

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 14 January 2020
Time: 3.30 pm
Place: Committee Room 1 - Tameside One

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE To receive apologies for absence 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 22 October 2019.	1 - 4
4.	ADULT COMMUNITY EDUCATION SELF ASSESSMENT REPORT To consider the attached report from the Head of Employment and Skills.	5 - 34
5.	POST 16 SKILLS AND PARTICIPATION To consider the attached report from the Head of Employment and Skills.	35 - 38
6.	PUPIL PLACE PLANNING ANNUAL REVIEW To consider the attached report from the Assistant Director, Education.	39 - 54
7.	SCHOOL IMPROVEMENT AND PARTNERSHIPS – POLICY UPDATE To consider the attached report from the Assistant Director, Education.	55 - 70
8.	END OF KEY STAGE DATA To consider the attached report from the Assistant Director, Education.	71 - 80
9.	URGENT ITEMS To consider any additional items the Chair is of the opinion shall be dealt with as a matter of urgency.	

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Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

22 October 2019

Commenced: 4.00 pm

Terminated: 5.40 pm

Present: Councillors Feeley (Chair), L Boyle, Cooper, Fairfoull and Patrick Paul Jacques

In Attendance:

Steven Pleasant	Chief Executive
Richard Hancock	Director of Childrens Services
Catherine Moseley	Head of Access and Inclusion
Julie Waterhouse	Access Manager
Charlotte Finch	Head of SEND
Tony Shepherd	Head of Improvement and Partnerships
Amanda Aylward	Virtual Head

Apologies for Absence: Councillor M Smith, Elizabeth Turner and Andrea Radcliffe

10 DECLARATIONS OF INTEREST

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

11 MINUTES

The Minutes of the Education Attainment Improvement Board held on 25 June 2019 were approved as a correct record.

12 VIRTUAL SCHOOL ANNUAL REPORT

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

Members were informed that from September 2019, Tameside Virtual School had expanded into Tameside Virtual School and College. It was explained that the Virtual School were committed to ensuring a high standard pathway of education from nursery through to higher education where appropriate. There were high educational aspirations for young people accessing the services and it was the aim to close the educational gap between them and their peers, as often their outcomes were determined by negative environmental experiences, not their true academic ability. Part of the gap in outcomes was due to attendance and exclusion and good relationships and routines with schools had been established, to improve this deficit.

The report gave details of:

- Schools Information data;
- Personal Education Plan completion;
- Pupil Premium Grant Funding Analysis
- Attendance Data 2018/19;
- Exclusion Data;
- Special Educational Needs and Disability;
- Attainment Data 2018; and
- Summary of the impact of the Virtual School in 2018/19.

Priorities for 2019/20 included:

- Support and develop the newly created role of Post 16 LAC Achievement Co-Ordinator to develop better information systems and increased numbers of care leavers in Further Education and Higher Education;
- Improved participation and engagement of young people in their PEP meetings;
- Development of a comprehensive and rolling training programme for all partners including schools, governors, social worker, foster carers and residential homes;
- Continue to work with School Improvements Partners in #TamesideLovesReading campaign with specific focus around LAC;
- Review of education and potential outcomes of Tameside young people in residential homes;
- Continued relentless focus around attendance and reducing fixed term exclusions; and
- Improve educational outcomes for all learners at their significant key stages in order to improve life chances.

Members commented on a comprehensive, positive report and sought further information with regard to the impact of the Tameside Loves Reading initiative in respect of Looked After Children (LAC). It was explained that there was a clear focus on LAC in terms of the Tameside Loves Reading programme, however results were difficult to quantify on an individual basis. Officers agreed to consider ways in which to collect more meaningful data, going forward.

RESOLVED

That the content of the report be noted.

13 SEND FORWARD PLAN

The Assistant Director, Education, submitted a report summarising the key elements and recommendations of the SEND Forward Plan and the priorities for 2019/20.

It was explained that the Council had a statutory responsibility under the Children's Act 2014 to keep its special educational provision under review and to make sure there was the right type of provision and enough places to meet the needs of children and young people themselves.

Members were informed that the plan aimed to further improve the good or better offer from special schools to meet the needs of more Tameside children and young people. It also set out what would be done to develop and improve education provision for all children and young people with SEND in Tameside. It would be monitored and reviewed regularly so the Local Authority would know things were getting better for children and young people.

A copy of the Forward Plan for SEND provision 2019 – 2024 was appended to the report. The document was in the process of consultation, which was likely to result in further development and refinement, to ensure that, as an authority, key priorities and actions could be correctly identified for the next twelve months and beyond.

Detailed discussion ensued in respect of the content of the report and the Plan, particularly in respect of the importance of engagement/consultation with parents and carers going forward, as the plan was implemented.

Members made further reference to funding concerns in respect of SEND and the High Needs budget raised at the last meeting of the Board.

It was explained that a report had been submitted to the meeting of the Schools' Forum that morning (22 Oct 2019), where a series of recommendations had been agreed in principle, to address the forecast overspend of the High Needs budget, should it occur.

RESOLVED

That the content of the report be noted.

14 ELECTIVE HOME EDUCATION POLICY REVIEW

Consideration was given to a report of the Assistant Director, Education, giving details of a revised Elective Home Education Policy 2019, a copy of which was appended to the report.

The policy outlined for schools, parents, carers, guardians and related agencies, the procedures to be observed when a parent elected to home educate their child, who was of compulsory school age. The policy set out parents' rights to educate their child at home, together with the legal duties and responsibilities of Head teachers and Tameside Council. It also set out the arrangements Tameside Council would make in order to carry out its legal duties.

It was explained that elective home education figures had steadily increased over the last few years. This was in line with national data which demonstrated an increase of around 40% since 2014/15. It was further explained that there was no requirement for home educated children to be registered, as a result, Local Authority figures at any given time were likely to be underestimated. It was noted that the number of pupils returning back to school from home education had increased over the last 12 months.

Discussion ensued in respect of the increase in electively home educated pupils in Tameside and the possible reasons for this, including mental health issues and bullying.

RESOLVED

That the content of the report be noted and consultation recommended to enable approval of any final version by the Council's Executive Cabinet.

15 END OF KEY STAGE DATA (UNVALIDATED) AND EDUCATION PRIORITIES 2019/20

A report was submitted by the Assistant Director, Education, which set out the headline figures for Tameside at each assessment point, the performance against priorities, and next steps.

Headlines were detailed as follows:

- At the end of EYFS the gap between pupils achieving a good level of development in Tameside and pupils nationally had narrowed from 5.7% to 4.9%;
- KS1 results in reading, writing and maths remained similar to 2018, but there were improvements for boys in each and the gap to national narrowed by 1% in writing;
- At KS2, the percentage of pupils achieving the expected standard in reading, writing and maths combined (RWM EXS+) remained at 63% (unvalidated) and was likely to rise to 64% once data was validated;
- KS2 progress scores in reading, writing and maths were above average with reading and maths improving year on year;
- Twenty-one vulnerable schools were the focus of support brokered by the Local Authority. These schools improved at a faster rate (2% in KS2 RWM EXS+). Eight schools were Local Authority maintained and 13 were Academies. Of the eight, the least vulnerable had an 8% increase and the most vulnerable had a 10% increase;
- Overall the above showed inconsistent improvement across phases and schools;
- Consequently, Tameside had not significantly narrowed gaps to national averages;
- The Local Authority's strategy of developing a school to school model of improvement had been positively reviewed and was evidenced by outcomes;

- Consistent improvement would require further targeted support to significantly narrow gaps to national averages; and
- The long-term priorities established in 2018/19 remained as priorities in 2019/20.

The report concluded that school and setting level data showed many improvements and some significant gains, however improvements remained inconsistent across the borough.

In comparison with North West Local Authorities, Tameside was one of few to have improved GLD (good level of development).

Phonics results were weak. Schools would be offered targeted support to improve this including partnership with the English Hub and Tameside Loves Reading phonics training.

Progress in reading at KS2, which had improved from 0 to 0-5, was statistically above average, and represented the impact of focused intervention, relationships and capacity through Tameside Loves Reading. Attainment was now a key focus as this was below national average in 2019.

The Local Authority focused support for schools had had a positive impact on KS2 outcomes. At KS4 Tameside had strengthened its position in comparison with North West Local Authorities.

The Local Authority's school strategy of developing a school to school model of improvement by working with partners and developing relationships had been positively peer-reviewed by GM colleagues and was evidenced by the improvement in schools receiving focused support. Consistent improvement across schools would require further targeted support to significantly narrow gaps to national averages.

The long term priorities established in 2018/19 remained as priorities in 2019/20, as follows:

- (i) Service Priorities:
 - Partnerships and Relationships
 - Capacity and Stability
- (ii) Policy Priorities:
 - Reading (with greater focus on Phonics)
 - Attendance
 - SEN support
 - Progression to Adulthood
- (iii) Performance Priorities:
 - Boys (levelling up)
 - Disadvantaged Learners

In respect of Early Years, it was reported that policy and performance priorities were determined by analysis of underperformance over time. Whilst there was evidence of improvement in Reading and Attendance in early years for boys, significant improvement at a borough-wide level would require continued resource and strategic focus over time.

RESOLVED

That the content of the report be noted and that the education priorities remain as set out in section 7.9 of the report.

16 URGENT ITEMS

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

Agenda Item 4

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	14 January 2020
Reporting Officer:	David Berry, Head of Employment and Skills
Subject:	ADULT COMMUNITY EDUCATION SELF ASSESSMENT REPORT
Report Summary:	This report includes the Tameside Council Adult Community Education (ACE) Self Assessment Report (SAR) for the academic year 2018/19. The SAR provides an evaluation on the strengths and areas for development for the Adult Education Budget funded service and is due to be submitted in January 2020. The Service has self assessed as a 2 or 'good'.
Recommendations:	The Board is recommended to: <ol style="list-style-type: none">1. Note the report.2. Support Adult Community Education to continually improve.
Corporate Plan:	ACE supports across several priorities of the Corporate Plan most notably with regards to work and skills.
Policy Implications:	Providing an effective Adult Community Education service supports residents to gain or enhance skills
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	There are no direct financial implications as a result of this report.
Legal Implications: (Authorised by the Borough Solicitor)	The Self-Assessment Report (SAR) is a mandatory requirement for Ofsted and the Education Skills Funding Agency. The SAR is a key performance indicator reflecting the ongoing need to adapt and co-ordinate resources to better achieve the identified priorities within the Corporate Plan.
Risk Management:	Failure to submit the self assessment will leave the Council open to criticism and further action from Ofsted which will not be in the interests of service or public.
Access to Information:	This report does not contain information which warrants its consideration in the absence of the Press or members of the public.
Background Information:	The background papers relating to this report can be inspected by contacting David Berry, Head of Employment and Skills

 Telephone: 0161 342 2246

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

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SELF ASSESSMENT REPORT DECEMBER 2019



	Grade
Overall effectiveness	2
Effectiveness of leadership and management	2
Outcomes for learners	2
Quality of teaching, learning and assessment	2
Personal development, behaviour and Welfare	2

Socio-economic Information

The Borough of Tameside was created in 1974 as one of the ten Metropolitan Boroughs of Manchester and takes its name from the River Tame. The borough is comprised of nine towns: Ashton-under-Lyne, Audenshaw, Denton, Droylsden, Dukinfield, Hyde, Longdendale, Mossley and Stalybridge. It combines a mix of urban and rural landscapes and the area includes historic market towns, stretching from the edge of Manchester City Centre through to the Peak District.

Tameside has a strong manufacturing tradition, particularly in the areas of textiles and engineering, food industries and manufacturing of high technology chemical, electronic and computer products.

Tameside has good railway, tram and motorway links making it ideally situated for easy access to anywhere in the region and beyond. Of the 141 areas in Tameside, 8 of these fall within the worst 5% nationally and a further 16 fall within the worst 10% nationally. In total, 13.4% of Tameside residents live in income-deprived households.



Population

In 2019 the total population for Tameside was estimated to be 225,200.

Males in Tameside = 110,700

Females in Tameside = 114,500

There is a rich mix of different cultures, religions and ethnic groups in Tameside. Around 6.5% of the population are people from ethnic minority backgrounds other than European, including Afro-Caribbean, Bangladeshi, Chinese, East African, Asian, Indian and Pakistani. Other residents are of Irish, Italian, Polish or Ukrainian backgrounds.

Claimant Rates

Under Universal Credit a broader span of claimants are required to look for work than under Jobseeker's Allowance. As Universal Full Service is rolled out in particular areas, the number of people recorded as being on the Claimant Count is therefore likely to rise.

Figures as of October 2019 for people claiming Jobseekers Allowance (JSA) and out-of-work element of Universal Credit (UC) in Tameside is 5,625 an additional 880 claimants in the period. In 2018 17.1% of households in Tameside households were described as workless.

Health and wellbeing is a priority for the Borough as 61% of those residents on welfare to work programmes report that they have a health condition or disability that could affect their ability to get a job, while 48% clients say their condition could affect their ability to stay in the job. Tameside's

unemployed residents have various health problems. Our service works closely with employment provision such as Working Well Programme and Routes to Work, to target and help these residents.

