

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 24 October 2017
Time: 3.30 pm
Place: Lesser Hall 2 - Dukinfield Town Hall

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE To receive any apologies for the meeting from Members of the Board.	
2.	DECLARATIONS OF INTEREST To receive any declarations of interest from Members of the Board.	
3.	MINUTES To receive the Minutes of the previous meeting held on 27 June 2017.	1 - 6
4.	PRESENTATION OF CHIEF EXECUTIVE OF ENQUIRE TRUST To receive a presentation of Darren Holmes, Chief Executive, Enquire Trust and Suzanne Clawley-Welton, Principal of Godley Primary Academy.	
5.	SEND UPDATE Report of the Head of Pupil Support Services attached.	7 - 12
6.	PRIMARY AND SECONDARY OUTCOMES 2017 Report of the Assistant Director, Learning, attached.	13 - 30
7.	URGENT ITEMS To consider any additional items the Chair is of the opinion shall be dealt with as a matter of urgency.	
8.	DATE OF NEXT MEETING To note that the next meeting of the Education Attainment Improvement Board will take place on Tuesday 16 January 2018 commencing at 3.30 pm.	

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EDUCATION ATTAINMENT IMPROVEMENT BOARD

27 June 2017

Commenced: 3.30 pm

Terminated: 5.50 pm

Present:

Councillor L Travis (Chair)	
Councillor JM Fitzpatrick	
Councillor Peet	
Councillor Robinson	
Councillor M Smith	
Paul Jacques	ASCL
Steven Pleasant	Chief Executive
Stephanie Butterworth	Executive Director of People
Bob Berry	Interim Assistant Executive Director, Learning
Maureen Leigh	Head of the Music Service

Apologies for Absence: Councillor K Quinn and Jon Murray.

1. DECLARATIONS OF INTEREST

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

2. MINUTES

The Minutes of the Education Attainment Improvement Board held on 28 March 2017 were approved as a correct record.

3. UPDATE ON PREPARATION FOR LOCAL AREA INSPECTION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Consideration was given to a report of the Assistant Executive Director, Education, which provided an update on Special Educational Needs and Disability (SEND) in the local area and inspection preparation.

It was reported that, since September 2016, there had been considerable progress in terms of understanding the quality of current practice and having secure data sets for all aspects of SEND. The Local Authority now had extensive and easily accessible data sets for education and health, but the understanding and interpretation of this data was not yet embedded. However, the infrastructure to ensure that this happens and then plan strategically to address the issues, was now in place.

Five areas had been identified where the Local Area was making the most progress:

- Identifying and meeting needs in Early Years;
- Preparation for Adulthood;
- Children's Emotional Health and Wellbeing;
- The delivery of the Healthy Child Programme; and
- The needs of Young People in the Youth Justice System.

Eight areas had been identified where less progress was being made:

- There had been insufficient oversight and governance by senior leads of the implementation of the SEND reforms;
- Joint commissioning and strategic planning across the Local Area were as yet underdeveloped;
- Outcomes for SEND children and young people with SEND were not improving;
- Whilst leaders acknowledge high levels of parental dissatisfaction within the Local Area, there had been insufficient progress in bringing about the necessary cultural change;
- Likewise, there had been insufficient progress in engaging with young people with SEND;
- The engagement of Children's Social Care with the SEND reform agenda had been limited;
- The percentage of EHC plans completed within statutory timescales remained well below the national average, and not all agencies were contributing fully to the process;
- Crisis management for children and young people with SEND, particularly within Education was not yet effective.

It was explained that the urgent priority was to address the issue of:

- (a) The proportion of children and young people who had an EHCP in the Local Area; and
- (b) The effectiveness of systems to produce those plans within an acceptable timeframe, with contributions from all relevant professionals.

It was further explained that when compared to other Local Areas or statistical neighbours, not enough children and young people had a plan. As a consequence, needs were not being met and, in some instances, may not even have been identified.

In response to the concerns outlined above, the following actions were already underway:

- The recruitment of three additional professionals to work on the EHCP process;
- A review of processes within the Inclusion Service to speed up the process of assessment for an EHCP;
- A service re-design was currently underway and in the consultation phase.

As previously reported to the Board, academic outcomes for SEND students at EYFS, KS1 and KS2 did not compare well, although things improved at the end of KS4. Improvement in outcomes would take longer as three things needed to happen simultaneously:

- The improvement in Local Area Systems outlined above, which would result in:
- Improved collaboration and a sense of shared purpose between the Local Area and schools, which would in turn necessitate –
- Improved practice within schools, where improved SEND outcomes would result as a consequence of SEND being seen as a feature of good teaching, rather than a separate, specialised activity.

This was a substantial change in culture which would require the active engagement of leaders across both the Local Area and schools and the foundations for the change in culture were already happening.

A consultation had also been commissioned to establish issues in primary and secondary schools, from their perspective and the robustness of their own practice. The work was not yet complete and therefore not yet collated/analysed, but some interesting trends were already emerging.

The report concluded that the Director was both confident and optimistic about the direction of travel with SEND in Tameside. A relationship of trust had been established over the years would then improve even further when the improvements in the EHCP process start to become apparent. Ultimately, this would come about from the collective leadership of the Local Authority and almost one hundred head teachers/principles.

Discussion ensued in respect of the above and Members expressed their thanks for a positive report, which outlined a clear agenda for change. The Chair further stressed the importance of the engagement schools and head teachers in the process.

RESOLVED

That the content of the report be noted.

4. CHANGES TO GCSEs IN 2017

The Assistant Executive Director, Education, submitted a report explaining the introduction of the reformed GCSEs in English and Maths and outlined the changes and impact they would have to school performance.

It was reported that there would be a new grading scale of 9 to 1 for reformed GCSEs, with 9 being the top grade. The Department for Education's justification for this was that it would 'allow greater differentiation between students and would help distinguish the new GCSEs from previous versions'.

Grades 9, 8 and 7 were broadly equivalent to an A* and A. Grades 6, 5, and 4 were in line with B and C grades. A 3 would be broadly similar to a D grade, with 2 and 1 taking in grades E, F and G. There was still a U (ungraded) mark. A 4 was broadly being compared to a C grade, although Ofqual warned against 'direct comparisons and overly simplistic descriptions'.

A grade 4 would be seen as a 'standard pass' and a grade 5 as a 'strong pass'.

For school performance tables, the government would publish 'standard passes' (grade 4 and above) but also the 'strong passes' (at grade 5 and above).

It was explained that Ofqual have said that, broadly, the same proportion of students would get a grade 4 and above as currently get a grade C or above. It also said a formula would be used which would mean that about 20% of all grades to seven or above would be awarded a grade nine. Pupils who obtained a nine would have 'performed exceptionally'. There would be fewer grade 9s than there were currently A*s. In 2018 most other subjects would be graded this way.

A third wave of 9-1 graded GCSEs would be taught from September 2017 with the first exams in 2019, including: Ancient History, Arabic, Astronomy, Bengali, Business, Chinese, Design and Technology, Economics, Electronics, Engineering, film Studies, Geology, Italian, Japanese, media Studies, Modern Greek, Modern Hebrew and Panjabi. A few less-taught languages were the final subjects that were being reformed and those exams would be in 2020.

It was further explained that the current Year 11s would get English and Maths results under the new 1-9 grading scheme and the rest of these GCSEs would be graded A*-G. The current Year 10 students would next year sit most of their GCSEs under the new system, but they may have some under the old system.

Given the rigour of the reformed GCSEs and the new mode of grading, there were concerns that students sitting the exams in English and Maths were at a disadvantage to previous cohorts, however, Ofqual had insisted that these students would not be disadvantaged.

