manchester (having been 7th in 2017) on this measure.

When looking at the KS2 results by gender, there has been a 6% increase in the percentage of girls achieving the expected standard in reading, writing and maths combined in the borough: 70% of girls achieved the expected standard compared to 58% of boys (who are up 2% on 2017). In comparison to national averages Tameside girls are above the national average (68%) whilst boys are 3% below their national average of 61%.

KS2 individual subjects

Reading EXS+			
	2016	2017	2018
National	66%	72%	75%
Tameside	68%	70%	73%

There has 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 has also increased by 3% from 72% to 75%. Tameside remains 2% below the national average. Tameside is 15th in the North West and 7th in GM

Writing EXS+			
	2016	2017	2018
National	74%	76%	78%
Tameside	73%	77%	79%

There has 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 has increased in Tameside and nationally by 2%. Tameside remains 1% above the national average. Tameside is 7th in the North West and 4th in GM.

Maths EXS+			
	2016	2017	2018
National	70%	75%	76%
Tameside	70%	74%	76%

There has been a 2% increase in the percentage of pupils who achieved the expected standard in maths; 76% of pupils achieved the expected standard in maths in Tameside compared to 75% in 2017 and 76% nationally. Tameside is 10th in the North West and 6th in GM

KS1-KS2 Progress

	2016				2017				2018			
	Cohort	Reading Progress	Writing Progress	Maths Progress	Cohort	Reading Progress	Writing Progress	Maths Progress	Cohort	Reading Progress	Writing Progress	Maths Progress
National	-	0.0	0.0	0.0	-	0.0	0.0	0.0	-	0.0	0.0	0.0
Tameside	2602	0.0	-0.1	0.2	2745	-0.2	0.3	0.2	2799	0.0	0.3	0.5

In 2018 Tameside's progress score in reading is now at zero having dipped in 2017. Progress in maths has improved to 0.5. Tameside's progress score in writing has remained at 0.3.

For boys and girls:

In reading, -0.6 for boys compared to -0.4 in 2017, 0.6 for girls and a provisional score of -0.4 for boys nationally. The progress score for girls in reading is 0.4.

In writing, -0.6 for boys compared to -0.4 in 2017, 1.2 for girls and a provisional score of -0.8 for boys nationally. The progress score for girls in writing is 0.8.

In maths, 1.1 for boys compared to 1.0 in 2017, -0.1 for girls and a provisional score of 0.7 for boys nationally. The progress score for girls in maths is -0.7.

KS4

School name	Number of pupils on roll at end of KS4		Attainment 8				Progress 8			
	2017	2018	2017	2018	difference +/-		2017	2018	difference +/-	
Tameside	2407	2512	44.8	43.9	-0.9	➡	-0.13	-0.16	-0.03	⬇
National (state-funded sector)	-	-	46.4	46.5	0.1	➡	-0.03	-0.02	-0.01	➡

- The Attainment 8 score for Tameside has declined from 44.8 to 43.9 whereas the national average has remained in line with the 2017 national average. Tameside is 16th in the North West (having been 14th in 2017). and 6th in GM (having been 5th in 2017).
- Progress 8 has declined from -0.13 to -0.16 whereas the national average has remained in line with the 2017 national average. Tameside is 13th in the North West (having been 9th in 2017) and 6th in GM (having been 4th in 2017).

KS4

School name	Number of pupils on roll at end of KS4		% of pupils achieving standard 9-4 passes in E&M				% of pupils achieving strong 9-5 passes in E&M				EBacc APS
	2017	2018	2017	2018	difference +/-		2017	2018	difference +/-		2018
Tameside	2407	2512	62%	62%	0%	→	39%	40%	1%	→	3.7
National (state-funded sector)	-	-	64%	64%	0%	→	43%	43%	0%	→	4.0

- The percentage of pupils who achieved a standard pass (4+) in English and maths in 2018 remained at 62%; the national average remained at 64%. Tameside has remained 12th out of 23 NW local authorities and is 4th in GM having been 5th in 2017.
- The percentage of pupils who achieved a strong pass (5+) in English and maths increased marginally from 39% to 40%. Tameside has remained 10th out of 23 NW local authorities and 3rd in GM.
- The borough's EBacc APS was 3.7 and EBacc entries was at 31.3% - below the national (state-funded) of 38.5%

Analysis and conclusions (1)

- Analysis of school level data that **many schools have done well and some have made significant gains in 2018** (some schools have seen improvements of 25%+ in the proportions of pupils at reading, writing and maths combined at KS2) but **improvement across our schools is inconsistent** and, as a result, the borough has not made significant improvements against national in 2018.
- Overall there is improvement but as it is at the same rate as national, **the gap with national (state-funded schools) is unchanged**. There are however, **significant strengths in schools**. Over 50% of Ofsted reports in Tameside from the 2017/18 academic year comment on good leadership. We have identified that a third of schools demonstrate significant strength in reading at either KS1, KS2 or both.
- In addition to the challenges the borough faces with school readiness, attendance and exclusions, and SEN support, there are three areas in 2018 which have been identified as areas for improvement: reading at every level, disadvantaged pupils in the borough and boys in the borough.

Analysis and conclusions (2)

- In reading at KS2, the progress score in reading has improved to national average (0) but Tameside is still below average for the percentage of pupils achieving the expected standard in reading.
- In addition, reading has been consistently below national averages at KS1 and EYFS, the local authority's phonics scores have also been consistently below national and, in the secondary sector, there has been little improvement in the proportion of pupils achieving a standard or strong pass in English.
- For disadvantaged pupils at KS2 (of which there are over 1000 pupils out of the borough's 2800 cohort), only 50% of disadvantaged pupils in Tameside achieved the expected standard in reading, writing and maths combined. Whilst this is an increase of 3% on the figure for 2017, it still leaves 50% of disadvantaged pupils not working at the expected standard in these subjects.
- Underperformance of disadvantaged pupils is not something that is limited to KS2, it is also a feature at EYFS, KS1 and KS4.



