

## **EDUCATION ATTAINMENT IMPROVEMENT BOARD**

**29 March 2016**

**Commenced: 3.30pm**

**Terminated: 5.30pm**

**Present:**

**Councillor L Travis (Chair)**

**Councillors JM Fitzpatrick, Peet, Reynolds and Robinson and Alison Hampson**

**Apologies for Absence: Councillors Bell and K Quinn and Paul Jacques**

### **30. DECLARATIONS OF INTEREST**

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

### **31. MINUTES**

The Minutes of the Education Attainment Improvement Board held on 26 January 2016 were approved as a correct record.

### **32. PRESENTATION BY DEBORAH MASON, PRINCIPAL, SILVER SPRINGS ACADEMY**

The Chair welcomed Deborah Mason, Principal, Silver Springs Academy, and her colleague Rachel McHugh who gave a presentation on innovative work undertaken in the community on child readiness. In terms of the context of the presentation, Deborah Mason began by making reference to the scale of the problem and a statement in the Ofsted in April 2014 that:

*"The vast majority of children enter the Early Years Foundation Stage with levels of development well below those which are typical, especially in personal and social skills and those related to communication, language and literacy and mathematical understanding. A small proportion of children enter the school working at the level of development expected for children aged between birth and 11 months."*

The school's action plan was detailed, which included a focus on speech and language and parental engagement which was seen as a critically important part of the process. The school could not expect to do this alone, and for children whose needs and circumstance made them more vulnerable, a coordinated multi-disciplinary approach was usually best, working closely with the child and family to ensure that they received all the support they required. Case studies of how this approach had worked in practice were detailed and future developments were highlighted as follows:

- More speech and language work;
- Establish Parent Pathways;
- Enhanced staffing;
- Premium two year old provision;
- Tracking progress from 2 to 5 years; and
- Even earlier identification of SEN and intervention.

In conclusion, the Principal stated the school wanted to ensure that children were equipped with the social and cognitive skills they required to start school. This included things such as

enthusiasm, curiosity and self-esteem and providing a smooth transition into a learning environment supportive of continued development.

The Chair and Members of the Board commented favourably on the work of the staff team and strategies in place at the school and pleased to learn that their commitment was already achieving positive results for pupils and their families.

## **RESOLVED**

**That the presentation be noted and Deborah Mason, Principal of Silver Springs Academy and her colleague Rachel McHugh, thanked for taking the time to address the Board.**

### **33. SCHOOL ORGANISATION AND PLANNING**

Consideration was given to a report of the Head of Access and Inclusion outlining the way that the Council meets its statutory duty to secure sufficient school places in the Borough and discussed the factors taken into consideration when planning school places. The report also considered the issues that primary school had faced and the predicted increase in demand for places that would start to flow into secondary schools from September 2017.

School place planning is a complex process, taking into account a wide range of factors. The main factors affecting demand for school places were birth rates, in year movement within and without the borough, cross border travel of pupils into schools in other local authorities and equally pupils travelling to schools in Tameside from other boroughs, housing developments and availability of social housing and parental preference.

In common with many areas of the country, Tameside had experienced a surge in births over recent years and the birth rate rising from a low of 2,409 in 2002 to a recent high of 3,069 in 2010, a 27% increase. In 2014, this had dropped back to 2,854. Birth rates form the basis for any school place planning model.

The Council's School Admissions Team deal with approximately 3,000 transfer movements every year. Around 2,000 are primary movements and 1,000 are secondary movements and this was common with most areas of the country where house moves were the commonest reason for moving schools. Statistics presented in the report showed pupil numbers in each primary year group from 2004 onwards and it was noted that the number of children in Tameside primary schools had increased steadily over the years in line with the increase in the birth rate.

With regard to the availability of places, since September 2009, the Council had proactively increased the number of places available in primary schools and for September 2015, there were 3160 places available, a 15% increase since its low in 2009. This included two new primary academies in Ashton and Hyde and as the birth rate appeared to have stabilised over the last three years, there was no immediate pressure to further increase places in the primary phase in the future. Data showing where places had increased across the borough over the last 10 years was detailed.