A consequence of attaching new points to unreformed GCSEs for Attainment 8 purposes was that overall Attainment 8 was likely to fall. This was because the points attached to grades F, D, C and B in 2017 were less than the points attached. Attainment 8 would be unstable nationally for over 4 years due to the gradual re-scaling of GCSEs to grades 1 to 9.

RESOLVED

- (i) That the content of the report be noted;
- (ii) That further reports be submitted to the Board, to keep Members fully informed of changes to educational performance and the subsequent implications on Tameside's schools and pupils.

5. LAURUS RYECROFT SCHOOL: A PRESENTATION BY THE LAURUS TRUST

Martin Vevers, Head Teacher Designate and of the Laurus Ryecroft School and Holly Eckhardt of the Laurus Trust, attended before Members and gave a presentation in respect of the new free school in Tameside.

It was explained that the Ryecroft Laurus School was due to open in September 2018, in a temporary location with an initial intake of 150 pupils, which would rise to 210 pupils in future years.

It was further explained that the Laurus Trust was an Education Trust with Cheadle Hulme High School, the founder school, at its centre. Details were given of the structure and aims of the Trust and the aspirations for the Laurus Ryecroft School and its future students, including the vision for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them

Board Members thanked Mr Vevers for the presentation and sought clarification in respect of the proposed admission process.

Mr Vevers in his response, explained that the School would like to welcome a range of students from the local area and that the admissions criteria would not be selective on ability.

Further discussion ensued with regard to the name of school and Members asked if there was an opportunity to re-look at this, due to the position of school not being within the area associated with Ryecroft.

The Chair thanked Mr Vevers and Ms Eckhardt for their very informative presentation.

RESOLVED

That the content of the presentation be noted.

6. PRESENTATION FROM ASPIRE+ TRUST

Matt Bowler, CEO, Aspire+ Trust attended before Members and gave a presentation in respect of Aspire+ Trust.

It was explained that the Aspire+ Trust was formally launched in October 2013. It was established with a commitment to raising standards and providing the best possible deal for young people. It was based on a clear set of guiding principles that informed the work.

The strategic objectives of the Trust for 2016-18 were outlined as follows:

- To develop highly effective leadership and governance which had measurable impact on performance in all member institutions;
- To develop quality assurance systems that accelerated outstanding outcomes in all areas – allowing for early support and intervention where required;
- To develop an approach to professional development and teacher training which empowered highly competent staff as outstanding practitioners allowing for expertise to be deployed across the Trust to drive quality improvements; and

- To extend the influence and profile of the Trust to impact on areas of weakness in Tameside.

Aspire+ Trust Member Schools in Tameside were identified as follows:

- Ashton 6th Form College;
- Mossley Hollins High School;
- Cromwell High School;
- Astley Sports College;
- Hyde Community College;
- Longdendale High School;
- Alder Community High School; and
- Denton Community College.

The structure of the Aspire+ Trust was outlined and the curriculum network areas explained.

Previous and current Ofsted ratings were detailed for all Tameside schools within the Trust and Ofsted's recognition of the benefits of collaborative working within the schools was highlighted.

The challenges faced by one school in particular and the changes implemented to address these, were described and discussed.

An update on the progress of Academisation was given as follows:

- The AspirePlus Educational Trust was incorporated in May 2017.
- The Trust had collaborated with Tameside Local Authority on the full range of activities required to convert our schools to academy status.
- On conversion of the first two schools, the AspirePlus Educational Trust would immediately be the employer of 177 staff:
 - 92 Teachers
 - 85 Support Staff.
- Operating at full capacity the Trust would be responsible for the education of 1,800 young people.

Members thanked Mr Bowler for a very informative and enthusiastic presentation.

RESOLVED

That the content of the presentation be noted.

7. PRESENTATION FROM THE MUSIC SERVICE

Maureen Leigh, Head of Music Service, attended before Members and gave a presentation in respect of Tameside Music Service.

Ms Leigh began by sharing the vision of Tameside Music Service as follows:

“To develop a high quality cohesive service throughout Tameside which caters for all needs by providing structured pathways from first access to gifted and talented and optimising opportunities for collaboration and partnerships with other providers whilst ensuring that musical experiences for children and young people are positive, fun and engaging!”

The history, strengths, ethos and core values of the Service were outlined and the enrichment opportunities gained through partnerships and collaborations were detailed and discussed.

An overview of Music Service provision was given, including:

- Whole class ensemble teaching on a range of instruments/voice;
- Small/large group instrumental and vocal tuition;

- Individual tuition (including extra time for pupils identified as talented);
- Instrumental/vocal tuition to support pupils taking GCSE/BTEC;
- School-based ensembles and choirs;
- Borough-wide ensembles and choirs;
- Weekend 'play/sing' days;
- Music courses and staff training/network meetings/advice;
- Half-termly bulletins to schools highlighting opportunities;
- School-based bespoke training/staff meetings/classroom support;
- Bespoke music workshops for pupils on a range of themes;
- Instrument loan scheme;
- Concerts and other performance opportunities;
- GM Hub and other partners; and
- Community and family projects/sessions.

The Chair announced that Maureen was retiring after 30 years plus service with Tameside and, on behalf of Board Members, extended her thanks and best wishes to Maureen for her long service, hard work and commitment over the years and wished her well for the future.

8. URGENT ITEMS

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

9. DATE OF NEXT MEETING

It was noted that the next meeting of the Education Attainment Improvement Board would take place on Tuesday 24 October 2017 commencing at 3.30 pm.

CHAIR

Agenda Item 5

Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	24 October 2017
Reporting Officer:	Bob Berry, Assistant Director, Education
Subject :	AN UPDATE ON SEND IN THE LOCAL AREA, AND INSPECTION PREPARATION
Report Summary :	This report provides an update on SEND in the Local Area, and inspection preparation.
Recommendations :	That members note the content of the report.
Links to Sustainable Community Strategy :	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications :	A poor outcome in a Local Area SEND inspection may result in reputational damage for the council.
Financial Implications : (Authorised by the Section 151 Officer)	There are no direct financial implications arising from this report. However, it should be noted that any additional cost implications arising from any developed proposals will need to be funded from existing revenue funding, including any one off SEND specific grants received by the Council..
Legal Implications : (Authorised by the Borough Solicitor)	<p>The implementation of the 2014 SEND Code of Practice 0-25 Years is a statutory obligation for the Local Authority.</p> <p>The report helpfully advises of the process but doesn't provide much assistance of a self assessment as to how well service performing and where we may need to concentrate effort and resources to achieve excellent outcomes.</p>
Risk Management :	There are significant reputational risks to the Council if it does not monitor and challenge schools' performance and standards effectively, and intervene where appropriate.
Access to Information :	The background papers relating to this report can be inspected by contacting Bob Berry, Assistant Executive Director, Education