Analysis and conclusions (3)

- There are significant gaps in literacy in KS1 and KS2 between boys and girls, with big gaps in terms of the amount of progress being made in reading and writing between KS1 and KS2 also.
- Boys are consistently below national for attainment of the expected standard at both KS1 and KS2. At KS2, only 58% of boys achieved the expected standard in each subject compared to 70% of girls in the borough and 61% of boys nationally. At KS1 and KS2, the results for boys in each subject have only slightly improved (approx. 1% in each subject).
- The proportions of pupils achieving English and maths at KS4 has remained similar to the previous year.
- The Progress 8 and Attainment 8 scores for Tameside have both declined in 2017/18. Boys and disadvantaged pupils have had a big impact on this.



Improving Reading in Tameside – Policy Priority 1

The Reading Problem in Tameside (1)

- Low outcomes in EYFS 34% not school ready. GLD 6% below national, reading ELG 7% below.
- Phonics outcomes 3% below national. Phonics is one of the 'Big Five' crucial components for effective teaching of reading.
- KS1 attainment low in reading, especially at Greater Depth, boys a particular concern.
- KS2 Expected Standard catching up with national, % at Higher Standard well below national. Boys continue to cause concern with attainment well below boys nationally and progress poor and worsening in 2018.

The Reading Problem in Tameside (2)

- QLA shows that children in underperforming schools are well below the scores nationally for explaining the meaning of words, inference and summarising.
- Disadvantaged reading outcomes are broadly in line with disadvantaged children nationally and progress has improved. However, disadvantaged boys fell further behind and made poorer progress than in 2017.
- 30% of Tameside inspection reports 2017/18 highlight reading in the key recommendations.

What is creating underperformance?

- Under-developed early language skills.
- Below national phonics outcomes.
- Poor vocabulary.
- Under-developed verbal reasoning skills, such as inference.
- Poor progress for boys especially disadvantaged boys.

What are the most effective areas of focus?

- Early Language development in EYFS.
- Improving reading pedagogy
 - Develop explicit teaching of vocabulary and reading strategies reflected in DfE content domains
 - Explicitly building on children's context and prior experience
 - Phonics
- Fluency – getting children reading
 - Reading Volunteers

Ofsted Inspection Judgements

Ofsted – primary schools

There are 76 primary schools in Tameside. Only 2 do not have an inspection judgement attached to them. 1 of these is a sponsored academy and was judged as good prior to conversion.

87% of pupils are in good or outstanding primary schools in Tameside. This is down slightly from 93% at the end of 16/17. 89% of primary schools are good or outstanding.

There are 8 primary schools in the local authority who are graded as requires improvement:

- Greenfield Primary School and Early Years Centre
- Manchester Road Primary Academy
- Waterloo Primary School (Academy)
- Canon Johnson CofE Primary School
- St Stephen's RC Primary School
- St John Fisher RC Primary School, Denton
- Silver Springs Primary Academy
- Holden Clough Community Primary School

There are 5 outstanding primary schools:

- Millbrook Primary School
- St Peter's Catholic Primary School
- Canon Burrows CofE Primary School
- St Mary's RC Primary School
- St Christopher's RC Primary School



Ofsted – secondary schools

There are now 16 secondary schools in Tameside: 9 academies, 6 LA maintained schools and 1 free school.

2 schools do not yet have inspection judgements attached to them (Rayner Stephens High School – a sponsored academy which was inadequate prior to academy conversion, and Laurus Ryecroft School – a free school)

72% of pupils are in good or outstanding secondary schools in Tameside. This is up from 55% at the end of 16/17. The percentage of good or outstanding schools in Tameside is 73%.

There is one schools requiring improvement and 2 schools which are inadequate:

- Copley Academy - Inadequate
- Great Academy Ashton - Inadequate
- Hyde Community College – RI

Copley Academy and Great Academy Ashton are part of the same MAT – Great Academies Education Trust.

We now have 3 outstanding schools:

- St Damian's RC Science College
- Mossley Hollins High School
- Fairfield High School for Girls

Ofsted – special schools and PRU

There are 5 special schools in Tameside of which 1 is an academy.

2 special schools are outstanding:

- Hawthorns School
- Cromwell High School

2 special schools are good:

- Oakdale School
- Thomas Ashton School

The remaining school, Samuel Laycock School, is requires improvement.

The Tameside Pupil Referral Services is also requires improvement.



Performance of specific groups

Boys' Attainment

The Tameside experience for boys

↓ → ↑ Denotes direction since 2017

EYFS

59% of boys in Tameside achieved a GLD → compared to 65% of boys nationally and 73% of girls in the borough.

Phonics

76% of boys in Tameside were working at the expected standard ↓ compared to 79% of boys nationally and 83% ↑ of girls in the borough.

The Tameside Experience For Boys

↑ ↓ → Denotes direction since 2017

KS2

In reading, 68% (↑) of boys in Tameside were working at the expected standard compared to 72% nationally and 79% of girls.

In writing, 72% (→) of boys in Tameside were working at the expected standard compared to 73% of boys nationally and 86% of girls.

In maths, 74% (↑) of boys in Tameside were working at the expected standard compared to 76% of boys nationally and 77% of girls.

Progress scores for boys vs girls in Tameside are as follows:

In reading -0.6 (↓) for boys compared to -0.4 in 2017, 0.6 for girls and a provisional score of -0.4 for boys nationally.