It was recognised that the focus of increasing places now needed to be on the secondary phase. With 2732 places available from September 2017 in each year 7 group, it was explained that up to 458 new places needed to be created over the next few years to ensure that all Tameside pupils had access to a secondary school place in the borough. This year had seen discussions with a number of secondary head teachers in the borough to increase places at schools for 2017 onwards. Some places could be created without significant capital investment, whereas others would require investment to remodel. A rolling programme is being developed to begin increasing places in the secondary sector.

In common with increases in the population of primary schools, Tameside's primary special schools were also seeing an increase in demand, particularly in Key Stage 1. Additional classes

had already been created at Oakdale and Hawthorns Academy and both schools had restricted sites and more innovative plans would need to be considered. The Council had successfully bid for funding from the Targeted Basic Need pot and been allocated £1.7m to create 60 places at Samuel Laycock School from September 2015. The additional places would hopefully attract future pupils to stay in the borough and attend a local school that could meet their needs.

In terms of next steps, demographic changes continued to place considerable pressure upon school place planning. This change was being driven by a sharp increase in the number of births since 2001, the continued impact of international migration, plus the exchange of population between areas. Planned housing growth across Greater Manchester was set to place yet more pressure on the need for pupil places.

Discussions were already underway with head teachers of Tameside's secondary schools and consideration was being given to the balance between permanent and temporary places as had been the case in primary schools. Over the longer term, school rolls would again peak and start to reduce. There was a need to avoid creating permanent places with all the implications for PFI and facilities management contracts if there was no need for it on a permanent basis. Ideally, there needed to be a mixture of permanent and temporary accommodation that could more easily be removed once the peak years had passed.

#### **RESOLVED**

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

### **34. GCSE RESULTS 2015**

Consideration was given to a report of the Interim Assistant Executive Director (Learning) explaining that the reporting of GCSE results was in two stages; unvalidated results and validated results. The recent publication of the validated GCSE results had seen the performance of Tameside increase. The report showcased the excellent performance of Tameside's pupils in 2014/15 compared to other local authorities regionally and our statistical neighbours.

The validated results had left Tameside in an improved position with respect to rankings in both AGMA and also NW authorities. In terms of 5+ A\*-C including English and Mathematics, out of the 23 NW authorities, Tameside was previously ranked 17<sup>th</sup> and was now ranked 9<sup>th</sup>. In the AGMA region Tameside was 7<sup>th</sup> and was now ranked 4<sup>th</sup>. More detailed information on performance was detailed in statistics included in the report.

In addition, the GCSE results had also left Tameside in an improved position when compared to the authority's statistical neighbours. Tameside had risen from 5<sup>th</sup> to 2<sup>nd</sup> in terms of 5+ A\*-C including English and Mathematics and was now 2<sup>nd</sup> for expected progress in English (up from 6<sup>th</sup>) and for expected progress in Mathematics Tameside had risen from 5<sup>th</sup> to 1<sup>st</sup>.

In terms of attainment of disadvantaged pupils in Tameside schools, the performance improved in 11 out of 15 schools in the borough and the gap between disadvantaged pupils in Tameside and other pupils nationally was closing.

Board members were pleased to note that at Key Stage 4 Tameside had bucked the national and regional trend and had seen an increase in both the attainment and progress of pupils at the end of Key Stage 4 in the borough and that disadvantaged pupils in Tameside were also making progress in line with disadvantaged pupils nationally.

#### **RESOLVED**

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

### **35. FUTURE OF SCHOOL FUNDING**

The Board received a presentation from Stephen Wild, Head of Resource Management, providing an update on school funding highlighting the key points to note in the following areas:

- Dedicated Schools Grant 2016/17;
- PFI;
- School Balances;
- Budget Review;
- National Formula consultation;
- Academisation; and
- Schools Capital.

### **RESOLVED**

**That the content of the presentation be noted.**

### **36. URGENT ITEMS**

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

### **37. DATE OF NEXT MEETING**

It was noted that the next meeting of the Education Attainment Improvement Board will take place on Tuesday 28 June 2016 commencing at 4.30 pm.