

<b>Report to :</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date :</b>	28 July 2016
<b>Reporting Officer:</b>	Bob Berry, Interim Assistant Executive Director (Learning)
<b>Subject :</b>	<b>PRIMARY RESULTS 2016</b>
<b>Report Summary :</b>	This report details the provisional results of Tameside and its schools at Early Years Foundation Stage, Year 1 Phonics, Key Stage 1 and Key Stage 2 in 2016 as well as outlining the changes to school performance that have taken place.
<b>Recommendations :</b>	That members note the contents of the report and receive further updates on the performance of both the LA and of schools once progress information is available.
<b>Links to Sustainable Community Strategy :</b>	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
<b>Policy Implications :</b>	There are none arising from this report.
<b>Financial Implications :</b> <b>(Authorised by the Section 151 Officer)</b>	There are no direct financial implications arising from this report.
<b>Legal Implications :</b> <b>(Authorised by the Borough Solicitor)</b>	It is important that Members understand the national framework and its changes together with the performance of Tameside schools so that there is appropriate resource and challenge.
<b>Risk Management :</b>	There are significant reputational risks to the Council if it does not monitor and challenge schools' performance and standards effectively, and intervene where appropriate.
<b>Access to Information :</b>	The background papers relating to this report can be inspected by contacting Dean McDonagh, School Performance Analyst.



Telephone: 0161 342 2928



e-mail: [dean.mcdonagh@tameside.gov.uk](mailto:dean.mcdonagh@tameside.gov.uk)

## 1. INTRODUCTION

- 1.1 This report documents the provisional results of Tameside at each primary assessment stage.
- 1.2 There have been significant changes to education assessment in 2016. In 2014 the Department for Education introduced a new curriculum to be on a par with the best education systems in the world and expect children to achieve higher standards than before. As part of this change, the method of assessment with levels i.e. level 2, level 4 etc. that was used to assess the old national curriculum has been scrapped and replaced with assessing whether children are at the 'expected standard'. The expected standard reflects where the DfE feel a child should be at the end of a key stage against the new national curriculum. **As a result the results for Key Stage 1 and Key Stage 2 in 2016 are not comparable with previous years.**
- 1.3 All results contained in this report are provisional and are subject to change.

## 2. EARLY YEARS FOUNDATION STAGE (EYFS)

- 2.1 Sixty three percent of pupils in Tameside achieved a Good Level of Development at EYFS in 2016. This represents an increase of 5% on 2015. The provisional national average is currently 69% - a 3% increase on 2015. Tameside is now 6% below the national average, compared to 8% in 2014 and in 2015.

School	% GLD 2014	% GLD 2015	% GLD 2016	% Improvement + / - on 2015?
Tameside	52	58	63	5
National	60	66	69*	3

\* provisional emerging national average – subject to change.

- 2.2 2016 has seen some major improvements in the some of our schools. Canon Johnson CofE Primary School has seen 42.7% increase in its results from 27.3% in 2015 to 70%. Greenfield Primary School and Early Years Centre saw a 40.4% increase from 33.3% to 73.7%. Bradley Green Community Primary School saw a 20.5% increase from 53.6% to 74.1%. St Mary's Catholic Primary School saw a 17.6% increase from 53.3% to 71.0% and Broadbottom Church of England Primary School saw a 17.1% increase from 57.9% to 75.0%.
- 2.3 Stalyhill Infants, St Christopher's RC Primary School, Canon Burrows CofE Primary School, Holden Clough Community Primary School, St Anne's RC Primary School, Milton St John's CofE Primary School, Gee Cross Holy Trinity CofE (VC) Primary School, St Paul's Catholic Primary School and St Peter's Catholic Primary School were all significantly above the provisional national average.
- 2.4 Buckton Vale Primary School, St Joseph's RC Primary School, St Peter's CofE Primary School and St James' Catholic Primary School have all seen a significant decrease in results in 2016.
- 2.5 Forty six mainstream schools in total are below the provisional national average. Schools significantly below include: St Peter's CofE Primary School, The Heys Primary School - 40.0%, Ashton West End Primary School, St James Catholic Primary School, St Joseph's RC Primary School, Holy Trinity CofE Primary School and Linden Road Primary Academy and Hearing Impaired Resource Base.