In writing, -0.6 (↓) for boys compared to -0.4 in 2017, 1.2 for girls and a provisional score of -0.8 for boys nationally.

In maths, 1.1 (↑) for boys compared to 1.0 in 2017, -0.1 for girls and a provisional score of 0.7 for boys nationally. **NB Here boys do better than girls.**

The Tameside Experience For Boys – KS4

The Progress 8 score for boys in Tameside declined from -0.3 to -0.42 .(↓)

The national average for Progress 8 is -0.25 which is in line with the previous year's figure of -0.24. The gap between Tameside boys and boys nationally is now 0.17 having been 0.06 in 2017. In contrast, the Progress 8 score of girls has increased from 0.03 to 0.11 (compared to 0.22 nationally) and the gap between girls in Tameside and girls nationally is now 0.11 having been 0.17 in 2017)

The Attainment 8 score for boys has declined from 42.7 in 2017 to 41 in 2018.(↓)

whereas the national average is 43.7 – in line with the 2017 figure of 43.6. The gap between Tameside boys and boys nationally for Attainment 8 is now 2.6 having been 1.0 in 2017. Attainment 8 for girls remained at 46.9 which was 2.3 below the national of 49.2.

The proportion of boys achieving standard and strong passes in English and maths at KS4 has remained similar to 2017:

- 59% of boys (↑) achieved a standard pass in English and maths compared to 60% of boys nationally (the same as 2017) and 58% of boys in Tameside in 2017. The percentage of girls achieving a standard pass in E&M was 65%.
- 37% of boys (↑) achieved a strong pass in English and maths compared to 40% of boys nationally (the same as 2017) and 36% of boys in Tameside in 2017. The percentage of girls achieving a standard pass in E&M was 44%.

KS4 performance of boys in NW region

Tameside was 16th out of 23 NW LAs (down from 13th) for Attainment 8 and 6th in GM (down from 5th in 2017)

For both standard and strong passes in English and maths, Tameside was 11th in NW and 4th in GM. In 2017 Tameside was ranked 10th in NW for strong passes in English and maths and 3rd in GM, and for standard passes in English and maths Tameside was 13th in NW and 5th in GM.

Tameside was 13th for Progress 8 in the North West (down from 8th) and 6th in GM (down from 4th).

For EBacc APS, Tameside was 17th in the North West and 6th in GM.

What does the data about boys tell us?

- Big gaps in literacy outcomes between boys and girls in KS1 and KS2.
- Big gaps in the amount of progress being made in reading and writing between KS1 and KS2.
- Boys in Tameside are below boys nationally for EXS+ in each of reading, writing and maths at KS1 by 5%.
- In reading at KS2 boys are 5% below national for EXS+
- Disadvantaged boys writing outcomes at KS2 have fallen and they are making poorer progress than in 2017

Disadvantaged Pupils

The Tameside experience for disadvantaged EYFS pupils

EYFS	Tameside disadvantaged 2017	National non-disadvantaged 2017	2017 PP gap in Tameside	Tameside disadvantaged 2018	National disadvantaged 2018	National non-disadvantaged 2018	2018 PP gap in Tameside
GLD	53%	73%	20%	53%	-	-	-

Of the 430 EYFS disadvantaged pupils:

- 53% achieved a good level of development (GLD) – the same as 2017
- 47% of pupils did not achieve GLD (almost half of this disadvantaged group)

Broken down by gender:

- Of 220 boys, 46% achieved a GLD (45% in 2017) More did not achieve a GLD.
- Of 210 girls, 61% of them achieved a GLD (60% in 2017)
- 81 did not achieve a GLD.
- The gender gap for disadvantaged boys achieving GLD and being considered 'school ready' is 15%

The Tameside Experience for Disadvantaged KS1 Pupils

	Tameside disadvantaged 2017	National non-disadvantaged 2017	2017 PP gap in Tameside	Tameside disadvantaged 2018	National disadvantaged 2018	National non-disadvantaged 2018	2018 PP gap in Tameside
Reading EXS+	61%	79%	18%	62%	62.50%	79%	17%
Writing EXS+	52%	72%	20%	56%	55%	74%	18%
Maths EXS+	60%	79%	19%	63%	63%	80%	17%

Of the 787 disadvantaged pupils in KS1:

In **reading**, 62% (488) were working at the expected standard –in line with national (**299 were not**). The provisional gap between disadvantaged pupils in Tameside and non-disadvantaged pupils nationally is a slightly narrowed 17%.

In **writing**, 56% (441) were working at the expected standard (**346 were not**). The provisional gap for writing in 2018 is a slightly narrowed 18%.

In **maths**, 63% (496) were working at the expected standard (**291 were not**). The provisional gap for maths in 2018 is a slightly narrowed 17%.

KS1 disadvantaged reviewed by gender

In reading: 55% of boys were working at the expected standard
70% of girls were working at the expected standard

In writing: 45% of boys were working at the expected standard
66% of girls were working at the expected standard

In maths: 60% of boys were working at the expected standard
67% of girls were working at the expected standard

The Tameside experience for disadvantaged KS2 pupils

Of the 1033 disadvantaged pupils in KS2:

In **reading**, 63% were working at the expected standard compared nationally to 64% of disadvantaged pupils and **80%** of non-disadvantaged pupils. The gap in 2018 has remained 17%.

In **writing**, 68% were working at the expected standard compared nationally to 67% of disadvantaged pupils and 83% of non-disadvantaged pupils. The gap in 2018 has increased slightly to 15%.