Skills Shortages in Tameside

In 2018, the rate of Tameside residents holding no qualifications remained at to 10.1. Tameside residents are still amongst the highest proportion of residents with no qualifications in GM. Tameside Adult and Community Education (ACE) plays a vital role in supporting these adults by equipping them with the confidence and qualifications needed to access work. ACE is an important element of a progression pathway into work.

Course Level	Tameside %	GM %
None	10.1	9.8
Level 1	81.9	83.5
Level 2	70.3	72.7
Level 3	47.5	54.9
Level 4	26.2	35.6

Tameside’s labour market profile shows the economy will be led by low and high skilled workers and fewer medium skilled workers over the coming years, referred to as the ‘hourglass economy’. For this reason, we at Tameside ACE offer both community learning provision and formal qualifications up to and including Level 2.

Service Overview and Context

Tameside ACE is a key service in the Council, responsible for delivering Adult and Community Education. Following devolution of the Adult Education Budget (AEB) from August 2019 the service receives funding from Greater Manchester Combined Authority (GMCA). Funding grants remain the same.

ACE is proud to be part of an education and skills system that works for everyone as part of the Greater Manchester Strategy Priorities including:

- Young people equipped for life and work
- Good jobs with opportunities for people to progress and develop
- A thriving and productive economy in all parts of the city-region.

Tameside ACE contributes directly to the following priorities in the Tameside Corporate Plan (adopted across the multi-agency Public Service Reform Board)

- Aspiration and hope through learning and moving with confidence from childhood to adulthood
- Resilient families and supportive networks to protect and grow our young people
- Opportunities for people to fulfil their potential through work, skills and enterprise

Each year we educate and support around 600 learners, helping them to move into employment, volunteering opportunities and further study. In academic year 18/19, enrolments totalled 1064 with 583 individual learners.

It is important to acknowledge that 74% of all learners were from the top 30% of the most deprived areas in Tameside. Therefore, an area of strength is our ability to engage and support the hardest to reach learners, building their self-esteem and confidence to help them reach their potential.

As a service, our aims are to:

- Reduce the proportion of adults who have poor English, maths and ICT skills.
- Provide learners with the skills required to support businesses growth.
- Support residents in the borough in developing a range of skills for everyday life.
- Improve the employment rate of the borough.
- Provide parents and carers with the knowledge and skills to raise the attainment of children in their care and participate in the wider Tameside community.

We are also focused on employability and getting people into work but we understand that not all our learners are able to access employment opportunities as an immediate progression. Approximately 37% of our learners are economically inactive as they are retired, carers or learners who are in receipt of Employment Support Allowance and because of long term health conditions are not expected to be actively seeking work. Therefore, to ensure we meet the needs of all our adult learners, we provide a range of provision which is flexible, responsive and of high quality.

The service is led effectively by the Head of Service for ACE within the Employment and Skills and Growth Directorate Service. We work across the Council within Employment and Skills, Development and Investment and align to key council principles, championing stronger families, digital inclusion and social mobility.

The Service reports on a termly basis to the Governing Board, providing information on performance outcomes and budget. The Governing Board is multi-agency (including Jobcentre Plus and business representative) and effectively monitors the service and holds the leadership team to account.

Breakdown of provision

Non-accredited provision

- The highest proportion of our provision, 64% is non-accredited with 671 enrolments

The service continues to use this type of provision to:

- Support hard to reach learners in their first steps in preparation for moving onto qualification courses in maths and English.
- Develop learners' digital skills so they can use software applications in everyday life, internet safety and search and apply for jobs online.

- Develop confidence, resilience and skills for employment and progression to employment through volunteering and work placements.
- Engage low level ESOL learners in pre-entry learning.
- Equip parents with the skills to support their children at school to raise attainment.

Qualifications

In 18-19 there were 393 enrolments onto regulated courses leading to nationally recognised qualifications.

The service continues to use this type of provision to:

- Provide accredited courses in maths, English and ICT developing skills for life and improving learners' employment prospects
- Provide vocational programmes in Retail, Enterprise and Caring for Children to provide skills for volunteering and/or moving into further learning or employment

Leadership & Management

Key Strengths

- Effective curriculum offer aimed at widening participation, addressing barriers and improving confidence, employability skills and life opportunities
- Good information, advice and guidance offered to learners to meet the development needs of individual learners
- Good partnerships with a range of organisations to recruit harder to reach learners
- Effective Governing board

Areas for Improvement

- To further improve retention on longer programmes
- Plan and monitor sustainable curriculum routes for learners returning to education
- Strengthen retention and recruitment of staff

Ambitious and challenging targets

Staff are valued by senior leaders and managers this is communicated through regular meetings, 1-2-1s and Huddles. Staff development sessions are well planned and timetabled to ensure access for all staff and focus on the improvement of the quality of teaching, learning and assessment and outcomes for learners external agencies are used to add breadth and rigour to this process. As managers are visible and present within the cycle of teaching, learning and assessment it allows for more opportunities to share best practice and develop learning resources. As a result, staff are enthusiastic about teaching and show a high morale in the classroom. Managers operate on an open door policy to enable any staff who wish to meet with managers are able to do so.

Management review and develop the quality improvement plan (QIP) and strategies for Outstanding teaching, learning and assessment (TLA) and Service Strategies during each management and quality meeting. These allow for senior leaders, managers and tutors to illustrate issues and implement strategies to improve attendance and punctuality and drive up performance. Managers continue to participate in local and regional networks with other learner providers, this is valuable for curriculum development and partnerships, during 19/20 this will be strengthened through the GMCA delivery model with a greater emphasis on how Adult Education Budget is meeting the needs of Tameside as a whole, ACE are a key partner in this and managers are at the forefront of designing and implementing how adult learning is delivered to meet the needs of Tameside residents.

Safeguarding

Arrangements of safeguarding are effective. Timely and effective interventions promote the welfare of learners, ensure learners feel safe and minimise the risk of harm. Staff safeguarding information and training is held centrally in line with national guidance, including Prevent training and awareness. DBS process is robustly followed ensuring safe recruitment practices match national processes. All learners have an induction which includes information on health and safety and safeguarding.

Effective Governance

The Governing Board is effective and meets termly to provide scrutiny, overview and agree strategic directions of the service. Our governors continue to fully endorse the priorities and vision for inclusive growth in Tameside. Governors and tutors have the shared interest of helping to strengthen the local business community by up-skilling Tameside residents, maximising well-being and building confidence for employment opportunities. The investment in a new MIS system has enabled managers to better use data to monitor performance, enrolments and attendance. Reports are produced prior to governors meetings to enable Governors to have a clear overview of ACE provision and to allow for appropriate questioning, challenge and to support managers with a clear direction for the service.

ACE managers and leaders ensure that the curriculum offer is effective and aimed at widening participation, addressing barriers and improving confidence, employability skills and life opportunities. Review and monitoring by learning managers and Head of Service throughout 18/19 ensured that planning and profiling for new devolution funding model met required curriculum offer to best support Tameside residents.

Outcomes for Learners

Key Strengths

- Processes are robust and effectively monitor and track learner progression
- Increased entry level maths achievement rates

Areas for improvement

- Increase number of learners moving into employment or further education
- Improve recruitment attendance and retention with family learning courses
- Continue to review curriculum intent and implementation

Headline statistics for all courses 18/19

	Enrolments	Retained	Passed	Achievement rate	Retention Rate	Pass Rate
2016-17	1342	1214	1160	86.44%	90.46%	95.55%
2017-18	1192	1099	1058	88.76%	92.20%	96.27%
2018-19	1064	923	881	82.80%	86.75%	95.45%

ACE's overall pass rate remains consistent to previous years' levels (95-96%) in the last three years with a slight drop to 95.45% in 2018/19. This shows continued performance where learners are retained and complete their learning with ACE. The achievement rate has fallen from 88.76% to 82.80%. This fall is directly correlated to the fall in our retention rates from 90.46% to 86.75%. We have identified courses where we need to target retention and have also taken steps to manage the retention and recruitment of tutors in 2019/20 through increased flexibility across teaching staff.

Moving forward in 19/20, the way we report on data will mirror the new Ofsted Framework (launched in September 2019). The overall reduction in achievement rates for 2018/19 was particularly evident in some community based family learning courses where retention was low leading to early leavers not achieving planned learning outcomes. Wider Family Learning is valued in the education community and ACE interacts with school parent engagement partners to ensure that commitment to seeing a programme of learning through is communicated to prospective learners and that the impact on a child's learning is valued in both the children's families and school environment.

The pass rate for those who completed their learning programme on regulated courses leading to qualifications was 90.22% above previous years' levels. However the achievement rate of 75.30% fell due to outcomes on higher level courses particularly maths and English GCSE. ACE took a decision in July 2019 to no longer deliver GCSE courses for both maths and English.

Headline Statistics for Qualification Learning

Qualification courses - 3 year comparison	Enrolments	Retained	Passed	Achievement Rate	Retention Rate	Pass Rate
2016-2017	351	324	277	79%	92%	85%
2017-2018	356	330	292	82%	93%	88%
2018-2019	392	328	295	75%	83%	90%

Headline statistics for Community Learning

Community Learning - 3 year comparison	Enrolments	Retained	Passed	Achievement Rate	Retention Rate	Pass Rate
2016 - 2017	991	890	883	89%	90%	99%
2017 - 2018	836	769	766	92%	92%	100%
2018-2019	671	595	595	89%	89%	100%

Functional Skills English

English	Retention 16/17	Achievement 16/17	Retention 17/18	Achievement 17/18	Retention 18/19	Achievement 18/19	National rates 17/18
Entry 2	94%	88%	100%	100%	87%	87%	87%
Entry 3	100%	96%	90%	86%	84%	68%	87%
Level 1	97%	66%	96%	75%	83%	75%	68%
Level 2	95%	59%	100%	85%	94%	81%	65%
GCSE	-	-	-	-	67%	67%	48.2%

Outcomes for English were above the national rates (17/18) in all but E3 fell from 17/18 (in all but Level 1 where performance was maintained). Our English achievement rates for Level 1 and 2 remain above 16/17 outcomes when considered over a three year period. For 19/20 English schemes of work have been developed to allow for more learners to be infilled throughout the year to keep classes at an effective number of 10. To improve provision in 2019/20 we have purchased a subscription for an online learning programme to support all learners with interactive electronic resources. In 19/20, two progress assessments have been planned for English and progress trackers have been improved in term 1 to check for early points of intervention and support for learners. Our GCSE achievement rate was above the national average though we have taken the

decision to remove this qualification from the curriculum in 2019/20 to focus on Entry levels through to Level 2.

Functional Skills Maths

Maths Functional Skills	Retention 16/17	Achievement % 16/17	Retention 17/18	Achievement % 17/18	Retention %18/19	Achievement % 18/19	National achievement rates 17/18
Entry 2	94%	91%	80%	80%	100%	100%	90%
Entry 3	100%	95%	93%	93%	96%	96%	90%
Level 1	92%	68%	94%	83%	84%	78%	68%
Level 2	96%	61%	85%	60%	67%	41%	65%
GCSE	-	-	100%	78%	67%	44%	38.8% (A-C pass)

In 2018/19 our Lead for GCSE and Functional Skills Level 1 left ACE. This meant some learners were unable to be retained following recruitment of a new tutor. Our 3 year performance at L1, L2 and GCSE in terms of retention and achievement rates fell with the exception of E2 and E3 where performance was improved. When considered over a 3 year period we are above 16/17 in all areas except Level 2. We have achieved above the latest national rate in GCSE maths. Similar to English, we have invested in an online learning platform to support and develop learning with resources that focus on Functional Skills Reform skills and standards. In 19/20, two progress assessments have been planned for maths and improved progress trackers have been developed in term 1 to check for early points of intervention and support for learners.

ICT Qualification	Retention 16/17	Achievement 16/17	Retention 17/18	Achievement 17/18	Retention 18/19	Achievement 18/19	National achievement rates 17/18
ICT Functional Skills E2	89%	89%	88%	88%	82%	82%	93%
Award in Digital Employability (VRQ) E3	86%	41%	88%	76%	82%	82%	N/A
Spreadsheet software L1	92%	92%	100%	100%	100%	100%	94%

Desktop Publishing software L1	-	-	100%	100%	-	-	96%
IT User Skills (ITQ) Cert L1	89%	89%	100%	100%	88%	88%	86%
Database software L1	100%	100%	100%	100%	100%	100%	99%
Presentation software L1	100%	100%	100%	100%	50%	50%	100%
Word Processing software L1	76%	62%	100%	100%	100%	100%	94%
Presentation software L2	-	-	100%	100%	-	-	97%
Word Processing software L2	67%	67%	100%	100%	100%	100%	90%
ECDL Certification in IT User Skills L2	100%	100%	100%	100%	100%	100%	80%
Spreadsheet software L2	-	-	100%	100%	100%	100%	91%

Considerable improvements have been made to IT in 18/19 to ensure achievement rates have been maintained from previous years. The embedding of full day courses for IT study which allowed the learners to focus more on completing assignments and exercises within the day has continued to produce positive results with Level 2 IT user skills maintaining 100% achievement for the third year. We will continue to review the teaching of single units and its impact on achievement rates. On Presentation Software Level 1, 50% achievement is a result of two learners doing the unit – with one early leaver. 2019-2020 is a transitional year for ICT qualifications as a full reform of functional skills awards is ongoing. ACE will continue to monitor the ICT curriculum to ensure that our qualification offer best suits learners and their aspirations.