### 3. YEAR ONE PHONICS

3.1 Seventy seven percent of pupils in Tameside achieved the expected standard in the phonics screening check in 2016. This represents an improvement of 5% on 2015. Tameside is 4% below the provisional emerging national average of 81% having been 5% below the national average in 2015.

	2014	2015	2016	Improvement on 2015
<b>Tameside</b>	69	72	77	5
<b>National</b>	74	77	81*	4

\*provisional emerging national average for 2016 – subject to change

3.2 In terms of schools this year has seen some major improvements in the following schools:

- Greenfield Primary School and Early Years Centre - 44.9% increase from 89.1% to 44.2%;
- The Heys Primary School - 37.4% increase from 81.3% to 43.9%;
- Gee Cross Holy Trinity CofE Primary School - 36.7% increase from 80% to 43.3%;
- St Stephen's RC Primary School - 26.5% increase from 73.3% to 46.8%;
- Lyndhurst Community Primary School - 24.6% increase from 90% to 65.4%.

3.3 The following schools are significantly above the provisional national average:

- St John Fisher RC Primary School, Denton - 96.9%;
- St Peter's Catholic Primary School - 96.8%;
- Greswell Primary School and Nursery - 95.1%;
- Gorse Hall Primary and Nursery School - 93.7%;
- St John's CofE Primary School, Dukinfield - 93.6%;
- Fairfield Road Primary School - 92.2%;
- St Paul's Catholic Primary School - 91.5%;
- Holden Clough Community Primary School - 91.2%;
- Dowson Primary School - 91.2%;
- Audenshaw Primary School - 90.6%;
- Lyndhurst Community Primary School - 90%.

3.4 Some schools in the borough have seen significant decreases in the percentage of pupils working at the expected standard from 2015 results. Bradley Green Community Primary School saw a 31.3% decrease in results from 62.1% to 30.8%. Broadoak Primary School saw a 19.6% decrease in results from 82.9% to 63.3%. Broadbottom Church of England Primary School had a 19.2% decrease in results from 92.9% to 73.7% and St Peter's CofE Primary School had 18.7% decrease in results from 89.7% to 71%.

3.5 The following schools are significantly below the provisional national average of 81% for 2016:

- Bradley Green Community Primary School - 30.8%;
- Ravensfield Primary School - 59.7%;
- Silver Springs Primary Academy - 60%;
- Waterloo Primary School - 62.5%;
- Pinfold Primary School - 62.7%;
- Flowery Field Primary School - 62.7%;
- Broadoak Primary School - 63.3%.

3.6 In total 40 schools in Tameside are below the provisional national average.

#### 4. KEY STAGE 1 (KS1)

- 4.1 2016 marks the first year of the new key stage 1 teacher assessments in reading, writing and maths against the new national curriculum. This year's assessments are the first assessments to reflect the new primary curriculum, which was introduced in 2014. As this is the first year of the new assessments the results look different from those of previous years and cannot be compared with them directly.
- 4.2 For children who have completed the key stage 1 curriculum in reading, writing and maths, the teacher assessment will primarily say one of 5 things (from lowest to highest):
- A child is working below the standard of the pre key stage (BLW);
  - A child has foundations for the expected standard (PKF);
  - A child is working towards the expected standard and needs some support to meet national expectations (WTS);
  - A child is working at the expected standard for their age (EXS);
  - A child is working at greater depth within the expected standard and has a strong understanding of the curriculum (GDS).
- 4.3 The performance measures schools will be primarily assessed on are:
- The percentage of pupils at the expected standard in reading, writing and maths combined;
  - The percentage of pupils at the expected standard in reading;
  - The percentage of pupils at the expected standard in writing;
  - The percentage of pupils at the expected standard in maths.
- 4.4 The measure of being at the expected standard includes pupils who are working at greater depth within the expected standard also.
- 4.5 Tameside is below the provisional emerging national average across each measure. 70% of pupils are at the expected standard in reading compared to 74% nationally. 63% of pupils are at the expected standard in writing compared to 65% nationally; 70% of pupils are at the expected standard in maths compared to 73% of pupils nationally and 57% of pupils in the borough are at the expected standard in reading, writing and maths combined compared to 60% of pupils nationally.