In **maths**, 65% were working at the expected standard compared nationally to 64% of disadvantaged pupils and 81% of non-disadvantaged pupils nationally.
The gap in 2018 has remained the same for maths.

In **reading, writing and maths combined**, 50% were working at the expected standard compared to 47% in 2017 and 70% of non-disadvantaged pupils nationally. The gap between disadvantaged pupils and other pupils nationally remained at 20%.

Average progress scores for disadvantaged pupils were:

- -0.46 in reading compared to 0.3 for other pupils nationally.
- -0.20 in writing compared to 0.2 for other pupils nationally.
- -0.10 in maths compared to 0.3 for other pupils nationally.

The Tameside experience for disadvantaged KS4 pupils 2018

Of the 860 disadvantaged pupils, 23.5% achieved a **strong** pass in English and maths compared to 50% of other pupils nationally and 24.7% of disadvantaged pupils nationally.

The **progress score** of disadvantaged pupils was -0.5, in line with the 2017 figure. Non-disadvantaged pupils nationally had a progress score of 0.13 meaning there is a gap of 0.63 between disadvantaged pupils in Tameside and other pupils nationally.

The progress score for non-disadvantaged pupils in Tameside is 0 (up from -0.08).

3 schools in the borough have a positive progress score for this group with disadvantaged pupils in 2 schools making **more** progress than non-disadvantaged pupils nationally.

Higher ability pupils

Higher ability pupils – KS2

96% of Tameside's higher ability pupils at KS2 achieved the expected standard compared to 95% nationally, with 25% achieving the higher standard in Tameside compared to 28% nationally meaning Tameside's higher ability pupils are 4% below their peers nationally. This is down to the attainment of higher ability pupils in reading and writing.

	RWM combined		Reading		Writing		Maths	
	EXS+	High	EXS+	High	EXS+	GDS	EXS+	High
National HAPS	95%	28%	98%	58%	99%	50%	98%	54%
Tameside HAPS	96%	24%	98%	55%	99%	46%	98%	55%



Higher ability pupils – KS2

	RWM combined		Reading		Writing		Maths	
	EXS+	High	EXS+	High	EXS+	GDS	EXS+	High
National HAP Girls	96%	30%	99%	63%	100%	58%	97%	48%
Tameside HAP Girls	97%	28%	99%	63%	100%	58%	98%	48%
	RWM combined		Reading		Writing		Maths	
	EXS+	High	EXS+	High	EXS+	GDS	EXS+	High
National HAP Boys	94%	25%	97%	52%	98%	41%	98%	61%
Tameside HAP Boys	95%	19%	97%	47%	98%	33%	99%	64%

When breaking HAPs down by gender there are big gaps between high ability boys in Tameside and high ability boys nationally in reading and writing, whereas girls are in line with national averages.

In reading and writing, HAP progress in Tameside is -0.1 in reading and -0.1 in writing. When looking at the progress of HAP boys in these subjects, the scores are -1.1 in reading and -1.5 in writing

Higher ability pupils – KS4

The Progress 8 score of higher ability pupils at KS4 in 2018 was -0.18 (down from -0.10) compared to 0.01 nationally.

When broken down by gender, higher ability girls had a Progress 8 score of 0.10 compared to 0.24 for girls nationally and higher ability boys had a Progress 8 score of -0.45 compared to -0.21 nationally.

SEN Support – Policy priority 2

The challenge (in Tameside)

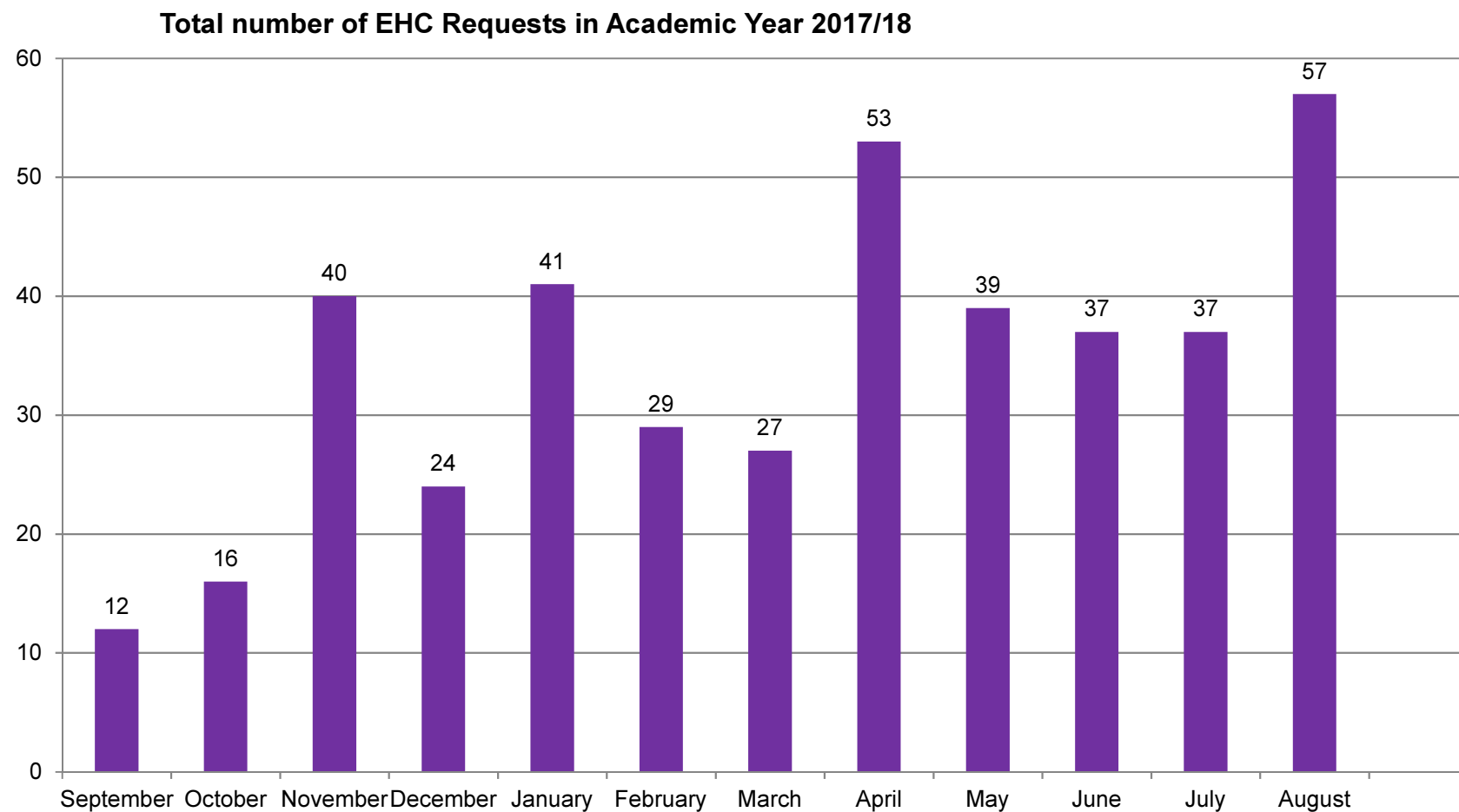
- Increasing numbers of EHCPs (historically a low level)
- Increasing complexity of need and changing need
- Pressure on places, budgets and resources