Caring for Children

Childcare	Retention	Achievement	Retention	Achievement	Retention	Achievement	National achievement rates 17/18
	16/17	16/17	17/18	17/18	18/19	18/19	
BTEC Award in Caring for Children E3	75%	75%	100%	100%	88%	88%	91.7%
BTEC Diploma in Caring for Children L1	-	-	78%	78%	90%	90%	Not available

Building on previous years the Caring for Children award at E3 acts as a progression route to those that want to achieve the full diploma at Level 1. Responding to feedback from the external verifier, in 19/20 the BTEC course is now an introductory course that allows for pass, merit and distinction grades. There has been a considerable rise in the achievement rates for L1 showing a maintained quality of teaching and provision. Lower retention on the E3 programme in 18/19 has reduced achievement rates. As a result in 19/20 we have introduced a non-accredited programme which enables learners to experience a flavour of the sector to ensure learners are committed to undertaking the qualifications and complete the course successfully.

Retail and Life and Living

The retail course has continued to provide learners with high quality teaching with learners completing units that will assist them into work. As a result of a change in the internal verifications process (IV), the Life and Living Skills Certificate improved considerably on achievement. This course is aimed at those furthest from employment with additional needs and is based within a community garden. The course focuses on building confidence, travel training, planning to become involved in the community, clearing and preparing a planting site and working safely. The award in Life and Living Skills was delivered through an employability programme with our partner Positive Steps and retention was effected due learners leaving into employment. Looking forward, implementation of employability programmes will consider a compressed timetable to enable learners to obtain the necessary skills quicker.

Learner Destinations and Progression

In-year Progression 18/19	Number progressed	% of learners progressed to learning at a higher level
PCDL to Qualification	114	20%
Progression to further level	Number progressed	% of those courses learners progressed to being a higher level
Entry Level 1	3	75%
Entry Level 2	28	100%
Entry Level 3	54	67%
Level 1	73	62%
Level 2	63	*
Cross year Progression from 18/19 – 19/20	Number progressed	% of those courses learners progressed to being a higher level
Entry Level 1	5	20%
Entry Level 2	34	94%
Entry Level 3	64	58%
Level 1	59	42%
Level 2	37	*

*qualifications only offered up to Level 2 enrolled for more than one course

In Year Progression

Progression levels are strong with data showing that learners are moving onto courses in year at a higher level. Of the 114 PCDL learners to progress, 20% of the courses they enrolled in were at a higher qualification level. Analysis shows that all qualification levels demonstrate a higher progression rate as learners choose to step up to a higher level in the subject of study or progressed to the relevant level in another subject. 100% of Entry 2 learners who progressed moved to a higher level while 67% of Entry 3 and 62% of Level 1 moved up levels in a year. We recognise that learners' journeys need to be reflective of their needs and aspiration which may include consolidated learning in a different curriculum area. Our curriculum and approach is designed to support the best step for the learner, which in the majority cases is a higher level of learning.

Cross Year Progression

Cross year progression remains a strength for ACE with learners choosing to return to study at a higher level from 2018-19 to the current year. Of those learners enrolling on a new course in 2019-20 from Entry 2 94% went onto a higher level, with 58% at Entry 3 and 42% at Level 1. As with in year progression we support our learners' bespoke journeys with an aspiration to move learners into higher level learning at the appropriate pace in the subject of study or progression to the relevant level in another subject. 153 learners from 18/19 have returned to learning in 19/20 with the total enrolments progressing from 18/19 to 19/20 totalling 199.

Learner Destinations and Progression

Overall destination outcome	2017/18	2018/19
Employed	16.2%	17.76%
Unemployed and looking for work	47%	39.96%
Unemployed and not looking for work	21.3%	25.62%
Volunteering	4.0%	4.2%
Unknown	11.4%	-
Education		12.4%

Destinations by working age residents only (removing retirement age)	2018/19
Employed	18%
Unemployed and looking for work	40.12%
Unemployed and not looking for work	25.05%
Volunteering	4.31%
Education	12.52%

The percentage of learners who leave into employment has increased from 16.2% to 18% when analysing working age learners only, however this continues as an area for improvement to match local and regional priorities. Data gathered at enrolment enables for better targeting of opportunity as staff are aware of which learners are looking for work. ACE's governing body includes representatives from Tameside business (Findel Education) and Jobcentre Plus to reflect the employability requirements within the Borough which in turn adds value to the curriculum offer. ACE continues to support volunteering opportunities within our provision. This remains an option for those looking to build on employability skills, particularly learners with additional barriers. It also helps them to build confidence when communicating with others and give them the chance to gain experience of cash handling and taking on classroom support roles for high level learners.

The introduction of pathways to measure the starting points of learners enables us to better understand where a learner is focussing their expected achievement and supports better mapping of destinations upon completion. [Further destination tables are at appendix A5].

Personal Development, Behaviour and Welfare

Key Strengths

- Learners are punctual and enthusiastic about their courses
- All staff are effectively signposting learners onto the right courses
- Good partnerships allow learners with significant barriers to receive effective support and remain in learning
- All staff have received safeguarding training and feel confident when talking to learners

Areas for improvement

- Strategies for monitoring attendance need to be maintained to increase attendance to target levels and maintain punctuality
- Further develop links with employers and support agencies to support learners into employment

Headline Attendance and Punctuality 18/19:

	Attendance %	Punctuality %
Term 1 2018/19	87.24	96.69
Term 2 2018/19	81.90	96.48
Term 3 2018/19	84.31	96.01
Average for 18/19	84%	96%
	(Target 90%)	(Target 96%)
Average for 17/18	86%	94%
Average for 16/17	85%	95%

High punctuality rates

Tameside ACE is committed to promoting high levels of learner attendance and punctuality across all our provision. There are policies and procedures in place to manage this. The Governing Board and management team at ACE continue to place expected learner attendance as a high priority and strive for learner attendance to achieve the 90% target, this not been met during 18/19 with 84% attendance. This is 2% below the previous year and has been attributed in part to the teaching staff turnover, highlighting a need to implement our longer term strategy.

In order to improve attendance next year:

- Quality and Learning Managers to ensure attendance policy consistently and effectively implemented by tutors and evolved where improvements are identified
- Introduction of electronic attendance management system to ensure accurate recording and facilitate robust monitoring, reporting and real-time response

- Expected learner behaviours and levels of commitment are robustly communicated at both enrolment and induction and understanding checked via follow-up at review

Student Services

Over the last year there has been a large increase in learners accessing support services and interventions from student services, careers advice and support has risen to a 3 year high of 73 (27% of all interactions) and volunteering also tripled to 22 reflecting our enhanced focus on employability. The relocation of the student services within the admin and data insight team has allowed for stronger leadership and focused support with appointments being made with learners. External agencies now regularly visit Stamford Chambers to offer underpinning welfare support and employment opportunities for learners including the NHS, Routes to Work, Healthy Minds and National Careers Service. This continues to ensure that there is highly effective student support in place supporting learners with significant barriers to learning. ACE continues to maintain the Matrix standard accreditation for Information Advice and Guidance (IAG) ensuring our student services are underpinned by a recognised guidance framework [see detailed data tables in Appendix A4]. A service wide text system is used to promote wellbeing and employment events taking place. This facility also allows us to be confident that learners receive updates and information relating to their learning and progression opportunities.

Learners speak very positively about their learning with ACE. Learners are asked to evaluate the service they received during their time at ACE following induction and at the end of their course. In 2018/19 100% of learners who completed an induction evaluation stated that they received good or excellent information and advice to help towards career goals and that the assessment and advice given on courses was excellent. In 2018-19 96.1% of learners who completed an end of course evaluation rated teaching and support at ACE as excellent and 94.29% rated the advice they received from their tutor about progression as excellent. [Detailed data tables are available in appendix A1-A3].

Quality of Teaching, Learning and Assessment

Key Strengths

- Most lessons are good with outstanding features
- Schemes of work show robust planning for embedding of English, maths and ICT
- Staff development sessions have a clear focus in exploring new techniques to improve teaching, learning and assessment
- Embedding of peer observations allowing for tutors to become reflective practitioners and share best practice

Areas for improvement

- Stretch and challenge learners demonstrating high expectations for learning to be standardised across all curriculum areas.
- Further support progression from ACE to other providers that can offer higher qualifications or work experience.

Curriculum Intent

ACE planned the curriculum to ensure that it developed the knowledge, skills and behaviours that new and progressing learners need to prepare them for the next steps in education or work. Managers have identified that there are some courses that will need to promote learners moving onto another provider to achieve the higher qualification.

Schemes of Work (SoW) audited September 2018		9
Number of SoW highlighting areas for improvement		
Stretch and Challenge	Assessment methods	Embedding explicit wider skills (Equality and diversity, ICT, English, maths, etc)
6 (of 9)	8 (of 9)	8 (of 9)

A scheme of work audit was conducted in September 2018 to identify how the curriculum develops and scaffolds skills, develops interpersonal skills and sets high expectations of learning in sessions. This gave us a positive baseline at the start of 2018/19 for further improvement. The results from this audit identified that most areas are planning sessions with wider skills aiding the development of confidence, interpersonal skills, improving maths and English skills and IT literacy. Themes for improvement were planning for stretch and challenge, explicitly planning for learners to explore topics that are diverse and assessment methods being worksheet based. These were prioritised on the staff development sessions throughout the year. The scheme of work audit for 19-20 shows a marked improvement in tutors' planning of ICT based assessments, to aid with marking and

workload, stretch and challenge and a variety of diverse resources to give learners a well-rounded and cultured curriculum.

Managers have planned for curriculum to engage and develop learners within the borough. The community learning courses are built to ignite and expand on skills that are transferable to qualification courses. Confidence Building is geared around learners becoming lifelong learners by developing strategies to engage with other learners, reflect on dealing with stress and anxiety and being able to deliver a presentation in front of their peers.

By fully utilising the capabilities of the new MIS system, managers continue to review and target how many courses new learners are enrolled onto. The amount of new learners that are being introduced to our service is a credit to our partnership working and our local reputation. This has also meant that there have been some cases of new learners taking on two or three courses and not being retained. To help encourage learners to learn at a suitable and sustainable pace, we will continue to improve the analysis of starting points for new learners. Key indicators include years out of education, caring responsibilities, referral agencies and aspirations the learner has.

Tutors assess all learners' starting points at the beginning of the course, allowing for gaps to be recognised and for targets to be set. Tutors plan for reviews to provide clear and developmental feedback. Using the full capabilities of the new MIS system will allow us to track learners that have declared a learning difficulty or disability with greater insight. That way we can monitor progression and provide intervention quicker to learners that have a declared difficulty or disability.

Learning support were deployed to ensure that all learners have the tools to support success. More learning support was deployed into higher level courses, demonstrating effective planning for an ambitious curriculum offering quality education for all learners. In 2019-20 we have further improved the tracking documents for learners in receipt of learning support to track progress, identify actions to support further learning and to aid further planning for learning with the tutors.

Curriculum Implementation

Learning walks and observations identified tutors improving explicit links to improving English and maths skills within curriculum areas. There were 17 observations of teaching and learning in 2018/19. To respond to feedback from the previous Ofsted inspection, SAR and QIP managers updated the observation report to address specific instances of where certain areas for improvement are seen within a session, or curriculum plan.

Headline data for observations 2018-19

	Observed sessions showing explicit evidence of good/outstanding delivery or planning.	
	As a fraction	As %
English (excluding English sessions)	9/14	64%
Maths (excluding maths sessions)	8/15	53%
ICT (excluding ICT sessions)	8/14	57%

We have ensured high standards of TLA are supported and developed by issuing development points after observed sessions. Despite there being a larger number of tutors planning for English, maths and ICT throughout the year, we have issued development points to push tutors to try new methods, explore different approaches and try to encourage an awareness in how specific skills they are developing meet the needs for the English and maths qualification. For example, if a tutor is embedding maths into a class by asking learners to explore percentages, tutors are encouraged to find out which level of maths this is equivalent to. This allows them to reflect on the pitching of topics they are introducing when embedding, but also offers tutors the opportunity to become aware of the wider curriculum.

Responding to the scheme of work audit, staff development sessions focused on embedding English and maths, ICT and stretching and challenging learners. Following two staff development sessions, more sessions showed evidence of tutors trying new methods of embedding English, maths and ICT into their lessons. The improvements for 2019-20 will be in building confidence in using ICT in community learning venues because observed sessions in term 2 and 3, which were held outside of the main building, identified that tutors were not planning for ICT within sessions due to limitations within venues.

Moving forward, we need to ensure there is a high emphasis maintained on expectations for learners, stretch and challenge and creating self-reflection opportunities for learners to become metacognitive. 1-2-1s with managers will continue to focus on supporting learner progression and building strategies to close achievement gaps.

Supporting reflection through peer observations and training.

In term 2, we piloted a peer observation program. Six peer observations took place between teaching staff. Managers worked closely to support peer observations through covering sessions or deploying learning support to support learning for tutors to peer observe activities in other sessions. Managers will further promote peer observations by including them as a main support focus in the Teaching and Learning policy for 2019-20. Ultimately, this will aid staff to become more reflective practitioners. Good practice can easily be disseminated and development points can be signed off quicker.