Telephone:0161 342 2050



e-mail: bob.berry@tameside.gov.uk

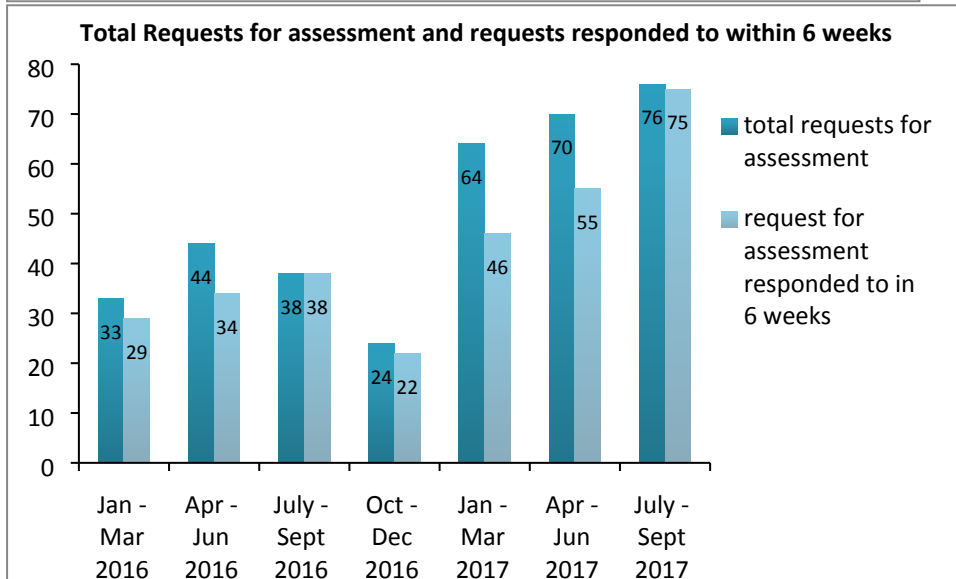
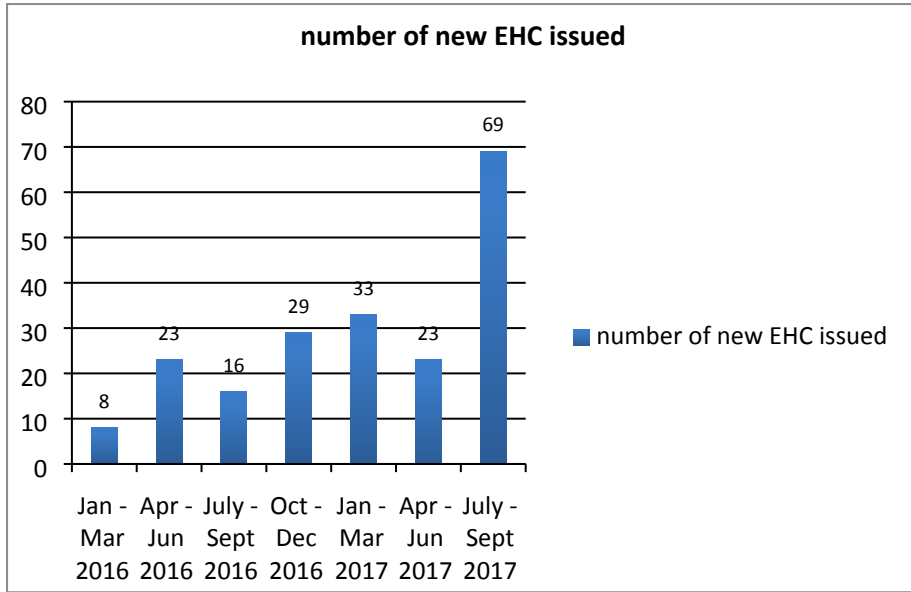
1. SEND UPDATE

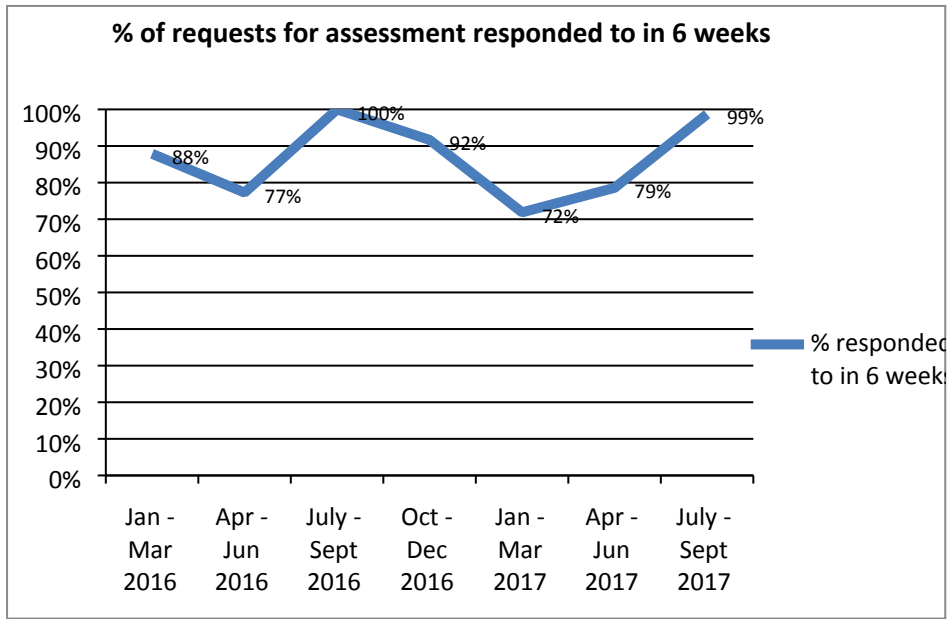
- 1.1 The Statutory Assessment Request Panel and the Statutory Assessment Meetings take place each Wednesday morning. The meetings have changed in accordance commentary and feedback from stakeholders.
- 1.2 The Statutory Assessment Request Panel is a multi-disciplinary panel including representation from Education, Health and Social Care. This panel consider the request for an assessment of the needs of children and young people from 0-25 who have additional needs and the settings or families feel they may need an Educational and Health Care Plan. The panel decide at this point whether to proceed with an assessment.
- 1.3 The Statutory Assessment Meeting is the conclusion of the assessment where the decision of the panel is to issue an Education Health Care Plan. If a plan is issued, a decision regarding the most appropriate provision is considered and consultation takes place with the appropriate setting.
 - Settings and their families no longer attend the meetings and therefore they don't have to repeat the story evidenced in the request.
 - Cases are heard within two weeks of receipt; previously it was taking six weeks before the case was heard at panel. The statutory deadline is six weeks.
 - There have been an increased number of cases heard. (See **Appendix 1**).
- 1.4 One to one meetings have taken place with all members of the SEND team including Managers, Case workers and administrative staff. All staff have been briefed on our Self Evaluation and key messages and the action plan has been shared and areas for improvement highlighted. A number of changes have taken place to enable good communication and a speedier response to meeting need.
- 1.5 Staff are working more closely with Pupil Support Services and have input in the Pupil Support Panel Meetings. A focus is on prevention and early identification of need. Channels of communication with social care and health are being developed.
- 1.6 SEND Drop in sessions have taken place. These have involved SENDCo's from Early Years to Post 16. The purpose of these meetings has been to give the SEND team and all agencies working in this area the opportunity to connect with one another, share the key messages and to share and celebrate good practice. As we prepare for the Local Area SEND Inspection it has also enabled practitioners to raise concerns to consider solutions and to network with one another. There has been good representation across Education, Health and Social Care.
- 1.7 These sessions have strengthened relationships, demonstrated good partnership working and opened up further potential for developing systems and sharing good practice.
- 1.8 Staff members from the Pupil Support Service now sit on the Healthy Young Minds (formerly CAMHS) Single point of entry referral panel on a daily basis. This has enabled a greater awareness of need and has begun to identify potential gaps. From 1 April 2016 to 31st March 2017 Healthy Young Minds received 332 referrals from schools in total. 244 of these referrals were accepted and 79 were signposted elsewhere.
- 1.9 A SENDCo working group is in the process of being established, the first meeting will take place in November.
- 1.10 A SEND conference will take place in the Spring term involving staff from Education, Health and Social Care.
- 1.11 Processes and systems are being reviewed and will be updated in January 2018.