Number of children whom the LA maintains a Statement of SEN or an EHC plan – academic year			
2014/15	2015/16	2016/17	2017/18
662	699	828	977

% of Pupils in Tameside schools with Statement of (SEN) or (EHC) Plans – January 2018*				
	2014/15	2015/16	2016/17	2017/18
Tameside	1.7	1.7	1.6	1.8
Statistical Neighbours	2.58	2.62	2.66	2.83
North West	2.9	2.8	2.9	3
England	2.8	2.8	2.8	2.9

*Figures do not include Tameside learners educated out of borough or learners who are above school age

Requests for Statutory Assessment are continuing to rise



- High quality SEN Support will:
 - Ensure need is identified at the earliest possible opportunity
 - Ensure the swiftest possible action is taken to meet need
 - Improve outcomes for children and young people
 - Enable more positive experiences for parents
 - Reduce the need for statutory assessment

SEN outcomes

EYFS:

- 22% of SEN support pupils (cohort of 236) in Tameside achieved a good level of development in 2018. This is an **improvement of 9%** on 2017. The national was 28%

Y1 Phonics:

- 39% of SEN support pupils (cohort of 314) in Tameside were working at the expected standard – an **increase of 4%** on 2017. The national was 48%.
- 29% of SEN EHC pupils (cohort of 28) in Tameside were working at the expected standard in phonics. This is **up from 11% in 2018**. The 2017 national was 19%.

SEN outcomes continued – KS1

KS1: SEN support cohort – 364, SEN EHC/S cohort – Less than 100

Reading:

- 26% of SEN support pupils achieved the expected standard compared to 21% in 2017 and 33% nationally.
- 5% of SEN EHC/S pupils achieved the expected standard compared to 8% in 2017 and 13% nationally.

Writing:

- 18% of SEN support pupils achieved the expected standard compared to 15% in 2017 and 25% nationally.
- 2.5% of SEN EHC/S pupils achieved the expected standard compared to 6% in 2017 and 9% nationally.

Maths:

- 29% of SEN support pupils achieved the expected standard compared to 24% in 2017 and 36% nationally.
- 2.5% of SEN EHC/S pupils achieved the expected standard compared to 8% in 2017 and 13% nationally.

SEN outcomes continued – KS2

KS2 – cohort of 388 SEN support, cohort less than 100

RWM combined:

- 18% of SEN support pupils achieved the expected standard in RWM combined compared to 16% in 2017 and 24%.
- 3% of SEN EHC/S pupils achieved the expected standard in RWM combined compared to 6% in 2017 and 6% nationally.

KS2 progress:

Reading:

- SEN Support pupils had a progress score of -0.8 compared to -0.9 in 2017. SEN EHC pupils had a progress score of -2.6 compared to -2.0 in 2017.

Writing:

- SEN Support pupils had progress score of -1.0 compared to -2.3. SEN EHC pupils had a progress score of -2.8 compared to -2.3 in 2017.

Maths:

- SEN Support pupils had progress score of -0.1 compared to -1.0 in 2017. SEN EHC pupils had a progress score of -2.7 compared to -3.2 in 2017.

SEN outcomes continued – KS4

Indicator	Cohort	2017	2018	2018 national
Progress 8 SEN support	226	-0.45	-0.58	-0.44
Progress 8 SEN with a SEN EHCP	64	-0.93	-0.92	-1.08
Attainment 8 Score - pupils with SEN support	234	29.9	29.9	32
Attainment 8 Score - pupils with a EHCP	67	14.9	12.2	13.4
KS4 - % 9-5 E&M - SEN EHCP	67	10%	9%	5.2%
KS4 - % 9-5 E&M - SEN Support	234	15%	15%	14%
KS4 - % 9-4 E&M - SEN EHCP	67	14%	14%	10%
KS4 - % 9-4 E&M - SEN Support	234	28%	29%	31%

When comparing SEN support pupils in the borough to SEN support pupils nationally, the borough's Progress 8 figure is below national having been in line in 2017. SEN pupils with an education, health and care plan or a statement of SEN (SEN EHC/S) made slightly more progress at the end of KS4 than SEN EHC/S pupils nationally.