Continuous professional development has always been supported at ACE through staff development days, guest speakers and sending staff to external training providers. English and maths tutors all benefitted from Functional Skills Reform training for various awarding bodies to allow for tutors to reflect on suitability of awarding bodies and how they can develop future schemes of work to be in line with new standards.

Observations of Teaching, Learning and Assessment

	End of 2017-18		Target for 2018-19		End of 2018-19	
	As %	As a fraction	As %	As a fraction	As %	As a fraction
Staff showing good or outstanding TLA	78%	7/9	89%	8/9	89%	8/9

The target for tutors to be showing evidence of good or outstanding observed sessions was achieved through ensuring that managers were responding quickly to offer supportive and honest feedback on observations and creating a supportive plan to ensure that development points were signed off. We RAG rated tutors depending on the weighting and urgency of development points that were issued. Staff were supported through meetings, peer observations and mentoring to show evidence of improvement and for their development points to be signed off. Throughout the year, there were 193 logged supportive transactions with staff to help develop how curriculum is delivered. The amount of support staff receive is determined by the status of their development points. Managers will offer more support to a tutor that has development points moving into extended review or further.

Development Points 2018-19 Summary

Development points issued	Signed off at first review	Signed off at extended review	Ongoing
45	32 (71%)	4 (9%)	9 (20%)

Development points were mostly issued after an observation, averaging 2.5 development points being issued per observed tutor. That 71% of these were signed off when first reviewed (often 6 weeks after issue) demonstrates that tutors are reflecting on feedback to improve practice. We standardise on evidence gathered to sign off development points to ensure that sufficient quality is seen to confidently sign off development points. Roughly 9% of development points were signed off on an extended review date, highlighting that there was not enough evidence seen on first review date. This highlights the high standard that we are placing to ensure tutors are being sufficiently supported to improve practice to achieve targets set for good to outstanding sessions at the end of 2018-19. The 20% remaining development points are either those that were not signed off on their extended review date so would be in the next stage of the process, or are development points issued at the end of term 3 and to be reviewed term 1 of 2019-20.

Appendices

A1. Learner Feedback

Why did you choose to learn here?	
Recommended/referred here	103
Convenient/local	46
Returning learner	22
Found it on the internet	2

A2. Induction Evaluation

Question	Helpfulness of staff when you first made contact	Assessment session & advice given to get you on this course	Induction to the centre or course	Content of the learner handbook	Support provided by student services (if applicable)	Info & advice given to help you towards your career goals	Health & safety info given to keep you safe
Excellent	33	28	27	25	26	24	33
Good	0	5	5	7	6	8	0
Poor	0	0	0	0	0	0	0
NA	0	0	0	0	0	0	0
Unanswered	0	0	1	1	1	1	0
Total	33	33	32	32	32	32	33
Excellent	100.00%	84.85%	84.38%	78.13%	81.25%	75.00%	100.00%
Good	0.00%	15.15%	15.63%	21.88%	18.75%	25.00%	0.00%
Poor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total	100%	100%	100%	100%	100%	100%	100%

A3. End of Course Evaluation 18/19

	Q1	Q2	Q3	Q4	Q5	Q6	Q7
	Pre-course advice	Induction to the centre/ course	Course meeting your needs	Teaching and support	Facilities	Handouts, resources, equipment	Advice from tutor about progression
Excellent	159	159	181	197	155	173	198
OK	39	35	27	8	53	36	12
Poor	1	0	0	0	1	0	0
NA	0	0	0	0	0	0	0
Unans	13	18	4	7	3	3	2
Total	199	194	208	205	209	209	210
Excellent	79.90%	81.96%	87.02%	96.10%	74.16%	82.78%	94.29%
OK	19.60%	18.04%	12.98%	3.90%	25.36%	17.22%	5.71%
Poor	0.50%	0.00%	0.00%	0.00%	0.48%	0.00%	0.00%
Total	159	159	181	197	155	100%	100%

Q1		Q5	
Conf/build	1	Start IT	1

A3 (CONTINUED) Please answer yes or no to the following questions:

	Q8	Q9	Q10	Q11	Q12
	Do you feel safe learning here?	Was the pace of the course right for you?	Do you feel more confident to find work in the future/make progress in your current job?	Do you feel more positive about your ability to learn new things?	Did you enjoy meeting new people?
Yes	197	202	179	201	192
No	1	4	8	5	6
NA	0	2	19	1	1
Unans	14	4	6	5	13
Total	198	206	187	206	198
Yes	99.49%	98.06%	95.72%	97.57%	96.97%
No	0.51%	1.94%	4.28%	2.43%	3.03%
Total	100%	100%	100%	100%	100%

Q8	Q9	Q10	Q11	Q12					
C o n f/ b u i l d	1	Step into IT (DNW)	3	English	1	Step into IT (DNW)	2	Conf/Build	1
		WOW	1	Step into IT (DNW)	2	WOW	1	Maths L2	1
				WOW	1	Conf/build	1	IT	1
				Word L1	1	iTQ	1	ITQ	1
				UCJ	1			WOW	2
				OE	1				
				iTQ	1				

A4. Student Support Services

Student Support Totals	15/16	16/17	17/18	18/19
Advocacy	7	6	4	2
Application to DLS Fund	NR	NR	3	18
Business Start Up Support	NR	NR	NR	3
Careers Advice and Support	7	46	5	73
Computer Buddies	8	3	5	2
Council Tax Advice	0	1	0	0
External Courses/Progression	15	16	6	42
Financial Advice	0	9	3	1
Food Support/Bank	3	6	1	4
Health and Wellbeing	2	9	3	12
Healthy Eating	0	2	3	0
Housing Advice	0	4	1	8
Legal Advice	5	0	2	1
Mental Health	10	18	8	28
One to One Reading Support	16	9	14	6
Routes to Work	0	0	2	1
Student Support Other	2	12	8	40
Volunteering	0	8	3	22
Welfare Rights Advice	1	3	10	7
Work Placement	NR	NR	2	0
Apprenticeship/YES Scheme	NR	NR	1	1
Total	76	152	84	271

A5. Learner Destinations Data

Overall destination outcome	2016/17	2017/18	2018/19	
Employed	16.1%	16.2%	18%	
Not in paid employment	42.6%	47%	65.5%	
Further learning	25%	21.3%	12.5%	
Volunteering	4.7%	4.0%	4%	
Unknown	10.8%	11.4%	0*	*No longer collected

Overview of destination outcome by Gender, Disability, Age and Ethnicity

Destination outcome by gender

Outcomes by Gender	17/18		18/19	
	Male	Female	Male	Female
Employed	26%	74%	26%	74%
Unemployed and looking	37%	63%	32%	68%
Unemployed and not looking	30%	70%	25%	75%
Volunteering	38%	62%	36%	64%
Education			25%	75%

Overview of destination outcome for learners with a declared disability

Outcomes by Learners' with a disability	17/18	18/19 *
Employed	19%	18%
Unemployed and looking	38%	31%
Unemployed and not looking	43%	25%
Volunteering	90%	17%
Education		32%

*% of total learners

Overview of destination outcome for by ethnicity

Outcomes by ethnic background	Employed	Unemployed and looking	Unemployed and not looking	Volunteering	Education
Irish	1.1%	1.9%	3.7%	0%	0%
English/WI/Sc/NI/ British	54.8%	51.7%	35.1%	68.2%	21.5%
Gypsy or Irish Traveller	0%	0%	0%	3.85%	0%
Other white bkgd	5.4%	1.9%	3.7%	0%	6.2%
White and Black Carib	1.1%	0.5%	0%	0%	1.5%
White and Black African	0%	0.5%	0%	0%	0%
White and Asian	0%	1.9%	2.2%	4.6%	1.5%
Other Mixed/mult bkgd	1.1%	0%	0%	0%	0%
Indian	2.2%	2.9%	3.0%	0%	0.68%
Pakistani	3.2%	9.1%	9.7%	4.6%	3.1%
Bangladeshi	8.6%	7.7%	14.2%	9.1%	40%

Chinese	0%	0%	0%	0%	0%
Other Asian background	2.2%	3.3%	3%	0%	0%
African	19.4%	12.0%	16.4%	9.1%	16.9%
Caribbean	0%	0%	0%	0%	0%
Other Blk/Afc/Carib Bkgd	0%	1.4%	0.7%	0%	0%
Arab	0%	1.9%	2.2%	0%	3.1%
Any other ethnic group	1.1%	3.3%	6%	0%	6.2%

Glossary of terms (Development Points Process)

- Development points issued: how many development points were assigned (typically after an observation). Support is offered and development points are given a first review date for Quality Team to observe if development points have been actioned and are eligible to be signed off.
- Development points signed off at first review: total of development points signed off when first reviewed. Insufficient evidence leads to an extended review date being set with support offered.
- Development points signed off at extended review: total of development points signed off at extended review date. Insufficient evidence leads to action plan.
- Ongoing: development points currently in action plan, or were due to be reviewed in term 1 of 2019-20.

Agenda Item 5

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	14 January 2020
Reporting Officer:	David Berry, Head of Employment and Skills
Subject:	POST 16 SKILLS AND PARTICIPATION
Report Summary:	This summary report sets out an overview of Level 3 post 16 performance and participation rates in Tameside. Tameside has good performance and levels of participation.
Recommendations:	The Board is recommended to: <ol style="list-style-type: none">1. Note the report.2. Support the continued good performance and participation Post 16.
Corporate Plan:	Good outcomes at Post 16 support the delivery of the Starting, Living and Ageing Well elements of the Corporate Plan.
Policy Implications:	Effective performance at Level 3 supports economic growth.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	There are no direct financial implications as a result of this report.
Legal Implications: (Authorised by the Borough Solicitor)	Statistical data provides a valuable insight and means of gauging performance against past and national markers. It further provides useful data to inform the Council decision making as regards key strategic imperatives such as education, economy, health and wellbeing which are all inter-connected outcomes for the residents of Tameside and the most vulnerable within it.
Risk Management:	High quality Level 3 institutions and provision is essential for increased skill levels and economic growth
Access to Information:	This report does not contain information which warrants its consideration in the absence of the Press or members of the public.
Background Information:	The background papers relating to this report can be inspected by contacting David Berry Head of Employment and Skills



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1 INTRODUCTION

- 1.1 The overall picture of Level 3 performance (equivalent to A-Level) and participation in education, employment or training is improving in Tameside with high quality institutions and an increasing number of residents engaged. This summary report provides an overview of performance and sets out next steps to continue our progression as part of a vibrant economy for Tameside. Our approach is to view skills as a continuum throughout the life course.
- 1.2 Level 3 provision includes a range of elements including academic, vocational and apprenticeships.
- 1.3 Greater Manchester Combined Authority (GM) launched the Local Industrial Strategy (LIS) in 2019 which identified skills and productivity as key areas of focus. Tameside is currently developing an Inclusive Growth Strategy to shape and deliver on skills aligned to the GMLIS.

2. ECONOMIC CONTEXT

- 2.1 Improving skill levels is vital to Tameside's inclusive growth and population health and wellbeing. Tameside currently has challenges at all levels of skills for our adult working age population (set out in table 1 below). The percentage of Tameside residents with no qualification has improved from 10.9 to 10.1 in the last year. The last year has also seen a 1.2% increase of population with a level 2 qualification and an increase of 1.4% for level 3.

Skill level	% of Tameside population	% of England population
No qualification	10.1	7.8
Level 2+	70.3	74.7
Level 3+	47.5	57.8
Level 4+	26.2	39.3

- 2.2 The importance of achieving outcomes in education up to the age of 16 and effective basic skills provision (entry and Levels 1 and 2) by providers such as Tameside Adult Community Education will support the foundation of a higher skilled population.
- 2.3 Skill levels can be considered against levels of both pay and productivity, Tameside workers earn an average of £479.9 per week showing a slight increase in the last year, compared to the North West average of £549.8. With the advent of the Government's welfare reform programme including Universal Credit it is essential that Tameside residents who are in work are supported to raise their earnings. The GMLIS identifies in work progression skills and productivity as key areas and Tameside is keen to trial new services with partners in this area.
- 2.4 Tameside currently has an unemployment rate of 4% compared to the Northwest rate of 3.5%. The unemployment rate has fallen by 0.7% in the last year. Economic inactivity levels in Tameside have fallen from of 23.4% to 22.1%. They are above the UK average of 21.1%. Tameside's 18-24 year old unemployment is at 6.8% compared to a national rate of 4%, this is despite strong participation performance at age 16-17. Unemployment has fallen steadily across the UK although it should be noted that quality employment including jobs paid at or above the real living wage or requiring higher level skills are essential to developing a vibrant economy.

- 2.5 The latest data available shows that in 2017 29.4% of Tameside's 18 year olds gained entry to university slightly lower when compared to the England average of 32.6%. The growth of degree apprenticeships provides alternative options to academic study. It is important that Tameside residents' aspirations are raised and matched to broaden our higher level skill base.