APPENDIX 1

SEND Update October 2017



	Number of new EHC issued	Requests for assessment responded to in 6 weeks	Plans completed in 20 weeks
Jan - Mar 2016	8	33 requests - 29 responded in 6 weeks	8 plans finalised - 4 in 20 weeks
Apr - Jun 2016	23	44 requests - 34 responded to in 6 weeks	23 plans finalised - 9 in 20 weeks
July - Sept 2016	16	38 requests - 38 responded to in 6 weeks	16 plans finalised - 6 in 20 weeks
Oct - Dec 16	29	24 requests - 22 responded to in 6 weeks	29 plans finalised - 5 in 20 weeks
Jan - Mar 2017	33	64 requests - 46 responded to in 6 weeks	33 plan finalised - 4 in 20 weeks
Apr - Jun 2017	23	70 requests - 55 responded to in 6 weeks	23 plans finalised - 1 in 20 weeks
July - Sept 2017	69	76 requests - 75 responded to in 6 weeks	69 plans finalised - 15 in 20 weeks





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Agenda Item 6

Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	24 October 2017
Reporting Officer:	Bob Berry, Assistant Director, Learning
Subject :	PRIMARY AND SECONDARY SCHOOL RESULTS 2017
Report Summary :	The following report outlines the performance of the borough at EYFS and KS1 in relation to other Greater Manchester authorities. In addition, this report looks at the performance of pupils at the end of KS2 and KS4 – the main assessment points of schools and of the LA in terms of education. For KS2 and KS4 the report details the borough's position in the context of Greater Manchester and the North West. This report also outlines some of the notable successes of some of Tameside's schools.
Recommendations :	That the board are updated with the validated results for schools in the borough and are notified of any impact or repercussions that the validated results may have on the both the performance of schools and of the borough as a whole.
Links to Sustainable Community Strategy :	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications :	There are none arising from this report.
Financial Implications : (Authorised by the Section 151 Officer)	There are no direct financial implications arising from this report.
Legal Implications : (Authorised by the Borough Solicitor)	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.
Risk Management :	There are significant reputational risks to the Council if it does not monitor and challenge schools' performance and standards effectively, and intervene where appropriate
Access to Information :	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

1. INTRODUCTION

- 1.1 The following report outlines the performance of the borough at EYFS and KS1 in relation to other Greater Manchester (GM) authorities. In addition, this report looks at the performance of pupils at the end of KS2 and KS4 – the main assessment points of schools and of the LA in terms of education. For KS2 and KS4 the report details the borough's position in the context of Greater Manchester and the North West. This report also outlines some of the notable successes of some of Tameside's schools.

2. EYFS

- 2.1 Tameside has seen an increase of 3% in the percentage of pupils achieving a good level of development (GLD) at EYFS. 66% of pupils achieved a GLD compared to 71% nationally (provisional).
- 2.2 Tameside is 7th in Greater Manchester (alongside Bolton and Manchester) for the percentage of pupils achieving a good level of development – the borough was 9th in GM in 2016. In addition, out of the 23 North West local authorities, Tameside was 19th in 2016 and is 18th in 2017. Further information about EYFS will be available at the end of October with the release of the EYFS Statistical First Release. This will include the official national averages.

Local Authority	2016	2017	+ / -	
Bolton	65	66	2	↑
Bury	69	69	0	→
Manchester	64	66	3	↑
Oldham	61	64	3	↑
Rochdale	63	64	1	→
Salford	65	68	2	↑
Stockport	70	72	2	↑
Tameside	63	66	3	↑
Trafford	74	73	-1	→
Wigan	67	69	2	↑

England	69	71	1	↑
North West	67	68	1	↑
Greater Manchester	66	67	2	↑

*All figures have been rounded to 1 dp.

- 2.3 In terms of individual schools, St Christopher's RC Primary School and Discovery Academy had the highest percentage of pupils achieving a good level of development in the borough; 87% of pupils at St Christopher's RC Primary School achieved a GLD and 81% of pupils at Discovery Academy achieved a GLD.
- 2.4 A total of 31 schools were above the provisional national average and a further 8 schools were within 1-3% of the national average which, in pupil numbers, is less than one pupil away from being at or above national.
- 2.5 The two schools with the lowest percentage of pupils achieving a GLD in the borough were Holy Trinity CofE Primary School where 38% of pupils achieved a GLD and Our Lady of Mount Carmel RC Primary School where 45% of pupils achieved a GLD.

3. PHONICS

3.1 Seventy nine percent of pupils achieved the expected standard in phonics – the biggest increase across Greater Manchester. Tameside is now 2% below the national average having been 4% below in 2016. In addition, Tameside is 7th in Greater Manchester for the % of pupils achieving the expected standard in phonics - alongside Salford and Manchester - having been 9th in GM in 2016. In terms of the borough's position in the North West, the borough was 19th out of 23 LAs in 2016 and is 17th in 2017. Results for North West local authorities can be found in **Appendix 2**. The results of GM local authorities are below.

Local Authority	2016	2017	+ / -	
Bolton	80	81	1	↑
Bury	82	81	-1	↓
Manchester	78	79	1	→
Oldham	76	77	1	→
Rochdale	82	81	-1	→
Salford	79	79	0	→
Stockport	82	82	0	→
Tameside	77	79	2	↑
Trafford	85	83	-2	↓
Wigan	83	83	0	→
England	81	81	1	→
North West	80	80	0	→
Greater Manchester	80	80	0	→

3.2 The vast majority of schools have improved in Y1 Phonics with over 40 schools above the national average and a further 10 schools within 3% of the national average.

3.3 St Mary's Catholic Primary School (94%), St Christopher's RC Primary School (94%) and St Peter's Catholic Primary School (93%) are the schools with the highest percentage of pupils meeting the standard in the phonics screening check. The schools with the lowest % of pupils meeting the standard are Bradley Green Primary Academy (56%), Greenside Primary School (58%) and Silver Springs Primary Academy (58%).

4. KEY STAGE 1

4.1 Tameside has seen a 2% increase in each of reading, writing and maths compared to 2016:

- 72% of pupils achieved the expected standard in reading (7th in GM – up from 8th in 2016)
- 65% of pupils achieved the expected standard in writing (8th in GM – down from 6th in 2016)
- 72% achieved the expected standard in maths (6th in GM alongside 3 other LAs – up from 8th in 2016)

4.2 Despite the improved performance at KS1 the borough remains below national averages -- which in 2017 increased by 2% in reading and writing and 3% in maths

4.3 The results of the GM local authorities are below:

Local Authority	2017			2016		
	% achieving 'Expected Standard'			% achieving 'Expected Standard'		
	R	W	M	R	W	M
Bolton	73	66	73	71	64	72
Bury	73	66	72	72	63	71
Manchester	71	65	72	70	63	71
Oldham	69	62	69	67	59	64
Rochdale	71	65	72	71	61	70
Salford	75	68	75	74	67	73
Stockport	77	69	76	76	68	73
Tameside	72	65	72	70	63	70
Trafford	80	72	80	79	69	77
Wigan	75	69	75	74	67	73
England	76	68	75	74	65	73
North West	74	66	74	72	63	71
Greater Manchester	73	67	73	72	64	71

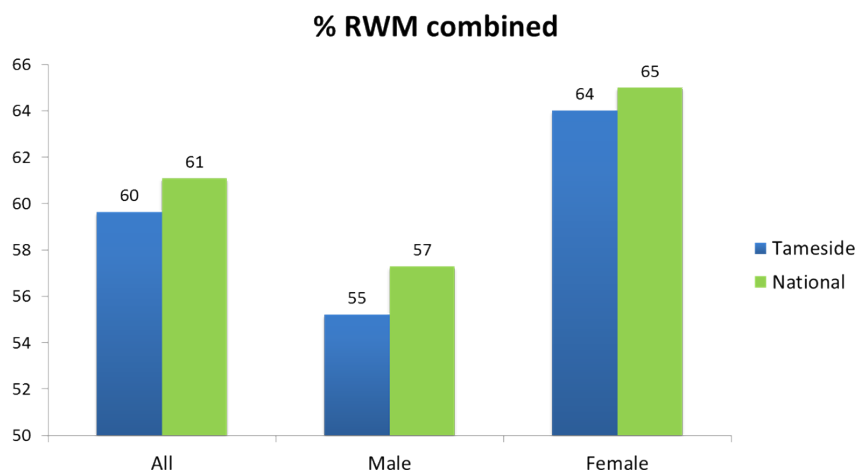
4.4 In the North West, Tameside is 16th in reading and writing and 17th in maths. This is a lower placing than in 2016 and the results for the majority of the Greater Manchester local authorities do not appear to have increased at the same rate as non-GM authorities within the North West (see **Appendix 2**).