In terms of attainment, SEN support pupils are in line with their national average on each headline measure. SEN EHC/S pupils were, however, slightly above SEN EHC/S pupils nationally on each measure.

Tameside's SEN support Progress 8 score in 2017 was joint 8th in the North West and joint 4th (with Bury) in Greater Manchester.

The borough's SEN EHC/S Progress 8 figure in 2017 was 3rd in the North West (with only Bury and Cumbria placed higher) and 2nd in GM.

Virtual School

Virtual School summary of impact 2017-18

- In 2017/18, progress in Key Stage 2 reading and maths has increased
- In 2017/18 whilst Attainment 8 decreased slightly it was still 2.2% above LAC National
- In 2017/18 LAC pupils outperformed national average for LAC pupils achieving a standard pass in English and maths (19% compared to 18% nationally)
- In 2017/18 74% of LAC pupils achieved a pass in any GCSE subject.
- There are significantly increased PEP completion rates

2017/18			2018/19
Term 1	Term 2	Term 3	Term 1
68.5%	91.6%	96.2%	97.2%

- Introduced an SEND triage system to quickly identify and appropriately support LAC pupils if necessary
- Had no permanent exclusions of LAC pupils
- Developed partnership with Tutor Trust and The Right Angle following successful DfE bid to combine additional tuition with counselling to improve educational outcomes

Virtual School Priorities for 2018-19

- Ensuring PEPs are of good quality to inform the progress of LAC pupils
- Reducing levels of persistent absence for our LAC pupils
- Reducing levels of fixed term exclusions for our LAC pupils
- To develop better transitions from Year 6 to Year 7
- Ensure SEND needs are identified and addressed at the earliest opportunity
- Working with the School Improvement Team and schools to increase attainment in Key Stage 1 through participating in the Tameside Loves Reading initiative as a distinct target group
- Developing a Virtual College for our post 16 learners to encourage increased participation in further and higher education
- Reduce levels of NEET by working with Positive Steps to ensure Key Stage 4 LAC are on appropriate pathways and receiving correct guidance for post 16 opportunities

Pupil attendance – Policy priority 3

Pupil absence

- Pupil absence, though around the national average, **is increasing in Tameside**. In 2016/17 Tameside had an absence rate of 4.7% having been 4.6% in the previous year.
- The percentage of pupils persistently absent, though again around national, is increasing year on year, with the overall persistent absence figure for the borough being 10.4% in 2016/17 (up from 9.8%).
- In terms of our most vulnerable pupils, **persistent absence amongst Children in Need is extremely high**. The PA rate for CIN is 39.50% which is well above the national average of 31.50%

Persistent absence - all schools

State Funded Total persistent absence rates (New definition)

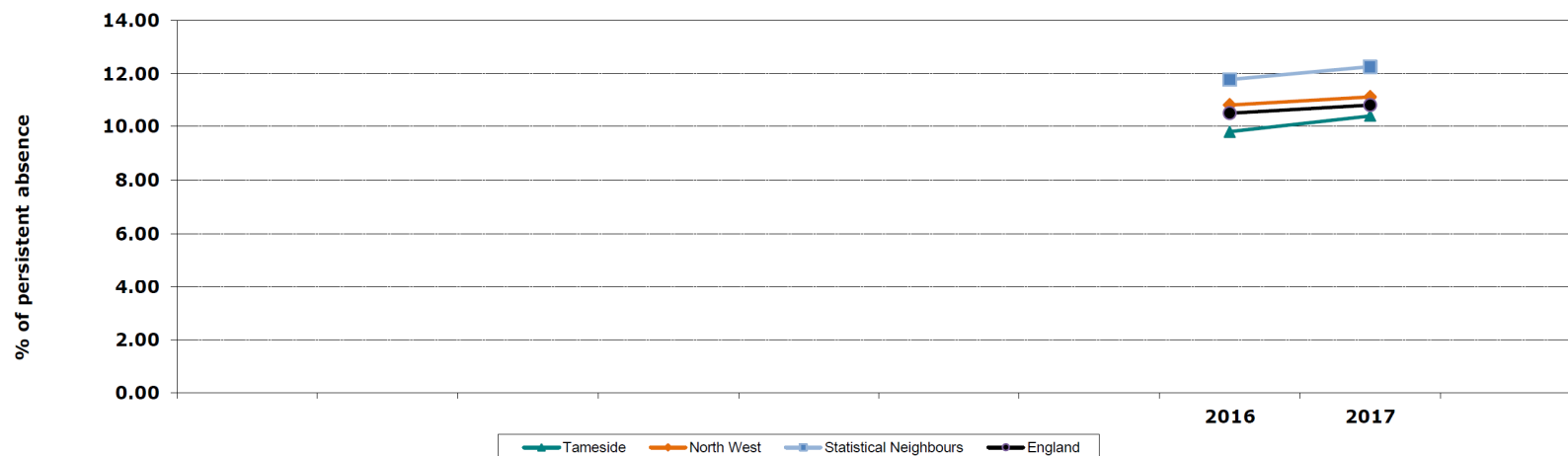
Local Authority, Region and England

		-	-	-	-	-	-	-	2016	2017	-	Change from previous year
357	Tameside	-	-	-	-	-	-	-	9.80	10.40	-	0.60
981	North West	-	-	-	-	-	-	-	10.80	11.10	-	0.30
	Statistical Neighbours	-	-	-	-	-	-	-	11.79	12.26	-	0.47
970	England	-	-	-	-	-	-	-	10.50	10.80	-	0.30