3. PARTICIPATION

- 3.1 Local Not in Education, Employment or Training (NEET) data is up from 2.4% to 3.0%, however this currently includes 4 people awaiting a start date. National data published in September 2019 shows Tameside performing above the national average for 16-17 year olds (NEET and unknown) at 4.8% compared to 5.5% for England. Our strong performance in keeping unknowns to a low level sits behind this outcome. Tameside is in the top quintile nationally for September Guarantee performance at 98% compared to 94.5% for England. The September Guarantee measures the offer of an education place to 16-17 year olds. Our participation rate remains above the England average at 93.1% compared to 92.5%. Good participation is important for achieving outcomes in learning.
- 3.2 This is positive performance supported by good quality careers advice. Participation rates need to be understood in the context of outcomes and transition into well paid employment. Young people should have access to a high quality Career Guidance and Support Service (CGSS) that caters for a broad range of needs and which contributes to improving the outcomes and progression for young people. The service will also be required to track outcomes and destinations of young people leaving school and report on these quarterly to commissioners. Positive Steps has recently secured the CGSS contract to deliver the service until 2024.

4. PERFORMANCE AT LEVEL 3

- 4.1 Tameside's A-Level performance in 2019 is comparable to England with an average grade of C+. Tameside's average points score is 29.9 slightly lower than 31.84 for England. Participation in A-Levels is increased to 999 in 2018/2019 from 934 students in 2016/17 and 774 in 2014/15. Tameside's increases in A-level students are marginally better than the national trend. The future of local provision is strong with both Tameside College and Ashton Sixth Form College rated as 'Good' by Ofsted. High quality teaching and learning is essential to improve learning outcomes.
- 4.2 Tameside's Tech Level 'vocational' performance in 2018/19 at Level 3 is positive with a 32.78 average point score, higher than the England average of 28.43. Tameside's Applied General 'vocational' performance was 25.00 slightly below the England average of 28.
- 4.3 Tameside has maintained consistent with 2,050 apprenticeship overall starts (all age) in 2018/2019 This is the same amount as in 2017/2018. Tameside has increased its level 4 apprentices (degree equivalent).
- 4.4 The percentage of 19 year olds achieving a level 3 was 52.7% in 2019 compared to 57.2% in England. This shows that further work is needed to increase Level 3 outcome rates at 16-19 as well as across the entire population.

5. CONCLUSION FUTURE PROVISION AND NEXT STEPS

- 5.1 The opening of the Tameside One campus has provided further high quality skills facilities and provision for the Borough. This includes the opening of an Advanced Skills Centre alongside Clarendon College. To further enhance the Borough's offer a new Skills Construction Centre in will open in 2020. Vision Tameside continues to be a key strand of our work to raise aspirations, skills and to grow the local economy.
- 5.2 The Tameside Learner Provider Network (LPN) was relaunched in 2016 and has grown into a strong strategic and operational network of providers to support the development of new and quality provision. The network now provides an opportunity to lead a multi-agency approach to the local skills agenda identifying gaps and supporting shared solutions to provision. With the devolution of the adult education budget from central government to GMCA the local LPN will take a strong role in coordinating and improving provision.
- 5.3 As set out in this report there are some core strengths in Tameside's Level 3 provision which can be further strengthened through the pursuit of the following activity as part of a wider strategy for Inclusive Growth in 2020:
- Raise educational performance pre Level 3 and through the life course
 - Improve the quality and availability of Careers Education Information Advice and Guidance (CEIAG), utilising externally funded provision in co-ordination with locally commissioned services.
 - Realise the potential of the Vision Tameside Campus and new construction campus
 - Develop a stronger Level 4 (degree equivalent) offer in Tameside building on Vision Tameside
 - Ensure the Devolution of Adult Education Budget to Greater Manchester supports residents to gain basic skills essential for progression into employment or higher level learning
 - Continue to develop of an Inclusive Growth Strategy, including a clear and ambitious action plan for Skills.

6. RECOMMENDATIONS

- 6.1 It is recommended that the Board note the content of the report.

Agenda Item 6

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	14 January 2020
Reporting Officer:	Tim Bowman, Assistant Director, Learning
Subject:	PUPIL PLACE PLANNING ANNUAL REVIEW
Report Summary:	The following report outlines the way that school place planning in Tameside takes place and outlines current issues particularly with secondary school for September 2021 onwards.
Recommendations:	That the board notes the content of the report
Corporate Plan:	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 statutory Section 151 Officer & Chief Finance Officer)	<p>The place planning within the Borough, will present financial challenges for schools as the pupil population starts to drop as the authority and schools are funded on a per pupil basis. Schools should ensure the 3 year plans take account of expected changes in pupil numbers.</p> <p>Place planning is kept under review and close working between the admissions team and finance will be necessary to ensure schools are supported effectively where they are likely to see a drop in future funding.</p>
Legal Implications: (Authorised by the Borough Solicitor)	<p>The council has a statutory duty to ensure that sufficient places are available within their area for every child of school age whose parents wish them to have one; to promote diversity, parental choice and high educational standards; to ensure fair access to educational opportunity; and to help fulfill every child's educational potential. The council also has a duty to respond to any representations from parents who are not satisfied with the provision of schools in the local area. This could be regarding the size, type, location or quality of school provision. Since 2011, new providers of school places have been able to establish state-funded Free Schools; there are also a growing numbers of academies, which are independent of local authority control. School places are no longer, therefore, solely provided by the county council, and the council must work with these other providers to ensure that the need for school places is met. Although there has been no statutory requirement to publish a School Organisation Plan since 2004, it is considered good practice to produce a plan related to pupil place planning to clearly set out the framework for, and approach towards, the provision of places. Such a Plan and Annual Review shows local communities, and those interested in their development, how we expect school provision to change over the next few years. It brings together information from a range of sources and sets out the issues the council will face in meeting its statutory duties for providing nursery and school places. The Plan includes present and predicted future pupil numbers on roll, together with information about birth rates, school capacity, and new housing. Such plan sets out proposed changes in the number of school</p>

places available over the next year and it suggests where other changes may be necessary in the future. The plan also sets out our policies on school organisation and the statutory framework for making changes such as opening, closing or enlarging schools.

Risk Management:

It is a statutory duty of the local authority to provide sufficient school places for all pupils living in the borough.

Access to Information:

This report does not contain information which warrants its consideration in the absence of the Press or members of the public.

Background Information:

The background papers relating to this report can be inspected by contacting Catherine Moseley, Head of Access Services



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EXECUTIVE SUMMARY

All local authorities have a statutory duty to ensure that there are sufficient school places to meet demand in the area. These may be school places available at provision maintained by the local authority, academies, or other non-maintained schools.

Planning for fluctuations in demand for school places is an important function which needs to be carried out at a local level and will differ depending on the phase of learning, for example, pupils will travel further to secondary schools than primary schools. The compact geography of Tameside and the mix of types of school eg single sex means that place planning happens at a level higher than wards or towns.

School place planning is a complex process, that takes account a range of factors including the number of births in the borough, in year movement and cohort survival rates as well as parental preference and planned housing development. With rapid shifts in economic conditions for families and changing patterns of migration, planning for basic need for school places requires a proactive approach to best respond to both short and medium-term demand for places. By taking this approach, the Council has managed to ensure sufficient places to meet increasing demand over the last 15 years which has seen a 27% rise in birth rates in the borough and a 24% increase in pupils coming into primary schools.

This report sets out how the forecasting of demand is matched to need and where there is a need for additional places to be created, how this is achieved.

The report looks at the factors affecting demand which are birth rates, in year movements within and without the borough, travel to learn patterns 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. Many of these are subject to quite short-term uncertainty and are difficult to plan for on a long-term basis. An analysis of this data gives a cohort survival rate which is used to give an estimate of demand. Currently, with a falling birthrate, the need for additional places is in the secondary sector for four years from September 2021 to September 2024.

Then we look at the factors affecting supply which are the availability of capital funding, land and premises. Expansion of existing schools is affected by the capacity of premises, the size of sites as well as wider considerations of their location. Establishing any new schools requires a longer lead in time through the competition framework. Equally, additional places can be introduced into the system through expansion proposals by governing bodies or admission authorities that increase admission numbers into a school and the establishment of Free Schools that receive approval by central government.

All our secondary schools have been aware of the issues relating to the need for additional places and the relative number of places that are still needed for these four years. It is not anticipated that September 22 and 24 will pose a problem as many schools have offered to take small number of additional pupils in the past if necessary but the small number is likely to be accommodated with places becoming available following successful appeals and parents opting for independent schools. September 2021 and 2023 pose greater issues as additional classes will be needed to accommodate predicted demand. These numbers however will be accommodated on a temporary basis and will not necessitate permanent increases in published admission numbers as this will generate significant levels of surplus capacity in future years.

In partnership with our secondary schools, the gap in September 2021 looks likely to be closed as several schools are consulting on increasing their admission numbers in return for investment using basic need funding to remodel accommodation and other schools have agreed to take additional pupils without the need for further investment.

1. FUTURE SCHOOL PLACES REQUIREMENTS IN TAMESIDE

Context

- 1.1 All local authorities have a statutory duty to ensure that there are sufficient school places to meet demand in the area. These may be school places available at provision maintained by the local authority, academies, or other non-maintained schools. In order to carry out this statutory duty, Councils need to carry out school place planning and forecasting.
- 1.2 Planning for fluctuations in demand for school places is an important function which needs to be carried out at a local level and will differ depending on the phase of learning, for example, pupils will travel further to secondary schools than primary schools. The compact geography of the borough and the mix of types of school eg single sex means that place planning happens at a level higher than wards or towns.
- 1.3 School place planning is a complex process, that takes account a range of factors including the number of births in the borough, in year movement and cohort survival rates as well as parental preference and planned housing development. With rapid shifts in economic conditions for families and changing patterns of migration, planning for basic need for school places requires a proactive approach to best respond to both short and medium-term demand for places.
- 1.4 In 2006, the Council reviewed its secondary school provision under the Building Schools for the Future programme. The review led to some fundamental changes to the secondary school landscape in the borough including closing six schools and opening three including the creation of two new academies and the building of five new mainstream secondary schools.

Strategic Planning

- 1.5 Planning school places is a dynamic process. Tameside Council has taken the view that, in the current situation of rising demand for places, our strategy needs to be refreshed on a regular basis to be responsive to fluid and contemporaneous data. In order to do this, the Council's Executive Cabinet receives recommendations on an annual basis through the annual determination of admission arrangements process. The annual reports highlight current issues and potential solutions in advance of the annual consultation on admission arrangements which includes consultation on changes to published admission numbers. By taking this approach, the Council has managed to ensure sufficient places to meet increasing demand over the last 15 years which has seen a 27% rise in birth rates in the borough and a 24% increase in pupils coming into primary schools.

Factors affecting Demand

- 1.6 The main factors affecting demand for school places are birth rates, in year movements within and without the borough, travel to learn patterns 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. Many of these are subject to quite short-term uncertainty and are difficult to plan for on a long-term basis.

Factors affecting Supply

- 1.7 The main factors affecting the supply of school places are the availability of capital funding, land and premises. Expansion of existing schools is affected by the capacity of premises, the size of sites as well as wider considerations of their location. Establishing any new schools requires a longer lead in time through the competition framework. Equally, additional places can be introduced into the system through expansion proposals by governing bodies or admission authorities that increase admission numbers into a school and the establishment of Free Schools that receive approval by central government.

Challenges affecting Planning to Meet Demand

- 1.8 The main issues that can affect the Council's strategic plans are late applications and in-year admissions which complicate planning both at school and at local authority level. Previously well-understood trends are changing and are proving difficult to predict, including short term tenancies, mobile populations and other changes in the housing market. Changes in parental preference are also difficult to predict.
- 1.9 As demand increases, there are new challenges. An increase in demand for primary school places mean lower levels of surplus places which could have helped to meet demand for in year transfers and any surplus places are often not in the right geographical area. At secondary level, the right levels of existing unfilled places need to be protected so that they will be available when they are needed, as primary growth feeds through.

Tameside Track Record

- 1.10 The Council has been proactive in tackling the issue of rising births over recent years. The Published Admission Number (PAN) has been increased at many primary schools and overall by almost 18% as illustrated in the table below.

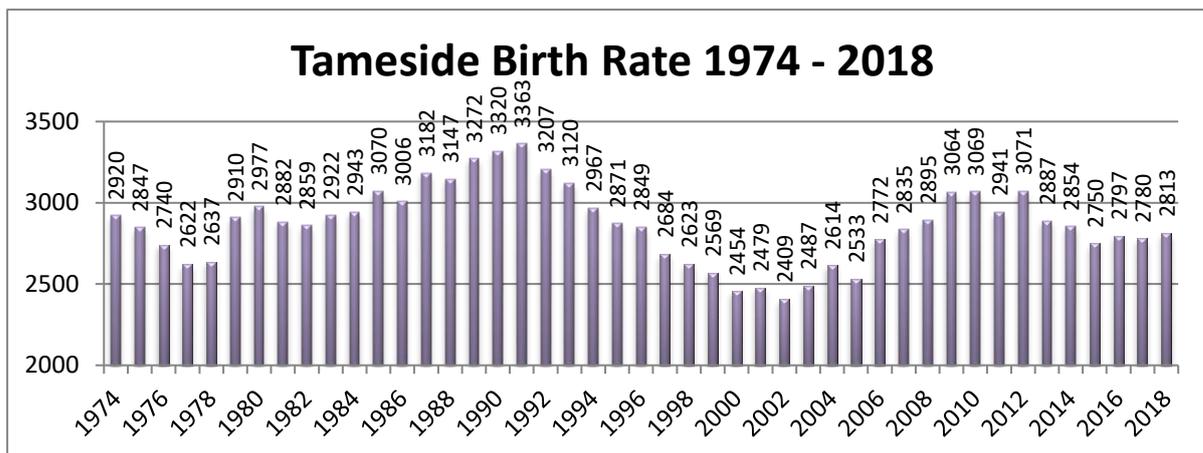
TAMESIDE PRIMARY SCHOOL PLACES – TOTAL PLACES FOR RECEPTION ENTRY											
08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
2764	2734	2802	2907	2917	3085	3125	3190	3220	3195	3195	3195

- 1.11 By being proactive, the Council has been able to meet its statutory duty to provide sufficient primary places in the face of a 27% increase in birth rate and 24% increase in pupils starting primary schools over the last few years whilst also managing to maintain high levels of meeting parental preference.