4.5 There are a number of schools who have had excellent KS1 results this year. The following schools in particular all have a high percentage of pupils at the expected standard in each subject:

School	Reading % EXS	Writing % EXS	Maths % EXS	RWM % EXS+
St Mary's Catholic Primary School	94	87	90	87
St Peter's Catholic Primary School	87	90	90	87
Stalyhill Infant School	90	88	92	87
Dane Bank Primary School	88	84	94	84

5. KEY STAGE 2

5.1 Sixty percent of pupils achieved the expected standard in reading, writing and maths combined at the end of KS2 – an increase of 5% on the previous year. This breaks down into 55% of boys and 64% of girls. Tameside is in line with both national and regional averages and the borough is 6th out of 10 GM local authorities. The results for Tameside broken down by gender and the results of Greater Manchester local authorities can be found below.



Local Authority	2017	2016	+ / -	
Bolton	60	56	4	↑
Bury	63	55	8	↑
Manchester	57	52	5	↑
Oldham	55	47	8	↑
Rochdale	55	51	4	↑
Salford	63	57	6	↑
Stockport	64	58	6	↑
Tameside	60	55	5	↑
Trafford	71	66	5	↑
Wigan	66	57	9	↑
England	61	54	7	↑
North West	61	53	8	↑
Greater Manchester	61	55	6	↑

5.2 The borough is 12th in the North West having been 8th in 2016. Results for all North West local authorities can be found in **Appendix 3**.

5.3 In terms of progress made by pupils between KS1 and KS2, Tameside has gone from 0.1 to -0.3 in reading, a change of 0.4. Initial analysis has linked this to the borough being below national for EXS+ and High in reading. Similarly, there is a gap of -0.4 between girls in Tameside and girls nationally in terms of progress in reading. The gap between boys in Tameside and boys nationally is -0.1. In writing and maths Tameside boys and girls made more progress than boys and girls nationally.

	Tameside			National		
	Reading	Writing	Maths	Reading	Writing	Maths
All	-0.3	0.2	0.2	0	0	0
Male	-0.4	-0.5	1	-0.3	-0.8	0.6

Female	-0.1	1	-0.6	0.3	0.8	-0.7
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- 5.4 In terms of individual primary schools, the borough has seen some fantastic results. 97% of pupils at St John's CE Primary School were at the expected standard in each subject. St Peter's Catholic Primary School and St Christopher's RC Primary School were in the top 5% of schools nationally in reading and in maths. Both schools achieved a score of 5.2 in reading whilst in maths St Peter's Catholic Primary School achieved a score of 5.4 and St Christopher's achieved a score of 4.9.
- 5.5 In addition to St Peter's Catholic Primary School and St Christopher's RC Primary School, Hollingworth Primary School, St John's CofE Primary School, Dukinfield and St Raphael's Catholic Primary School were also in the top 5% nationally for maths.
- 5.6 Silver Springs Primary Academy achieved the highest progress score in the borough in writing with a score of 5.2. Silver Springs, along with St George's CE Primary School in Hyde, were both in the top 5% of schools nationally for writing; St George's had a progress score in writing of 5.
- 5.7 Seventeen schools in total were in the top 25% nationally for reading, 21 schools were in the top 25% nationally for writing and 22 schools were in the top 25% nationally for maths.
- 5.8 Holden Clough Community Primary School is the one primary school in the borough that is below the floor standards in 2017. 48% of pupils reached the expected standard in each subject and the school had progress scores of -4.0 in reading, -5.1 in writing and -6.3 in maths. The school is in the bottom 5% of the country in each subject.
- 5.9 Manor Green Primary Academy, Moorside Primary Academy and Oakfield Primary Academy are schools who are in the bottom 5% of the country for reading.
- 5.10 All results for individual schools can be found in the **Appendix 3**.

6. GCSE RESULTS - BACKGROUND

- 6.1 Since September 2015 reformed GCSEs in English language, English literature and maths have been taught in schools in England, with the first exams sat in May 2017. Further subjects will see reformed GCSEs introduced over the following two years. These reformed GCSEs, developed by the DfE and exam boards, contain new content which is more challenging and demanding. These new GCSEs are subject to a new grading scale of 9 to 1, with 9 being the top grade. The Department for Education's justification for the new grading system is that it will "*allow greater differentiation between students and will help distinguish the new GCSEs from previous versions*". The Y11 class of 2016/17 sitting the reformed GCSE exams in English language, English literature and maths were the first cohort to have their exams marked on this new scale.
- 6.2 On the new scale, grades 9, 8 and 7 are broadly equivalent to an A* and A. Grades 6, 5 and 4 are in line with B and C grades. A 3 would be broadly similar to a D grade, with 2 and 2 taking in grades E, F and G. There is still a U (ungraded) mark.

- 6.3 A grade four will be seen as a "standard pass" and a grade five as a "strong pass". A four is broadly being compared to a C grade, although Ofqual warns against "*direct comparisons and overly simplistic descriptions*". See the table below:

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	C
3	D
2	E
1	F
1	G
U	U

In the first year, the same proportion of students will achieve a grade 7 and above as currently get A and above

achieve a grade 4 and above as currently get C and above

achieve a grade 1 and above as currently get G and above

- 6.4 For 2017 the results of both a standard pass and strong pass will be published. Originally a grade 5 was to be known as a good pass this was amended by the DfE to prevent pupils obtaining a grade 4 from being at a disadvantage when going on to further education. In future years it is anticipated that grade 5 will become the main pass threshold for English, maths and all subjects once all reformed GCSEs have been introduced.

- 6.5 As a result of the introduction of both new GCSEs and of a new grading system, the results of Tameside schools this year are not directly comparable with previous years. The results in this paper are unvalidated and subject to change. In addition there has been a huge amount of inconsistencies in relation to the marking of these reformed GCSEs. This has led to a larger than normal amount of pupils having their papers remarked. This will affect the results and for some schools it is expected that these results could increase considerably, which in turn will increase the results of the borough.

7. RESULTS

- 7.1 Standard passes in both English and maths have been achieved by 61% of the borough's pupils in mainstream schools with 39% of pupils also achieving a strong pass. Twenty percent of pupils achieved the English BaccaLaureate (EBacc) having obtained a grade 4 in English and maths and 18% of pupils achieved the English BaccaLaureate (EBacc) having obtained a grade 5 in English and maths.

- 7.2 Attainment 8, which is the sum of grades from the following: English and maths (double weighted), three Ebacc subjects (three subjects from the following areas: humanities, languages and science) and three other subjects (remaining Ebacc subjects, non Ebacc GCSEs or vocational qualifications), for the borough is 44.4. Attainment 8 this year isn't comparable with last year because of the introduction of the new grading system in English and maths. Attainment 8 has dropped regionally and will drop nationally due to the effect of the new grading system.

- 7.3 Progress 8 (the average progress of pupils compared to their peers with the same KS2 starting points across the same suite of Attainment 8 subjects) for the borough is -0.12, a slight increase on 2016 of 0.02 but still below the national average of 0.