Quartile bands

		Trend	Change from previous year	Latest National Rank	Quartile Banding	Up to and including	Up to and including	Up to and including	Up to and including
357	Tameside	↑	0.60	62	B	9.78	10.70	11.70	16.40

State Funded Total persistent absence rates (New definition)



A different story for our vulnerable pupils

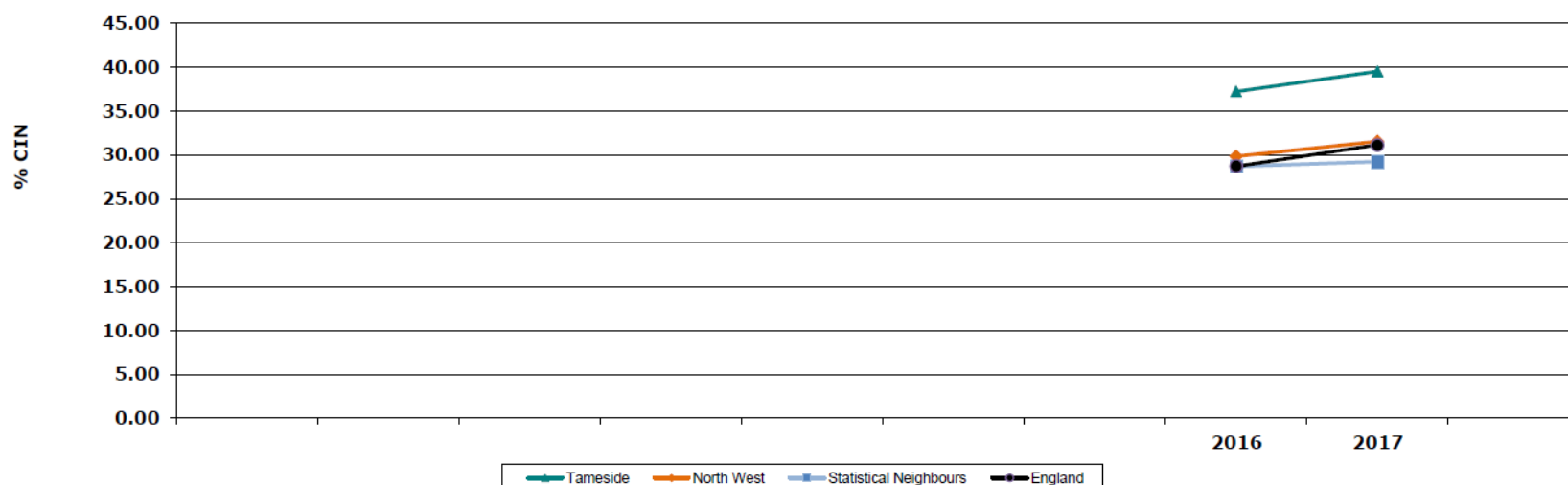
% of Children in Need subject to a Child Protection Plan who are persistent absentees 3 Terms

Local Authority, Region and England

		-	-	-	-	-	-	2016	2017	-	Change from previous year
357	Tameside	-	-	-	-	-	-	37.20	39.50	-	2.30
981	North West	-	-	-	-	-	-	29.80	31.50	-	1.70
	Statistical Neighbours	-	-	-	-	-	-	28.67	29.18	-	0.51
970	England	-	-	-	-	-	-	28.70	31.10	-	2.40

						Quartile bands			
		Trend	Change from previous	Latest National Rank	Quartile Banding	Up to and including	Up to and including	Up to and including	Up to and including
357	Tameside	↑	2.30	144	D	27.50	30.60	34.30	45.70

% of Children in Need subject to a Child Protection Plan who are persistent absentees 3 Terms



Exclusions

- There were 100 permanent exclusions in the 17/18 academic year.
- The rate of primary and secondary permanent exclusions both increased in 17/18.
- Provisionally, the rate of fixed term exclusion has increased year on year overall. Fixed term exclusions have increased year on year in secondary schools.

Progression to Adulthood – Policy priority 4

Participation

PARTICIPATION

- NEET and Unknown for 16 and 17 year olds is 5.2% in Tameside (2018) *improved and better than England 6.0%*
- Participation of 16-17 year olds is 92.4% in Tameside (2018) *improved and better than England 92.0*
- SEND in EET 16-17 years old 85.9% in Tameside (2018) *better than North West 85.1% worse than England 88.5%*
- SEND NEET 16-17 years old 8.8% in Tameside (2018) *better than North West 11.7% and England 9.6%*
- September Guarantee 98.2% in Tameside (2018) *improved and better than England 94.7%*

KEY ACTIONS

- Juniper Training (Ofsted Grade 2 provider) identified and supported to begin delivery of study programmes in Tameside removing a gap in provision

Skills

OUTCOMES

- 15,100 (10.9%) Tameside Adults have no qualification *Worse than North West 9%*
- 36,200 (26.2) Tameside Adults have NVQ4 and above (degree) *Worse than NW 34.%%*
- +0.4 increase in Apprenticeships for 16/17 year olds at 4.7% *worse than England 5.9%*
- 19 year olds achieving level 3 53.6% in Tameside *worse than England average 57.5%*
- 19 year olds achieving GCSE 9-4 who had not achieved this level by 16 23.9% in Tameside *worse than England 25.8% though increased from last year 23.4%*
- Vocational level 3 average point score for both Tech (34.19) and Applied General (38.62) in Tameside in 2017 *better than England averages*

KEY ACTIONS

- Tameside College and Adult Community Education judged Grade '2' provision following Ofsted inspections in 2018

2018 A level results

	Students completing their main study programme - 2017 only	Average result		Point score		Achieving AAB or higher in at least 2 facilitating subjects		Grade and points for a student's best 3 A levels	
		2017	2018	2017	2018	2017	2018	2017	2018
Tameside	92.70%	C	C	29.89	29.9	8.6%	6.9%	B- 35.89	C 30.04
England - state-funded schools	95.30%	C	C+	31.14	31.84	14.3%	13.4%	C+ 34.09	C+ 32.19

The average grade for students in Tameside was a grade C compared to a C+ nationally. The average point score was also slightly below national.