	% EXS Reading	% EXS Writing	% EXS Maths	% EXS RWM combined
<b>Tameside</b>	70	63	70	57
<b>National</b>	74	65	73	60

- 4.6 In terms of schools, Broadbottom CofE Primary School was the standout school in the borough with 100% of pupils at the expected standard in reading, writing and maths combined. This means that **every pupil at the end of KS1 is at the expected standard in reading, writing and maths**. Other notable high performing schools were St Mary's Catholic Primary School and Stalyhill Infant School, who both had 83% of pupils at the expected standard in reading, writing and maths combined, and Millbrook Primary School who had 80% of pupils at the expected standard in the combined measure.
- 4.7 Holy Trinity CofE Primary School had the lowest percentage of pupils at the expected standard in reading, writing and maths combined in the borough with 25% at the expected standard. Holy Trinity CofE Primary School also had the lowest percentage of pupils at the expected standard in reading. St Stephen's RC Primary School had the second lowest percentage of pupils at the expected standard in reading, writing and maths combined with 31% of pupils at the expected standard. Silver Springs Primary Academy saw 34% of pupils at the expected standard in reading, writing and maths combined whilst both Buckton Vale Primary School and Parochial CofE Primary School had 36% of their pupils achieve

this measure. Parochial CofE Primary School also had the lowest percentage of pupils at the expected standard in writing and in maths.

- 4.8 In reading, in addition to Broadbottom CofE Primary School, Millbrook Primary School, St Mary's Catholic Primary School and Stalyhill Infant School were the standout schools achieving 90%, 90% and 88% respectively. St Christopher's RC Primary School, St Peter's Catholic Primary School and St Raphael's Catholic Primary School also saw a high percentage of pupils achieve the expected standard on this measure with 87% of pupils at both St Christopher's RC Primary School and St Peter's Catholic Primary School at the expected standard and 86% of pupils St Raphael's Catholic Primary School seeing achieving the expected standard.
- 4.9 In addition to Holy Trinity CofE Primary School (who have the lowest percentage of pupils at the expected standard in reading in the borough with 47% of pupils achieving the expected standard), Silver Springs Primary Academy and Parochial CofE Primary School also saw a low percentage of pupils meet the expected standard in reading with 51% of pupils achieving this at Silver Springs Primary Academy and 52% of pupils achieving this at Parochial CofE Primary School.
- 4.10 In writing, in addition to Broadbottom Church of England Primary School (100%), Stalyhill Infant School (90%), St Peter's Catholic Primary School (87%) and St Mary's Catholic Primary School (86%) all saw a high percentage of pupils meet the expected standard.
- 4.11 Whilst Parochial CofE Primary School had the lowest percentage of pupils at the expected standard in writing (26%), St Stephen's RC Primary School and Holy Trinity CofE Primary School also saw a low percentage of pupils at the expected standard in this measure with 34% and 36% of pupils at the expected standard in writing respectively.
- 4.12 In maths, in addition to Broadbottom Church of England Primary School (100%), St Mary's Catholic Primary School (93%) and St Peter's Catholic Primary School (90%), Milton St John's CofE Primary School saw 90% of pupils achieve the expected standard.
- 4.13 Whilst Parochial CofE Primary School had the lowest percentage of pupils at the expected standard in maths (39%), Holy Trinity CofE Primary School and St John's CofE Primary School, Dukinfield also saw a low percentage of pupils at the expected standard in this measure with 44% and 50% of pupils at the expected standard in writing respectively.