7.4 In terms of attainment Tameside is in line with all the North West regional averages which in previous years have been within +/- 1 to 2% of the national average.

	North West	Greater Manchester	Tameside
% Achieving 4+ in English & Maths	62%	54%	61%
% Achieving 5+ in English & Maths	38%	29%	39%
Attainment 8	46.1	45.8	44.4

7.5 In Greater Manchester, Tameside is currently:

- 5th on Attainment 8, behind Trafford, Stockport, Wigan and Bury.
- 4th on 4+ in English and maths, behind Trafford, Stockport and Bury.
- 3rd on 5+ in English and maths, with only Trafford and Stockport ahead. This is a really positive result considering the borough has no grammar schools like the aforementioned boroughs.

LA	Attainment 8		4+ E&M		5+ E&M	
	A8	GM Rank	%	GM Rank	%	GM Rank
Bolton	43.5	7	61%	4	38%	4
Bury	46.4	4	63%	3	38%	4
Manchester	43.3	8	55%	9	0%	10
Oldham	43.8	6	58%	7	36%	7
Rochdale	43.3	8	56%	8	34%	8
Salford	42.2	10	53%	10	31%	9
Stockport	48.8	2	68%	2	45%	2
Tameside	44.4	5	61%	4	39%	3
Trafford	56.3	1	80%	1	64%	1
Wigan	46.9	3	61%	4	37%	6
Greater Manchester	45.8		61%		34%	

7.6 Full results for the North West are yet to be released. Both regional data and national averages are due to be released on 12 October 2017.

7.7 In terms of individual schools, Fairfield High School and St Damian's RC Science College were the two highest performing schools in the borough. Both schools saw 85% of pupils of pupils achieve a grade 4+ in English and maths whilst Fairfield High School had a progress 8 score of 0.51 meaning on average a pupil at Fairfield achieved half a grade more across a suite of 8 subjects than their peers nationally. The progress score of St Damian's was 0.41. These two schools also were the two highest in the borough for the percentage of pupils achieving a strong pass (5+) in English and maths.

7.8 St Thomas More RC College saw 80% of their pupils achieve 4+ in English and maths and had a progress score of 0.24.

- 7.9 West Hill School, Mossley Hollins High School and Alder Community High School all saw 75%, 74% and 73% of pupils achieve a grade 4+ in English and maths respectively. These schools also had strong progress scores with West Hill's being 0.27 (3rd in borough), Alder's being 0.20 and Mossley Hollins being 0.09.
- 7.10 The aforementioned 6 schools are the 6 schools in the borough who have positive progress scores.
- 7.11 The school with the lowest attainment in the borough was All Saints Catholic College where 28% of pupils achieved a 4+ in English and maths. The progress score for All Saints was -0.75 meaning on averaged pupils at All Saints achieve three quarters of a grade less than their peers nationally.
- 7.12 Astley Sports College (which has now closed and Rayner Stephens High School has opened on its former site) saw 45% of pupils achieve a grade 4+ in English and maths. Their progress score was -0.73 meaning on average pupils at Astley achieved nearly three quarters of a grade less than their peers nationally.
- 7.13 Forty three percent of pupils at Copley Academy achieved a grade 4+ in English and maths. Their progress score was -0.51. Copley Academy and All Saints Catholic College will be below the floor standards in 2017. Astley Sports College also would be below had it not closed.
- 7.14 Whilst figures for progress are not directly comparable, if comparisons were made then progress results have improved in 8 of the 15 schools in the borough. Results for all schools are in the **Appendix 4**.

8. NEXT STEPS

- 8.1 For primary schools further analysis will continue to take place in order to identify particular schools and areas that the School Performance and Standards team will work with. For secondary schools the results will be analysed in further detail to identify trends in particular subjects or groups of pupils which can then be targeted. Given the amount of re-marks that secondary schools that has taken place it is likely that the secondary results will change.

9. CONCLUSION

- 9.1 The borough has once again improved across the each assessment phase. Whilst gaps still remain at EYFS and KS1, more pupils are leaving primary school 'secondary ready' at the end of KS2. KS4 has seen another strong set of results amidst another year of turbulence to the secondary school assessment.

10. RECOMMENDATIONS

- 10.1 That the board are updated with the validated results of schools in the borough and are notified of any impact or repercussions that the validated results may have on the both the performance of schools and of the borough as a whole.

APPENDIX 1

EYFS RESULTS FOR NORTH WEST LOCAL AUTHORITIES

		% achieving a 'Good level of development'						
LA No.	Local Authority	2016	Rank	2017	Rank	+ / - on 2016		
889	Blackburn with Darwen	63	19	66	19	3	↑	
890	Blackpool	65	16	67	15	2	↑	
350	Bolton	65	15	66	16	2	↑	
351	Bury	69	9	69	11	0	→	
895	Cheshire East	71	3	72	2	0	→	
896	Cheshire West and Chester	71	4	71	5	0	→	
909	Cumbria	65	14	69	10	4	↑	
876	Halton	62	21	61	23	-1	↓	
340	Knowsley	66	12	67	14	2	↑	
888	Lancashire	69	8	69	9	0	→	
341	Liverpool	60	23	62	22	2	↑	
352	Manchester	64	17	66	17	3	↑	
353	Oldham	61	22	64	21	3	↑	
354	Rochdale	63	18	64	20	1	→	
355	Salford	65	13	68	12	2	↑	
343	Sefton	70	5	70	6	1	→	
342	St. Helens	66	11	67	13	1	↑	
356	Stockport	70	6	72	3	2	↑	
357	Tameside	63	19	66	18	3	↑	
358	Trafford	74	1	73	1	-1	→	
877	Warrington	72	2	71	4	0	→	
359	Wigan	67	10	69	8	2	↑	
\	Wirral	70	6	69	7	0	→	
England		69		71		1	↑	
North West		67		68		1	↑	
Greater Manchester		66		67		2	↑	

APPENDIX 2

KEY STAGE 1 RESULTS INCLUDING Y1 PHONICS

Y1 PHONICS

LA No.	Local Authority	All Pupils					
		% meeting the expected standard					
		2016	Rank	2017	Rank	+ / -	
889	Blackburn with Darwen	81	8	81	6	0	→
890	Blackpool	80	10	80	12	0	→
350	Bolton	80	10	81	7	1	↑
351	Bury	82	4	81	11	-1	↓
895	Cheshire East	82	4	83	1	1	↑
896	Cheshire West and Chester	79	13	81	10	2	↑
909	Cumbria	77	19	80	14	3	↑
876	Halton	76	21	79	18	3	↑
340	Knowsley	78	15	78	20	0	→
888	Lancashire	81	8	81	8	0	→
341	Liverpool	75	23	76	23	1	→
352	Manchester	78	15	79	19	1	→
353	Oldham	76	21	77	21	1	→
354	Rochdale	82	4	81	5	-1	→
355	Salford	79	13	79	15	0	→
343	Sefton	78	15	80	13	2	↑
342	St. Helens	78	15	79	16	1	↑
356	Stockport	82	4	82	4	0	→
357	Tameside	77	19	79	17	2	↑
358	Trafford	85	1	83	2	-2	↓
877	Warrington	83	2	81	9	-2	↓
359	Wigan	83	2	83	3	0	→
344	Wirral	80	10	76	22	-4	↓