Preference allocations on national offer day	2015		2016		2017		2018		2019	
	SECONDARY SCHOOLS									
	T'side	Eng	T'side	Eng	T'side	Eng	T'side	Eng	T'side	Eng
% First preference	86.8%	84.2%	87.6%	84.1%	82.2%	83.5%	84.6%	82.1%	83.9%	80.9%
% any preference	97.2%	96.4%	96.9%	96.5%	94.9%	96.1%	96.6%	95.5%	95.8%	94.9%
PRIMARY SCHOOLS										
% First preference	88.0%	87.8%	88.7%	88.4%	90.9%	90.0%	93.5%	91.0%	91.5%	90.6%
% any preference	96.5%	96.5%	96.8%	96.9%	97.5%	97.7%	98.6%	98.1%	97.8%	98.0%

2 CURRENT DEMAND

- 2.1 In common with many areas of the country, Tameside has experienced a surge in births. The birth rate rose from a low of 2,409 in 2002 to a recent high of 3,069 in 2010, a 27% increase.
- 2.2 As can be seen from the graph below, over the last 44 years, the birth rate in the borough has followed a distinct cycle which appears to repeat over a 25 year period. The peak of births in the borough was reached in 1991 when 3,363 babies were born. The most recent peak was in 2010 with 3,069 babies born. In 2018, this had dropped back to 2,813 and been relatively stable for a seven year period. Birth rates form the basis for any school place planning model. Therefore, any new proposals to increase the number of school places need to be a mix of permanent and temporary as these will become surplus in years to come.



2.3 A number of factors are used to predict how many year 7 places will be needed in the borough and to some extent planning to meet secondary needs is easier as pupils are in primary schools already. These include birth rates, the number of pupils in primary schools, in year pupil movement and planned housing developments. These factors give a range within which demand for school places need to be assessed. For many years, the Council has used an average of Year 6 numbers plus 5% to give an indication of demand; however, this has increased to 6% in recent years.

In Year Transfers

2.4 The School Admissions Team in the Council deal with approximately 3,000 transfer movements every year. Around 2,000 are primary school movements and 1,000 are secondary. This is in common with most areas of the country where house moves are the commonest reason for moving schools. The tables below shows pupil numbers in each year group from 2004 onwards. As can be seen the number of children in Tameside primary schools has increased steadily over the years in line with the increase in the birth rate.

All Tameside primary schools January census numbers in each year group								
	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
2004/05	2460	2562	2593	2618	2712	2712	2745	18402
2005/06	2397	2472	2550	2591	2615	2706	2718	18049
2006/07	2406	2396	2463	2553	2598	2611	2695	17722
2007/08	2453	2384	2429	2457	2535	2619	2617	17494
2008/09	2586	2463	2400	2427	2470	2536	2617	17499
2009/10	2549	2589	2499	2411	2404	2461	2531	17444
2010/11	2681	2549	2600	2453	2414	2397	2473	17567
2011/12	2760	2690	2574	2581	2467	2420	2369	17861
2012/13	2908	2770	2701	2544	2544	2430	2394	18291
2013/14	2926	2953	2773	2699	2567	2581	2465	18964
2014/15	3104	2929	2931	2761	2692	2597	2580	19594
2015/16	3002	3128	2929	2942	2790	2725	2606	20122
2016/17	3066	3029	3127	2936	2951	2789	2727	20625
2017/18	2998	3089	3009	3118	2917	2926	2779	20836
2018/19	2873	3012	3094	3027	3110	2923	2938	20977
Total % Change								114%

Updated Oct 19

2.5 The table below shows the percentage change in numbers due to in year transfers from one year to the next in Tameside.

Change in numbers year to year								
	R	Y1	Y2	Y3	Y4	Y5	Y6	Overall R to Y6
2004/05								
2005/06		12	-12	-2	-3	-6	6	
2006/07		-1	-9	3	7	-4	-11	
2007/08		-22	33	-6	-18	21	6	
2008/09		10	16	-2	13	1	-2	
2009/10		3	36	11	-23	-9	-5	
2010/11		0	11	-46	3	-7	12	13
2011/12		9	25	-19	14	6	-28	-28
2012/13		10	11	-30	-37	-37	-26	-12
2013/14		45	3	-2	23	37	35	12
2014/15		3	-22	-12	-7	30	-1	-6
2015/16		24	0	11	29	33	9	57
2016/17		27	-1	7	9	-1	2	46
2017/18		23	-20	-9	-19	-25	-10	19
2018/19		14	5	18	-8	6	12	30

Percentage change year to year								
	R	Y1	Y2	Y3	Y4	Y5	Y6	Overall R to Y6
2004/05								
2005/06		0.49%	0.47%	0.08%	0.11%	0.22%	0.22%	
2006/07		0.04%	0.37%	0.12%	0.27%	0.15%	0.41%	
2007/08		0.92%	1.36%	0.24%	0.71%	0.80%	0.23%	
2008/09		0.41%	0.67%	0.08%	0.53%	0.04%	0.08%	
2009/10		0.12%	1.44%	0.46%	0.96%	0.37%	0.20%	
2010/11		0.00%	0.42%	1.88%	0.12%	0.29%	0.49%	0.53%
2011/12		0.33%	0.97%	0.74%	0.57%	0.25%	1.18%	-1.18%
2012/13		0.36%	0.41%	1.18%	1.45%	1.52%	1.09%	-0.50%
2013/14		1.52%	0.11%	0.07%	0.90%	1.43%	1.42%	0.49%
2014/15		0.10%	0.75%	0.43%	0.26%	1.16%	0.04%	-0.23%
2015/16		0.77%	0.00%	0.37%	1.04%	1.21%	0.35%	2.19%
2016/17		0.89%	0.03%	0.24%	0.30%	0.04%	0.07%	1.69%
2017/18		0.74%	0.66%	0.29%	0.65%	0.85%	0.36%	0.68%
2018/19		0.46%	0.16%	0.59%	0.26%	0.21%	0.41%	1.02%

2.6 For secondary schools, the same data is as follows:

All Thameside secondary schools January census numbers in each year group							
	Y6	Y7	Y8	Y9	Y10	Y11	TOTAL
2004/05	2746	2991	3213	3213	3123	2996	15536
2005/06	2720	2918	2984	3202	3185	3061	15350
2006/07	2695	2858	2915	2983	3177	3159	15092
2007/08	2617	2874	2851	2895	2956	3150	14726
2008/09	2617	2712	2861	2851	2901	2942	14267
2009/10	2531	2714	2705	2829	2830	2876	13954
2010/11	2473	2582	2712	2713	2813	2819	13639
2011/12	2369	2519	2582	2710	2721	2809	13341
2012/13	2394	2438	2504	2581	2697	2683	12903
2013/14	2465	2538	2445	2528	2580	2686	12777
2014/15	2580	2538	2553	2431	2513	2551	12586
2015/16	2606	2677	2552	2548	2429	2475	12681
2016/17	2727	2694	2701	2549	2517	2411	12872
2017/18	2779	2791	2680	2674	2506	2496	13147
2018/19	2938	2870	2778	2648	2646	2474	13416
Updated Oct 19						Total % Change	86%

Change in numbers year to year						
	Y7	Y8	Y9	Y10	Y11	Overall Year 7-11
2004/05						
2005/06	172	-7	-11	-28	-62	
2006/07	138	-3	-1	-25	-26	
2007/08	179	-7	-20	-27	-27	
2008/09	95	-13	0	6	-14	-49
2009/10	97	-7	-32	-21	-25	-42
2010/11	51	-2	8	-16	-11	-39
2011/12	46	0	-2	8	-4	-65
2012/13	69	-15	-1	-13	-38	-29
2013/14	144	7	24	-1	-11	-28
2014/15	73	15	-14	-15	-29	-31
2015/16	97	14	-5	-2	-38	-44
2016/17	88	24	-3	-31	-18	-27
2017/18	64	-14	-27	-43	-21	-42
2018/19	91	-13	-32	-28	-32	-64

Percentage change year to year						
	Y7	Y8	Y9	Y10	Y11	Overall Year 7-11
2004/05						
2005/06	5.9%	-0.2%	-0.3%	-0.9%	-2.0%	
2006/07	4.8%	-0.1%	0.0%	-0.8%	-0.8%	
2007/08	6.2%	-0.2%	-0.7%	-0.9%	-0.9%	
2008/09	3.5%	-0.5%	0.0%	0.2%	-0.5%	-1.7%
2009/10	3.6%	-0.3%	-1.1%	-0.7%	-0.9%	-1.5%
2010/11	2.0%	-0.1%	0.3%	-0.6%	-0.4%	-1.4%
2011/12	1.8%	0.0%	-0.1%	0.3%	-0.1%	-2.3%
2012/13	2.8%	-0.6%	0.0%	-0.5%	-1.4%	-1.1%
2013/14	5.7%	0.3%	0.9%	0.0%	-0.4%	-1.0%
2014/15	2.9%	0.6%	-0.6%	-0.6%	-1.1%	-1.2%
2015/16	3.6%	0.5%	-0.2%	-0.1%	-1.5%	-1.8%
2016/17	3.3%	0.9%	-0.1%	-1.2%	-0.7%	-1.1%
2017/18	2.3%	-0.5%	-1.0%	-1.7%	-0.8%	-1.7%
2018/19	3.2%	-0.5%	-1.2%	-1.1%	-1.3%	-2.6%

2.7 The data in the tables shows that whilst there might be a large number of transfers in any given year, the overall change in pupil numbers is relatively small. In effect, for primary schools, the number of pupils that start in Reception are then relatively steady whereas in secondary schools, there is a steady decline in numbers as pupils move through the year groups.

Cohort Survival Rate

2.8 When taken together, all of the above factors gives a cohort survival rate. This is the ratio of the relationship of number of pupils from one point in time to another, for example, the birth rate number compared to the number of pupils allocated a place in Reception or the number of pupils in Year 6 in a Tameside school compared to the number of pupils allocated a place in Year 7. In order to effectively plan for changes to school places in secondary schools, which starts two years in advance of entry into Year 7, a cohort survival rate based on year 4 numbers is also calculated. A five year rolling average of this ratio is the method used in Tameside to predict the number of places needed in any particular intake year.

2.9 The cohort survival rate for Year 7 is shown in the table below:

YEAR 7 ACTUALS					
	2015	2016	2017	2018	2019
Total on time applications	2797	2821	2949	3008	3148
Tameside schools 1st preferences inc SEN	2618	2605	2739	2613	2948
Tameside resident out of borough 1st prefs	179	216	244	203	200
Out of borough 1st prefs for Tameside schools	334	374	327	340	304
Total allocated - Sept	2976	2953	3069	3125	3247
Total allocated for Tameside schools - Sept	2758	2761	2824	2906	3001
Total allocated to out of borough and independent	218	192	201	174	237
Primary school Year 6	2581	2606	2727	2779	2938

Cohort survival rate (Y6 - Y7)	106.9%	105.9%	103.6%	104.6%	102.1%
Primary school Year 4	2544	2567	2692	2790	2951
Cohort survival rate (Y4 - Y7)	108.4%	107.6%	104.9%	104.2%	101.7%
Birthrate	2,614	2,533	2772	2835	2895
Cohort survival rate (birth - Y7)	105.5%	109.0%	101.9%	102.5%	103.7%

2.10 The five-year rolling cohort survival rate for entry into secondary schools over the last six years can be seen to have risen steadily to its present level of 106%. The rise in the birth – Y7 cohort survival rate mirrors the in-year changes to primary numbers.

Five yrs rolling average to	2013	2014	2015	2016	2017	2018	2019
Average cohort survival rate (Y6-Y7)	105.1%	105.0%	105.8%	106.2%	105.3%	105.1%	104.6%
Average cohort survival rate (Y4-Y7)	105.1%	104.6%	105.7%	106.5%	106.0%	105.7%	105.4%
Average cohort survival rate (birth-Y7)	104.2%	103.7%	104.5%	105.5%	104.9%	104.3%	104.5%

2.11 Taking a five-year rolling average of the cohort survival rate from Year 6 to Year 7; from Year 4 to Year 7 and from birth to Year 7 is very similar and so current secondary school place predictions are based on 106% of Year 4 pupils. This may need to be revised given the downward trend for the last three years.

Housing Development

2.12 Another core factor in planning school places, is the amount of new housing development being planned in the borough. Tameside's Core Strategy is the key compulsory Local Development document. Every Local Development document is built on the principles set out in the Core Strategy, regarding the development and use of land in Tameside's planning area. The Core Strategy is currently being reviewed and it is predicted that an additional 8,000 houses, will be built in the borough, over the next 15 years.