## **5. KEY STAGE 2 – BACKGROUND TO 2016 RESULTS**

- 5.1 2016 marks the first year of the new key stage 2 tests in maths, reading and grammar, punctuation and spelling. This year's tests are the first tests to reflect the new primary curriculum, which was introduced in 2014. As this is the first year of the new tests the results look different from those of previous years and cannot be compared with them directly.
- 5.2 Pupils' results in each test were reported using a scaled score. A scaled score of 100 represents the expected standard for each test. If a child gets a scaled score of 100 or more it means they are working at or above the expected standard (EXS) in the subject. If a child gets a scaled score of less than 100 it means that they may need more support to reach the expected standard. The highest scaled score possible is 120, and the lowest is 80.
- 5.3 In addition to the tests, children are also subject to teacher assessments in reading, writing, maths and science. Writing is the main component of teacher assessment though and forms part of the reading, writing and maths combined measure for schools. For children

who have completed the key stage 2 curriculum in writing, the teacher assessment will say one of 3 things:

- A child is working towards the expected standard and needs some support to meet national expectations (WTS);
- A child is working at the expected standard for their age (EXS);
- A child is working at greater depth within the expected standard and has a strong understanding of the curriculum (GDS).

5.4 Schools will be primarily assessed on:

- The percentage of pupils at the expected standard in reading, writing and maths combined;
- The percentage of pupils at the expected standard in reading;
- The percentage of pupils at the expected standard in writing;
- The percentage of pupils at the expected standard in maths;
- The percentage of pupils at the expected standard in grammar, spelling and punctuation.

5.5 Similar to KS1 the performance measures above include children who are working at greater depth within the expected standard.

5.6 In addition, schools will also be assessed on the average scaled score in each of reading, maths and grammar, spelling and punctuation. The scaled score will be used to calculate progress. Progress will also be assessed however we will not know the results of this until mid-September at the earliest. Progress will be calculated using as a value-added measure from KS1 to KS2. It will be based on value added in each of reading, writing and maths compared with the scores of pupils with the same Key Stage 1 results.

## 6. KEY STAGE 2 (KS2) RESULTS

6.1 Fifty four percent of pupils in Tameside are working at the expected standard in reading, writing and maths combined. This is in line with the national average of 53%. In terms of reading, 67% of pupils were working at the expected standard compared to 66% nationally. 70% of pupils are working at the expected standard in maths – in line with the national average – and 74% of pupils are working at the expected standard in grammar, spelling and punctuation; this is 2% above the national average.

% working at the Expected Standard					
	Reading	Writing	Maths	Grammar, Spelling & Punctuation	Reading, Writing and Maths combined
<b>Tameside</b>	67%	73%	70%	74%	54%
<b>National</b>	66%	74%	70%	72%	53%

6.2 In terms of the authority's position in the North West, Tameside has risen from 13<sup>th</sup> to 8<sup>th</sup> on the reading, writing and maths combined measure despite the changes in assessment that have occurred across KS2. The highest scoring authority was Trafford with 66% of pupils meeting the expected standard in reading, writing and maths combined; Liverpool was the lowest performing local authority with 45% of their pupils achieving the expected standard in this measure.

6.3 In terms of Greater Manchester, Tameside is ranked 6<sup>th</sup> out of 10 authorities. Trafford is the highest performing authority and Oldham is the worst performing authority with 46% of their pupils achieving the expected standard in reading, writing and maths combined.

6.4 Given that the results of 2016 are not comparable with the results of 2015 a school's performance cannot be compared directly with their performance in previous year. Tameside has seen some impressive performance figures from schools though when compared to the national averages:

**% of pupils at the expected standard or above.**

DfE	School Name	2016 % EXS Reading	2016 % EXS Writing	2016 % EXS Maths	2016 % EXS GP S	2016 % EXS Reading, Writing & Maths
3308	St Mary's Catholic Primary School	100	100	92	100	92
3003	St John's CofE Primary School, Dukinfield	94	94	97	94	88
2027	Millbrook Primary School	81	84	91	91	81
3304	St Paul's Catholic Primary School	88	81	85	88	81
2014	Linden Road Academy and Hearing Impaired Resource Base	87	90	87	80	80

6.5 In reading, writing and maths combined St Mary's Catholic Primary School in Dukinfield has the highest percentage of pupils working at the expected standard with 92% of pupils at EXS. In addition to this, **every pupil at the end of KS2 is at the expected standard in reading, writing and grammar, spelling and punctuation.** St John's CofE Primary School has the second highest percentage with 88% of pupils working at the expected standard. In addition, St John's CofE Primary school has 97% of pupils working at the expected standard in maths – this is the highest in the borough. Millbrook Primary School and St Paul's Catholic Primary School both have 81% of pupils working at the expected standard.