The percentage of students achieving AAB or higher in at least 2 facilitating subjects is below national, and there has been a decline on the grade and points for the best 3 A levels measures between 2017 and 2018. Tameside's average grade is now a C, having been B- in 2017, whereas nationally it has remained a C+.

Employment

- 105,800 residents in employment 76.6% *NW 76.7%*
- 8100 children in Workless households (19%) *NW 12.6%*
- 955 (5.5%) 18 to 24 year olds unemployed *NW 3.9%*
- 11,900 (8.5%) adults out of work on ill health benefits (ESA) *NW 7.8%*
- Average Weekly Pay Tameside £479, *NW £514*

Tameside Employment Fund (TEF)

Targeted council funded employment support for young adults

- *Business Grant for Employers* – £1,500 to support local Small to Medium Enterprises (SMEs) to create apprenticeships for Tameside residents aged 16-24 years old and jobs at the Living Wage. This grant commenced May 2015.
- *Trade Grant* – Up to £1,000 for Tameside resident apprentices or self-employed trades person(s) aged 16-24 years old to purchase tools of the trade. This scheme commenced August 2015.
- *Tameside Youth Employment Scheme (Tameside YES)* – A maximum of 6 months' salary reimbursement to employers, which create opportunities for Tameside resident young people aged 16-24 years old and not in employment, education or training. This grant commenced December 2015.

In December 2018 Tameside Council committed to extend the TEF for a further 2 years to April 2020, providing further support for young people and local enterprise

TEF Success Outcomes

SCHEME/ GRANT	STARTS/ AWARDED	REMAIN IN EMPLOYMENT	APPRENTICESHIPS CREATED/ SUPPORTED	16-18/ 19-24	FEMALE/ MALE
Business Grant	144	92%	139	91 (63%) /53 (37%)	62 (43%) /82 (57%)
Trade Grant	108	94%	105	42 (39%)/66 (61%)	1 (0.9%)/ 107 (99%)
Youth Employment Scheme	116	56%	29	40 (34%) /76 (66%)	42 (36%) /74 (64%)
Total of all Grants/ Schemes	368	81%^{ave.}	273 (74%)	173 (47%)/ 195 (53%)	105 (29%) /263 (71%)

Academies

Tameside's current profile of secondary academies

Majority of secondary schools are now academies – 9 out of 16

2 are part of the Great Academies Education Trust (4 schools in all, 3 in Tameside)

- Great Academy Ashton (Inadequate)
- Copley Academy (Requires Improvement)

2 make up the Aspire Plus MAT

- Longdendale High School (Good)
- Rayner Stephens High School (Yet to be inspected)

3 are standalone converter academies

- West Hill School (Good)
- Fairfield High School for Girls (Outstanding)
- Audenshaw School (Good)

2 are standalone sponsored academies

- Droylsden Academy (Good)
- All Saints Catholic College (Good)

Tameside now has a free school – Laurus Ryecroft – which opened in September 2018 and is sponsored by the Laurus Trust.

There are no current proposals for further academisation at this time.



Tameside's current profile of primary academies

Minority of primary schools are academies – 25 out of 76

9 are part of the Enquire Learning Trust (23 schools in all; based in Wakefield):

- Flowery Field Primary School (Good)
- Endeavour Primary Academy (Good)
- Manchester Road Primary Academy (Requires Improvement)
- Bradley Green Primary Academy (Good)
- Dowson Primary Academy (Good)
- Godley Community Primary Academy (Good)
- Moorside Primary Academy (Good)
- Oakfield Primary Academy and MLD provision (Good)
- Linden Road Primary Academy (Good)

5 make up the Victorious Academies Trust

- Inspire Academy (Good)
- Discovery Academy (Yet to be inspected)
- Poplar Street Primary School (Good)
- Greenfield Primary School
- Yewtree Primary School

Tameside's current profile of primary academies - continued

2 schools have joined the Forward as One Multi Academy Trust

- Parochial Church of England Primary School (Good)
- Canon Johnson Church of England Primary School (RI)

1 school is the inaugural school to join the Wesley Methodist Trust
Rosehill Primary School

4 are the sole Tameside school in MATs based elsewhere:

- Oasis Academy Broadoak (Oasis MAT - 41 schools in total across the country) (Good)
- Manor Green Primary Academy (Focus MAT – 14 other schools across the NW) (Good)
- Waterloo Primary School (Prestolee MAT – 3 other schools all in Manchester) (RI)
- St Pauls C of E Primary Academy (Chester Diocese MAT – 3 other schools all in Cheshire) (Yet to be inspected – Good prior to being a sponsored academy)

Silver Springs Primary School is part of the secondary led Great Academies Education Trust (Good)

Trend is one of steady further academisation in the primary sector with 14 Primary Schools known to be actively planning to academise:

- 2 PFI schools considering the Victorious Academies Trust (including 2 PFI schools)
- 2 schools considering joining the Forward As One C of E MAT (with 3 schools in Bolton)
- 4 considering non-Tameside based MATs
- 1 unclear which MAT

2 are standalone converter academies

- Ashton West End Primary Academy (Good)
- Denton West End Primary School (Good)