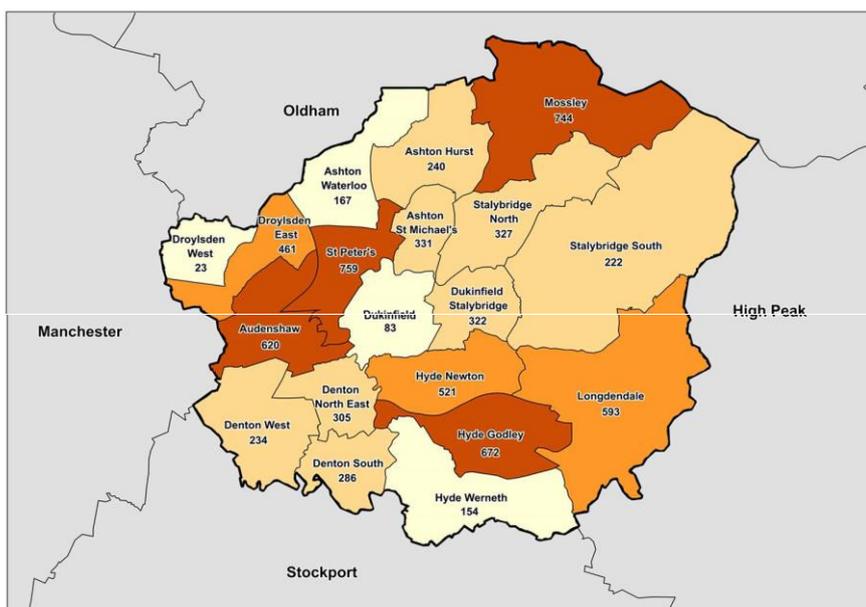
2.13 The Council undertakes a housing yield analysis on an annual basis. The analysis looks at ten new development sites and matches new housing development postcodes to new pupil data from the January 2018 school census together with housing information from the Land Registry and Royal Mail to give intelligence on house move statistics and geographical distribution of the population movement into new development postcodes.

2.14 The ten development sites have been categorised based upon the type of housing present at each location, with pupil yield statistics generated for each category. The categorisation is as follows:

- Category A: Market housing, mostly semi-detached and terraced properties
- Category B: Market housing, larger proportion of detached properties
- Category C: Social housing

2.15 The Local Plan housing growth trajectory for Tameside suggests that the number of new developments in the borough could be as high as 850 units per year to 2020/21 (graph below). Since 2012/13, completions have averaged 491 per year but the Local Plan is estimating an uplift in housing growth to 815 per year between 2016/17–2020/21, reducing to 598 per year between 2021/22–2025/26 and 438 per year between 2026/27–2030/31.

2.16 Over the next ten years, housing growth is anticipated in each of Tameside's nineteen wards, with the highest levels of growth expected in the wards of Audenshaw (+620 units), Hyde Godley (+672 units), Mossley (+744 units) and St Peter's (+759 units).



2.17 Using all of the above, pupil yield is anticipated to be:

- Category A: Market housing, mostly semi-detached and terraced properties**
 The school census data suggests a primary pupil yield of 0.15–0.36 per new home and a secondary pupil yield of 0.04–0.10 per new home. An estimated 44% of moves to these developments originate from outside Tameside.
- Category B: Market housing, larger proportion of detached properties**
 The primary pupil yield averages 0.29 per new home. The secondary pupil yield averages 0.08 per new home. An estimated 45% of moves to these developments originate from outside Tameside.
- Category C: Social housing**
 The school census data suggests a primary pupil yield of 0.36–0.55 per new home and a secondary pupil yield of 0.31–0.34 per new home. However, it is estimated that only 20% of moves to these new developments originate from outside Tameside.

2.18 As an overall model for calculating pupil yield and developer contributions, the Council uses a pupil yield per new home of 0.22 for primary aged pupils and 0.09 for secondary aged pupils. This is predicted to lead to the following number of additional pupils:

	Housing numbers	Primary places	Secondary places
2018/19	815	179.3	73.35
2019/20	815	179.3	73.35
2020/21	815	179.3	73.35
2021/22	598	131.56	53.82
2022/23	598	131.56	53.82
2023/24	598	131.56	53.82
2024/25	598	131.56	53.82
2025/26	598	131.56	53.82
2026/27	438	96.36	39.42
2027/28	438	96.36	39.42
2028/29	438	96.36	39.42

2029/30	438	96.36	39.42
2030/31	438	96.36	39.42
TOTAL	7625	1677.5	686.25

2.19 Taking all the above into consideration, projected demand for places is shown in the tables below:

PRIMARY SCHOOL PLACES

Primary school planning area	2018/19	2019/20	2020/21	2021/22	2022/23
357001 (Ashton/Droylsden/Mossley)					
Predicted intake	1090	1100	1126	1099	1090
Places available	1160	1160	1160	1160	1160
357002 (Audenshaw/Dukinfield/Stalybridge)					
Predicted intake	854	869	888	850	841
Places available	915	915	915	915	915
357003 (Denton/Hyde/Longdendale)					
Predicted intake	1051	1038	1031	1029	1021
	1120	1120	1120	1120	1120
Total					
Predicted intake	2995	3007	3045	2978	2952
Places available	3195	3195	3195	3195	3195

SECONDARY SCHOOL PLACES

	Sep 2019	Sep 2020	Sep 2021	Sep 2022	Sep 2023	Sep 2024	Sep 2025	Sep 2026	Sep 2027	Sep 2028
Primary nos	2926	2917	3118	3009	3089	2998	2839	2740	2807	2806
Predicted Intake	3044	3092	3305	3190	3274	3178	3009	2904	2975	2974
Places available	3080	3172	3172	3172	3172	3172	3112	3112	3112	3112
Balance of places	36	80	-133	-18	-102	-6	103	208	138	138

3 SUPPLY

Primary Places Supply

3.1 The Council plans primary places using three geographical planning areas. The planning areas are based on linked towns, specific geography and travel to learn patterns. The number of primary school places has increased substantially over the last 10 years through a mixture of permanent and temporary places.

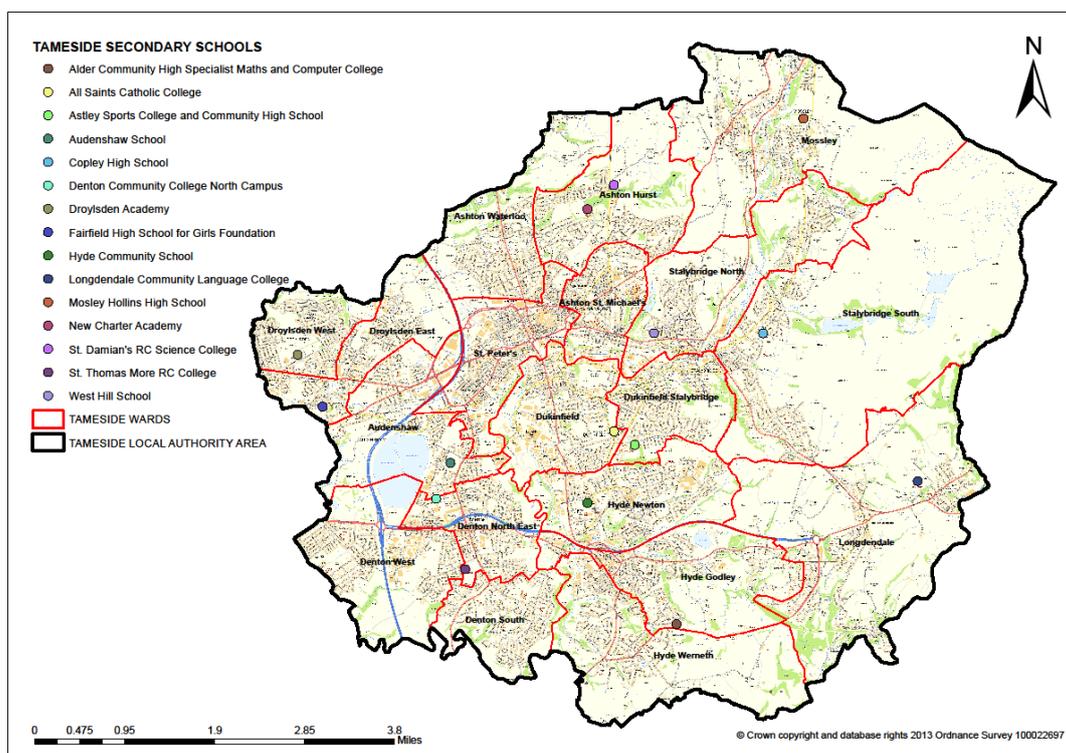
3.2 As shown in 2.20 above, taking into account the demand for primary school places combined with a predicted declining birth rate should ensure that Tameside has sufficient school places for another 10 to 15 years even taking into account the increased housing levels predicted in the borough. This will be kept under review annually through the report to Executive Cabinet.

Secondary Places Supply

3.3 The Council plans secondary school places in a single borough wide planning area. The demographics of the borough are complicated with 15 high schools of which:

- 11 out of 15 are voluntary aided or academies
- 10 out of the 15 being on the outskirts of the borough leading to high levels of cross local authority area travel to learn patterns
- three Roman Catholic high schools
- two single sex boys schools
- one single sex girls school
- a free school

3.4 All of these factors mean that ensuring sufficient places for secondary schools is challenging.



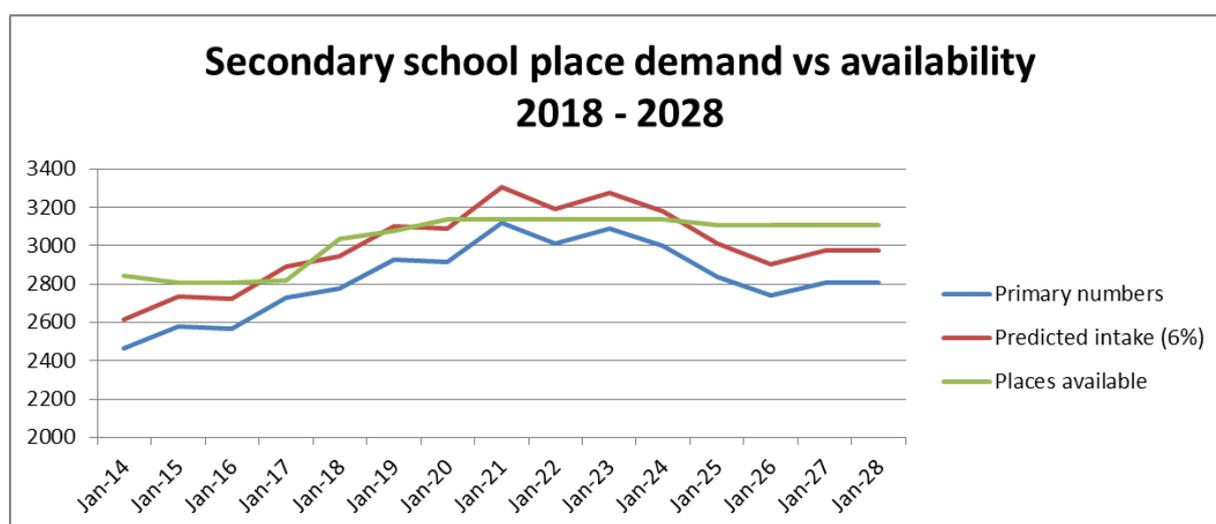
3.5 Due to the rising numbers of pupils in primary schools, the focus of increasing places has been on the secondary phase. Tameside has used a mixture of permanent and temporary places in primary schools to accommodate the increase in population. A bulge group in secondary schools is somewhat different to a bulge class in a primary school due to the different nature of how learning takes place. Primary provision is largely based in one classroom so a bulge class can be accommodated with the addition of one classroom which were often accommodated in either surplus accommodation such as a room that was used as a community room or IT suite within a school or in a demountable classroom. Secondary schools pupils move around school for different lessons and also learn in specialist resources such as science labs and so a bulge group requires a more detailed look at the accommodation required. However, secondary schools usually have much smaller average class sizes than primary schools.

3.6 Tameside Council has a statutory duty to secure sufficient places for all pupils resident in the borough but the ability to directly procure these places is limited to its community schools. Officers from the Council have been talking to Headteachers at all schools in Tameside but particularly from voluntary aided schools and academies for a number of years to encourage them to put forward proposals to increase their admission numbers in view of the increase in numbers coming through from primary schools. Tameside Council is the admission authority for four community schools in the borough and therefore can propose increases in published admission numbers at its own schools.

3.7 By being proactive in discussions with secondary headteachers has resulted in an increased number of secondary places being agreed and the number of places available has increased by 11% from its lowest point of 2796 in 2010 to 3142 in September 2020.