KEY STAGE 1

LA No.	Local Authority	2017						2016					
		% achieving 'Expected Standard'						% achieving 'Expected Standard'					
		R	Rank	W	Rank	M	Rank	R	Rank	W	Rank	M	Rank
889	Blackburn with Darwen	74	10	67	8	74	10	74	5	67	4	74	3
890	Blackpool	75	8	66	9	75	8	74	5	66	8	74	3
350	Bolton	73	15	66	11	73	11	71	12	64	9	72	9
351	Bury	73	14	66	10	72	15	72	11	63	10	71	11
895	Cheshire East	77	4	68	6	75	5	75	4	58	17	71	11
896	Cheshire West and Chester	74	9	64	19	73	12	74	5	58	17	70	14
909	Cumbria	73	13	64	18	73	13	69	18	57	21	67	18
876	Halton	66	23	58	22	65	23	67	21	54	22	64	21
340	Knowsley	71	20	63	20	71	20	68	19	58	17	67	18
888	Lancashire	75	6	68	7	75	6	74	5	67	4	72	9
341	Liverpool	67	22	57	23	66	22	64	23	53	23	62	23
352	Manchester	71	19	65	14	72	18	70	15	63	10	71	11
353	Oldham	69	21	62	21	69	21	67	21	59	16	64	21
354	Rochdale	71	18	65	15	72	16	71	12	61	15	70	14
355	Salford	75	7	68	5	75	7	74	5	67	4	73	6
343	Sefton	74	11	66	12	74	9	70	15	63	10	74	3
342	St. Helens	72	17	64	17	71	19	68	19	58	17	67	18
356	Stockport	77	2	69	3	76	3	76	2	68	3	73	6
357	Tameside	72	16	65	16	72	17	70	15	63	10	70	14
358	Trafford	80	1	71	1	80	1	79	1	69	2	77	1
877	Warrington	77	3	71	2	78	2	76	2	71	1	76	2
359	Wigan	75	5	69	4	75	4	74	5	67	4	73	6
344	Wirral	73	12	66	13	72	14	71	12	62	14	70	14

APPENDIX 3

KEY STAGE 2 RESULTS INCLUDING THE RESULTS OF INDIVIDUAL SCHOOLS IN TAMESIDE

LA No.	Local Authority	RWM combined				
		2016	Rank	2017	Rank	+ / -
889	Blackburn with Darwen	51	15	58	15	7
890	Blackpool	48	19	62	9	14
350	Bolton	56	6	60	13	4
351	Bury	55	8	63	8	8
895	Cheshire East	52	13	64	6	12
896	Cheshire West and Chester	53	11	59	14	6
909	Cumbria	51	15	61	10	10
876	Halton	47	21	56	21	9
340	Knowsley	48	19	57	19	9
888	Lancashire	54	10	60	11	6
341	Liverpool	46	23	56	20	10
352	Manchester	52	13	57	17	5
353	Oldham	47	21	55	22	8
354	Rochdale	51	15	55	23	4
355	Salford	57	4	63	7	6
343	Sefton	56	6	65	4	9
342	St Helens	53	11	58	16	5
356	Stockport	58	3	64	5	6
357	Tameside	55	8	60	12	5
358	Trafford	66	1	71	1	5
877	Warrington	61	2	70	2	9
359	Wigan	57	4	66	3	9
344	Wirral	49	18	57	18	8

School Name	Cohort	% RWM	Reading progress score	Writing progress score	Maths progress score	Reading Percentile	Writing Percentile	Maths Percentile
Aldwyn Primary School	46	78%	1.5	-0.1	1.8	26% to 40%	41% to 60%	6% to 25%
Arlies Primary School	30	53%	-1.6	2.8	-0.7	76% to 95%	6% to 25%	61% to 75%
Arundale Primary School	17	47%	0.0	0.2	0.2	41% to 60%	41% to 60%	41% to 60%
Ashton West End Primary School	46	46%	-1.9	2.5	0.8	76% to 95%	6% to 25%	26% to 40%
Audenshaw Primary School	30	70%	-0.3	0.1	1.3	41% to 60%	41% to 60%	26% to 40%
Bradley Green Community Primary School	28	50%	-3.2	-0.3	-1.8	76% to 95%	41% to 60%	76% to 95%
Broadbent Fold Primary School and Nursery	30	73%	1.4	0.9	1.5	26% to 40%	26% to 40%	26% to 40%

Broadbottom Church of England Primary School	10	80%	3.2	-0.8	-1.2	6% to 25%	61% to 75%	61% to 75%
Broadoak Primary School	46	35%	-1.0	-1.6	-3.3	61% to 75%	76% to 95%	76% to 95%
Buckton Vale Primary School	42	79%	-1.5	1.2	-2.2	76% to 95%	26% to 40%	76% to 95%
Canon Burrows CofE Primary School	61	75%	-0.1	1.3	0.9	41% to 60%	26% to 40%	26% to 40%
Canon Johnson CofE Primary School	29	59%	-3.2	1.4	-0.8	76% to 95%	26% to 40%	61% to 75%
Corrie Primary School	56	57%	-1.0	-0.6	-2.5	61% to 75%	61% to 75%	76% to 95%
Dane Bank Primary School	29	83%	2.4	0.6	3.0	6% to 25%	41% to 60%	6% to 25%
Denton West End Primary School	57	58%	0.2	2.0	-0.3	41% to 60%	6% to 25%	41% to 60%
Dowson Primary School	60	75%	2.7	2.3	2.6	6% to 25%	6% to 25%	6% to 25%
Fairfield Road Primary School	46	74%	-0.6	0.8	2.8	61% to 75%	26% to 40%	6% to 25%
Flowery Field Primary School	69	59%	-0.5	0.0	-0.6	41% to 60%	41% to 60%	41% to 60%
Gee Cross Holy Trinity CofE Primary School	31	65%	0.9	1.7	2.5	26% to 40%	6% to 25%	6% to 25%
Godley Community Primary School	32	63%	1.6	-1.3	2.3	26% to 40%	61% to 75%	6% to 25%
Gorse Hall Primary and Nursery School	56	64%	2.6	1.2	0.5	6% to 25%	26% to 40%	41% to 60%
Greenfield Primary School and Early Years Centre	33	48%	-0.8	2.3	2.6	61% to 75%	6% to 25%	6% to 25%
Greenside Primary School	60	60%	-1.3	0.3	0.0	61% to 75%	41% to 60%	41% to 60%
Greswell Primary School and Nursery	60	53%	-3.6	0.4	-1.7	76% to 95%	41% to 60%	61% to 75%
Holden Clough Community Primary School	31	48%	-4.0	-5.1	-6.3	96% to 100%	96% to 100%	96% to 100%
Hollingworth Primary School	22	59%	1.5	3.3	5.0	26% to 40%	6% to 25%	1% to 5%
Holy Trinity CofE Primary School	32	44%	-1.3	1.9	3.6	61% to 75%	6% to 25%	6% to 25%
Hurst Knoll St James' Church of England Primary School	29	69%	1.7	0.5	2.1	26% to 40%	41% to 60%	6% to 25%
Leigh Primary School	38	63%	-1.7	-2.0	-0.1	76% to 95%	76% to 95%	41% to 60%
Linden Road Academy and Hearing Impaired Base	28	68%	1.1	3.3	0.7	26% to 40%	6% to 25%	26% to 40%
Livingstone Primary School	21	81%	3.0	2.6	2.3	6% to 25%	6% to 25%	6% to 25%
Lyndhurst Community Primary School	30	50%	0.5	2.9	1.4	41% to 60%	6% to 25%	26% to 40%
Manchester Road Primary Academy	58	66%	-1.5	-1.3	0.0	76% to 95%	61% to 75%	41% to 60%
Manor Green Primary Academy	59	46%	-4.0	-3.8	-2.9	96% to 100%	76% to 95%	76% to 95%
Micklehurst All Saints CofE Primary School	18	67%	1.9	-1.0	1.0	6% to 25%	61% to 75%	26% to 40%