6.6 There are a number of schools below the national average for reading, writing and maths combined – 31 in total. Oakfield Primary School has the lowest percentage of pupils achieving the expected standard in reading, writing and maths combined with 23% of pupils at the expected standard. Similarly St Stephen's RC Primary School, Waterloo Primary School, Manor Green Primary Academy and Parochial CofE Primary School also have a small percentage of pupils achieving the expected standard in reading, writing and maths combined with the percentage of pupils achieving it in these schools being 27%, 27%, 28% and 30% respectively. 53% was the national average for this measure.

6.7 In reading Stalyhill Junior School saw 98% of pupils meet the expected standard. Livingstone Primary School and St John's CofE Primary School saw 94% of their pupils achieve the expected standard 93% of pupils at Milton St John's CofE Primary School, at St Peter's CofE Primary School and St George's CofE Primary School, Mossley, achieved the expected standard.

6.8 Wild Bank Primary School had the lowest percentage of pupils in the borough at the expected standard in reading with only 33% of pupils achieving the measure. Other schools with relatively low figures were Bradley Green Community Primary School where 44% of pupils achieved the expected standard in reading, and Parochial CofE Primary School, Silver Springs Primary Academy and Waterloo Primary School where 45% of pupils in each school were at the expected standard in reading. The national average was 66% with these schools in particular being significantly below this figure.

6.9 In writing St John's Cof E Primary School saw 94% of pupils meet the expected standard; 92% of pupils at St James' Catholic Primary School met the expected standard, 91% of pupils at St Anne's RC Primary School met the expected standard and 90% of pupils at

Linden Road Academy, Aldwyn Primary School, St Raphael's Catholic Primary School and St Peter's Catholic Primary school met the expected standard.

- 6.10 St Stephen's RC Primary School and Greenfield Primary School both had the lowest percentage of pupils achieving the expected standard in writing with 44% of pupils in each school achieved the expected standard. The national average was 74%.
- 6.11 In maths 97% of pupils St Christopher's RC Primary School and St Peter's Catholic Primary School, in addition to St John's CofE Primary School, met the expected standard. 93% of pupils at Milton St John's CofE Primary School, Stalyhill Junior School, St Peter's CofE Primary School, St George's CofE Primary School in Mossley and Aldwyn Primary School met the expected standard.
- 6.12 Oakfield Primary School has the lowest percentage of pupils achieving the expected standard in maths with 23% of pupils at the expected standard. Similarly, Manor Green Primary Academy, Waterloo Primary School, St Stephen's RC Primary School and The Heys Primary School all saw a low percentage of pupils reach the expected standard in maths with the percentage of pupils reaching it in each school being 33%, 35%, 37% and 38% respectively. These schools in particular are significantly below the national average of 70%.
- 6.13 In GPS, in addition to St Mary's Catholic Primary School, St Peter's Catholic Primary School also saw 100% of pupils meet the expected standard. 97% of pupils at St Raphael's Catholic Primary School met the expected standard and 94% of pupils at St John's CofE Primary School, St Christopher's RC Primary School and Dane Bank Primary School achieved the expected standard.
- 6.14 St Stephen's RC Primary School, Bradley Green Community Primary School and Wild Bank Community School all had a small proportion of pupils reach the expected standard in GPS. St Stephen's RC Primary School had 42% of pupils reach the expected standard in GPS and both Bradley Green Community Primary School and Wild Bank Community School had 44% reach the expected standard in GPS. These 3 schools in particular are significantly below the national average of 72%.

## **7. CONCLUSION**

- 7.1 The provisional figures for Tameside are promising especially given the changes to school performance that have taken place with the introduction of the new primary curriculum and the new assessment measures. Whilst our results are below provisional national averages at EYFS and KS1, pupils are leaving KS2 in line with their peers nationally. Until progress information is made available to the LA by the DfE we are not in a position to evaluate the performance further.

## **8. RECOMMENDATIONS**

- 8.1 As set out on the front of the report.