Millbrook Primary School	29	55%	-1.1	-1.2	-4.0	61% to 75%	61% to 75%	76% to 95%
Milton St John's CofE Primary School	30	87%	3.6	-0.2	2.2	6% to 25%	41% to 60%	6% to 25%
Moorside Primary Academy	60	33%	-4.7	-2.6	-4.0	96% to 100%	76% to 95%	76% to 95%
Mottram CofE Primary School	19	58%	-2.3	-0.5	-1.6	76% to 95%	61% to 75%	61% to 75%
Oakfield Primary and MLD Resource Base	29	48%	-4.4	-0.4	-1.1	96% to 100%	61% to 75%	61% to 75%
Our Lady of Mount Carmel RC Primary School	30	57%	0.4	0.0	-0.2	41% to 60%	41% to 60%	41% to 60%
Parochial CofE Primary and Nursery School	31	39%	-1.6	-1.2	-0.4	76% to 95%	61% to 75%	41% to 60%
Pinfold Primary School	42	57%	0.3	0.7	0.3	41% to 60%	41% to 60%	41% to 60%
Poplar Street Primary School	48	44%	-1.8	0.7	-1.8	76% to 95%	41% to 60%	76% to 95%
Ravensfield Primary School	60	50%	-2.5	0.0	-0.3	76% to 95%	41% to 60%	41% to 60%
Rosehill Methodist Community Primary School	60	52%	-2.9	-4.1	-2.4	76% to 95%	96% to 100%	76% to 95%
Russell Scott Primary School	57	58%	0.6	-0.9	1.7	41% to 60%	61% to 75%	26% to 40%
Silver Springs Primary Academy	37	38%	4.1	5.2	3.1	6% to 25%	1% to 5%	6% to 25%
St Anne's Primary School	31	77%	1.5	0.7	1.5	26% to 40%	41% to 60%	26% to 40%
St Anne's RC Primary School	28	64%	0.9	3.0	1.2	26% to 40%	6% to 25%	26% to 40%
St Christopher's RC Primary School	32	91%	5.2	1.8	4.9	1% to 5%	6% to 25%	1% to 5%
St George's CofE Primary School	29	83%	2.6	5.0	2.9	6% to 25%	1% to 5%	6% to 25%
St George's CofE Primary School	22	36%	-0.7	-0.6	-0.2	61% to 75%	61% to 75%	41% to 60%
St James Catholic Primary School	24	63%	2.7	3.2	0.9	6% to 25%	6% to 25%	26% to 40%
St James CofE Primary School, Ashton-under-Lyne	30	67%	0.2	0.3	1.9	41% to 60%	41% to 60%	6% to 25%
St John Fisher RC Primary School, Denton	28	54%	0.1	-1.9	1.4	41% to 60%	76% to 95%	26% to 40%
St John's CofE Primary School, Dukinfield	29	97%	2.5	1.5	6.8	6% to 25%	26% to 40%	1% to 5%
St Joseph's RC Primary School	21	67%	1.4	1.4	0.2	26% to 40%	26% to 40%	41% to 60%
St Mary's Catholic Primary School	30	80%	0.4	2.2	0.5	41% to 60%	6% to 25%	41% to 60%
St Mary's CofE Primary School	30	77%	0.3	1.3	3.6	41% to 60%	26% to 40%	6% to 25%
St Mary's RC Primary School	30	70%	1.9	-0.3	2.1	6% to 25%	41% to 60%	6% to 25%
St Paul's Catholic Primary School	30	53%	0.3	1.5	0.7	41% to 60%	26% to 40%	26% to 40%
St Paul's CofE Primary School, Stalybridge	41	73%	-1.2	1.0	-2.3	61% to 75%	26% to 40%	76% to 95%

St Peter's Catholic Primary School	26	85%	5.2	1.9	5.4	1% to 5%	6% to 25%	1% to 5%
St Peter's CofE Primary School	31	55%	2.5	1.7	1.0	6% to 25%	6% to 25%	26% to 40%
St Raphael's Catholic Primary School	25	84%	2.9	2.1	7.0	6% to 25%	6% to 25%	1% to 5%
St Stephen's CofE Primary School	28	43%	-3.1	0.5	-2.8	76% to 95%	41% to 60%	76% to 95%
St Stephen's RC Primary School	54	44%	-1.6	-2.9	-4.4	76% to 95%	76% to 95%	96% to 100%
Stalyhill Junior School	58	90%	4.3	0.2	3.9	6% to 25%	41% to 60%	6% to 25%
The Heys Primary School	31	45%	-1.2	-6.8	-2.1	61% to 75%	96% to 100%	76% to 95%
Waterloo Primary School	61	41%	-3.9	-1.6	-2.5	76% to 95%	76% to 95%	76% to 95%
Wild Bank Community School	14	36%	0.0	-1.7	-0.1	41% to 60%	76% to 95%	41% to 60%
Yew Tree Community Primary School	58	66%	-1.1	2.7	-0.5	61% to 75%	6% to 25%	41% to 60%
TAMESIDE	276	60%	-0.2	0.3	0.2			

APPENDIX 4

UNVALIDATED GCSE RESULTS OF TAMESIDE SCHOOLS 2017

School Name	Cohort	4+ in English and maths	5+ in English and maths	% Entering Ebacc	Ebacc with 4+ in English and maths	Ebacc with 5+ in English and maths	Attainment 8	Progress 8
Alder Community High School	150	73%	48%	15%	9%	9%	48.25	0.20
Copley Academy	134	43%	17%	10%	4%	3%	37.94	-0.51
Mossley Hollins High School	151	74%	57%	65%	41%	40%	51.24	0.09
Longdendale High School	140	64%	44%	76%	37%	34%	46.61	-0.09
Hyde Community College	147	56%	33%	5%	5%	3%	40.28	-0.23
Astley Sports College	121	45%	26%	20%	7%	6%	35.50	-0.72
Denton Community College	164	46%	22%	12%	5%	5%	37.80	-0.32
St Damian's RC Science College	156	85%	62%	70%	59%	48%	54.55	0.41
St Thomas More RC College	154	80%	49%	49%	44%	36%	52.50	0.24
All Saints Catholic College	101	28%	14%	16%	6%	3%	33.36	-0.75
Audenshaw School Academy Trust	180	68%	47%	17%	9%	9%	47.95	-0.14
West Hill School	162	75%	45%	8%	8%	7%	50.02	0.27
Fairfield High School for Girls	191	85%	58%	51%	42%	37%	54.29	0.51
New Charter Academy	258	45%	27%	12%	8%	6%	38.42	-0.48
Droylsden Academy	178	54%	35%	31%	20%	19%	40.50	-0.44
Tameside	2416	61%	39%	30%	20%	18%	44.4	-0.12

DfE Number	School	P8 2016		P8 2017		Difference 2016 v 2017 + / -
4006	Alder Community High School	0.17		0.20		0.03
4011	Copley Academy	-0.31		-0.51		-0.20
4018	Mossley Hollins High School	-0.18		0.09		0.27
4023	Longdendale High School	-0.12		-0.09		0.03
4025	Hyde Community College	-0.02		-0.23		-0.21
4026	Astley Sports College and Community High School	-0.37		-0.72		-0.35
4028	Denton Community College	-0.03		-0.32		-0.29
4602	St Damian's RC Science College	0.06		0.41		0.35
4603	St Thomas More RC College Specialising in Mathematics and Comput	-0.09		0.24		0.33
4604	All Saints Catholic College	-0.54		-0.75		-0.21
5400	Audenshaw School Academy Trust	0.03		-0.14		-0.17
5401	West Hill School	0.21		0.27		0.06
5402	Fairfield High School for Girls	0.05		0.51		0.46
6905	New Charter Academy	-0.52		-0.48		0.04
6906	Droylsden Academy	-0.13		-0.44		-0.31
	Tameside	-0.14		-0.12		0.02