TAMESIDE YEAR 7 PUBLISHED ADMISSION NUMBERS (CURRENT)									
School	Type	Ward	2014	2015	2016	2017	2018	2019	2020
St Damian's	Vol Aided	Ashton Hurst	150	150	150	165	165	165	165
Great Academy Ashton	Academy	Ashton Hurst	270	270	270	270	270	270	270
Denton Community College	Community	Denton North East	270	270	270	270	270	330	330
St Thomas More	Vol Aided	Denton North East	150	150	150	150	150	150	150
Audenshaw (boys)	Academy	A'shaw	196	210	210	210	210	210	210
Fairfield (girls)	Academy	Droy East	195	195	195	195	195	195	197
Droylsden Academy	Academy	Droy West	240	240	240	180	180	180	180
Laurus Ryecroft	Free School	Droy East					150	150	210
Rayner Stephens	Academy	Duk/Staly	150	150	150	150	180	180	180
Copley	Academy	Staly South	180	150	150	165	165	150	150
All Saints	Academy	Dukinfield	170	150	150	150	150	150	150
West Hill	Academy	Staly North	170	170	170	170	170	170	170
Alder	Community	Hyde Godley	155	155	155	155	180	180	180
Hyde Comm College	Community	Hyde Newton	210	210	210	210	240	240	240
Longdendale	Academy	Longdendale	180	180	180	180	180	180	180
Mossley Hollins	Community	Mossley	156	156	156	156	180	180	180
		Total	2842	2806	2806	2776	3035	3080	3142

3.8 The increased places that have been determined and /or agreed with our secondary schools means that supply is now able to meet demand for all but four years between now and 2028 based on the assumption that the cohort survival rate does not exceed 106%.



4 PLANS TO MEET FORECAST DEMAND

4.1 The Council's strategy and plans to meet future forecast demand are approved by Executive Cabinet at least on an annual basis when school admission arrangements are also determined. The latest approval was on 23 January 2019.

4.2 The table in section 2.20 demonstrates that currently, additional places are needed for September 2021, September 2022 and September 2023 and September 2024. After that point, predicted demand begins to fall and there is sufficient surplus capacity to begin to reduce published admission numbers again. The predicted shortfall in places is predicted to be:

Year Group	Predicted Shortfall
September 21	133 places
September 22	18 places
September 23	102 places
September 24	6 places

4.3 All schools are aware of the issues and the relative number of places that are still needed for these four years. It is not anticipated that September 22 or 24 will pose a great deal of problems as many schools have offered to take small number of additional pupils as a flexible intake into Year 7 as happened in September 2017 where several schools took up to 6 extra pupils to meet the predicted shortfall in places. September 2021 - 2023 pose greater issues as additional classes will be needed to accommodate predicted demand. These numbers however will be accommodated on a temporary basis and will not necessitate permanent increases in published admission numbers as this will generate significant levels of surplus capacity in future years.

4.4 Possible solutions have already been identified and several schools are currently consulting on increasing their admission numbers for 2021. Where a need for significant capital investment has been identified by schools in order to accommodate additional pupils, the Council has requested that schools formally consult on increasing their admission numbers to give some certainty on place availability. The announcement of the 2021 basic need allocations was due in May 2019 but these have still not been announced. Preparations for the necessary capital works are carrying on in anticipation of the announcement in the New Year.

4.5 The schools currently consulting on taking additional pupils are:

School	Sept 20	Sept 21	Capital requirements
All Saints	150	180	Basic need funding needed to remodel accommodation
Audenshaw	210	240	Basic need funding needed to remodel accommodation
Fairfield	197	202	Basic need funding needed for IT equipment
St Thomas More	150	160	Basic need funding needed for additional dining facilities
TOTAL ADDITIONAL PLACES		75	

4.6 Additionally, other schools have offered to accommodate additional pupils without the need for additional capital funding:

School	Sept 20	Sept 21
Alder	180	210
Droylsden Academy	180	195

Laurus Ryecroft	210	220
Longdendale	180	188
TOTAL ADDITIONAL PLACES		63

4.7 In partnership with our secondary schools, we have been able to close the gap for places in September 2021. Work still remains to be done to accommodate the predicted additional pupils in 2023.

5 RECOMMENDATION

5.1 The Board are asked to note the content of the report

Agenda Item 7

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	14 January 2020
Reporting Officer:	Tim Bowman, Assistant Director, Education
Subject:	SCHOOL IMPROVEMENT AND PARTNERSHIPS – PROTOCOL UPDATE
Report Summary:	This report follows on from the report provided at the EAIB meeting on 22 October 2019, about the End of Key Stage Data (unvalidated) and Education Priorities.
Recommendations:	Board members are asked to discuss the content of the protocol and endorse the approach.
Corporate Plan:	Early identification of high quality support for children and young people.
Policy Implications:	None identified.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	There are no direct financial implications as a result of this report. The schools improvement budget is set aside to direct support to those identified as schools causing concern.
Legal Implications: (Authorised by the Borough Solicitor)	Local authorities have a legal obligation to exercise their education functions with a view to promoting high standards and the fulfilment of student potential. In doing so, they are required to explore way of supporting progress and delivering improvement where required.
Risk Management:	Reputational risk to the Local Authority.
Access to Information:	This report does not contain information which warrants its consideration in the absence of the Press or members of the public.
Background Information:	The background papers relating to this report can be inspected by contacting Tim Bowman

 Telephone: 0161 342 2050

 e-mail: tim.bowman@tameside.gov.uk

1. INTRODUCTION

- 1.1 At the EAIB meeting on 22 October 2019, a report was provided about the End of Key Stage Data (unvalidated) and Education Priorities, and there was a discussion about the Local Authority's school strategy of developing a school to school model of improvement.
- 1.2 The long term service priorities established in 2018/19 remain in 2019/20, as follows:
- Partnerships and Relationships
 - Capacity and Stability.
- 1.3 This paper provides information about the updated Primary School Performance and Standards Protocol 2019/20 (see **Appendix 1**), which reflects these service priorities.

2. AIMS AND PRINCIPLES THAT UNDERPIN THIS PROTOCOL

- 2.1 The protocol sets out the Local Authority's strategy for working with maintained schools and academies with specific reference to Department for Education guidance 'Schools Causing Concern – Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance and on using their intervention powers, September 2019'. The protocol is reviewed annually by the Tameside Primary Consortium School Improvement Committee to reflect curriculum reform and changes to legislation.
- 2.2 The prime responsibility for school improvement is that of head teachers and governing boards. The Local Authority has an aspiration for all children in the borough to attend a good school, and to achieve this the local authority will champion educational excellence by:
- Understanding the performance of schools
 - A relentless commitment to raising standards
 - Supporting and encouraging collaboration between schools within and beyond the Borough boundaries
 - Working in constructive partnerships
 - Taking swift and appropriate action
 - Building trust with and within the system.
- 2.3 Monitoring and analysing performance is a core pillar of our strategy. It allows us to celebrate and share strengths and identify and intervene where there are concerns. The local authority supports use of data at school, cluster and LA level. We are introducing new data-sharing agreements to enable the local authority to commission and support cross-authority cohort needs.
- 2.4 Where there are concerns about school performance, it is communicated to the headteacher and the local authority brokers or recommends appropriate support to ensure early intervention and to support a rapid pace of improvement.
- 2.5 School to school support and partnership working at cluster, Local Authority, regional and national levels are central to our approach to supporting schools, and are particularly important for those schools causing concern. Key partners include National Leaders of Education (NLEs) and Local Leaders of Education (LLEs) and National Leaders of Governance (NLGs); Teaching and Research Schools; DfE English Hubs and Maths Hubs; and the Education Endowment Foundation (EEF). With the support of these partners we are developing the system-led approach in Tameside by:
- Leading on evidence-based best practice
 - Strengthening middle leadership and implementation
 - Developing pedagogy
 - Deepening research collaboration.

3. HOW WE IDENTIFY AND SUPPORT SCHOOLS

- 3.1 The Local Authority uses a categorisation process which ensures that, in partnership with schools, we target our support and resources where it is most needed to improve our school system and as a result, raise standards and performance (see section 4).
- 3.2 This process takes into account the school's most recent Ofsted judgement together with an overview of progress and attainment data and other performance related indicators such as the quality of leadership and teaching and learning, governance, safeguarding, attendance, finance, and inclusion. Notification of the category is communicated, in writing, to the headteacher in the first half of the autumn term.
- 3.3 Schools judged to be inadequate and those not making sufficiently rapid progress are classified as 'schools causing concern' and the use of intervention powers are considered.
- 3.4 Vulnerable schools are considered to be at risk of becoming schools causing concern. The process of annually categorising schools is outlined in **Appendix 1**.

4. IMPACT OF THIS APPROACH IN 2019

- 4.1 Twenty one of our schools were categorised as category 3 or 4 and these schools were the focus of our support this year.
- 4.2 The average KS2 RWM EXS+ of these 21 schools has improved to 55% in 2019 having been 53% in 2018.
- 4.3 70% of our category 3 schools have improved outcomes (9 of 13 schools) and 50% of our category 4 schools have improved outcomes (4 of 8 schools).
- 4.4 When broken down by local authority maintained schools and academies, category 3 LA schools had a 8% increase in the average RWM EXS+ figure (from 47% to 55%).
- 4.5 All 4 LA category 3 schools have improved results compared to 5 of 8 category 4 academies.
- 4.6 2 of 3 LA category 4 schools had improved results resulting in a 10% increase in the average RWM EXS+ figure in 2019 from 47% to 57%.

5. CONCLUSION

- 5.1 Consistent improvement requires targeted support to schools to narrow gaps to national averages.
- 5.2 Primary School Performance and Standards Protocol 2019-2020 sets out the approach to identifying and supporting schools.
- 5.3 Long-term priorities identified in 2018-2019 remain.

6. RECOMMENDATIONS

- 6.1 As set out at the front of the report.

Primary School Performance and Standards Protocol 2019 - 2020



APPENDIX 1

This protocol sets out the Tameside Local Authority (LA) strategy for working with maintained schools and academies, including schools causing concern. It will:

- Outline what a school can expect from the LA in relation to categorisation and schools causing concern
- Outline what the LA can expect of a school in relation to categorisation and schools causing concern.

This policy reflects the [*'Schools Causing Concern – Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance and on using their intervention powers'*](#) (September 2019) and the Tameside Council Schools Strategy.

Tameside LA has a statutory role to protect standards in education and an aspiration for all children in the borough to attend a school that is good or better. The majority of schools are able to provide this standard; however there are situations where schools require focused support or intervention to do so. This protocol sets out how such schools will be identified, how support will be brokered or commissioned and how the LA will use its powers of intervention. Intervention will be considered where the quality of provision for children and young people is deemed to have fallen below that which is expected or schools are making insufficient progress. Further guidance on LA powers of intervention can be accessed in the [*Schools Causing Concern*](#) guidance.

Schools are largely autonomous in their decision making. They are responsible for their own performance and continuous improvement. Every school should be able to make an accurate self-evaluation of their current performance and provision in order to identify strengths and areas of weakness so that clear and decisive actions can be taken. We believe that effective self-evaluation is one of the most important aspects of school improvement - it enables schools to strive for excellence. In order to assist this process Tameside LA recommends that school governing boards commission an external school improvement professional to provide challenge and support around the school's self-evaluation process and outcomes.

This protocol relates to the following legislation and advice:

- School Standards and Framework Act 1998
- Education and Inspections Act 2006 ("the 2006 Act")
- Apprenticeships, Skills, Children and Learning Act, 2009 (ASCL Act)
- The School Governance (Transition from an Interim Executive Board) (England) Regulations 2010 (Transition Regulations)
- Academies Act 2010
- Education Act 2011 (amended the 2006 act)
- Schools Causing Concern –Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers' – November 2018.
- Education and Adoption Act 2016
- Primary School Accountability in 2018.

The aims of the protocol

Tameside LA has an aspiration for all children in the borough to attend a school that is good or better. In order to achieve this we will champion educational excellence as identified in the [*Schools Causing Concern*](#) guidance. We will:

- Show a relentless commitment to raising standards through high quality learning, teaching and leadership based on self-evaluation and self-improvement
- Facilitate capacity-building of school leadership and management so that it is secure enough to generate self-improvement
- Support and encourage collaboration between schools
- Understand the performance of schools using data to identify those schools that require improvement and/or intervention

APPENDIX 1

- Take swift action when failure occurs using warning notices, Interim Executive Boards (IEB), Interim Strategic Groups (ISG), or write to the RSC, as appropriate
- Intervene early where performance of a maintained school is declining; ensuring that schools secure the support needed to improve to at least good
- encourage good and outstanding schools to take responsibility for their own improvement and to support other schools
- Build strong working relationships with educational leaders locally, regionally and nationally and encourage high calibre school leaders to support and challenge others
- Work in constructive partnership with diocesan authorities and other appropriate partners including multi-academy trusts
- Sign-post where schools can access appropriate support from a diverse market of high quality providers.

Principles that underpin this protocol

Responsibility

The prime responsibility for school improvement is that of headteachers and governing boards.

Clarity

The criteria used for school prioritisation is clear and understood by headteachers and their governing boards.

Commissioning and brokering

The LA School Performance and Standards representative will broker or recommend appropriate support to ensure early intervention and rapid pace of improvement. In return, there is a clear expectation that the school will commit to any identified strategies and actions.

Communication

When a concern is raised, the nature of the concern will be communicated to the headteacher and, where appropriate, chair of governors.

Partnership Working

School to school support and partnership working at cluster, LA, regional and national levels is central to our approach to supporting all schools, and is particularly important for those schools causing concern. Key partners include National Leaders of Education (NLE) and Local Leaders of Education (LLE) and National Leaders of Governance (NLG); Teaching and Research Schools; and the Education Endowment Foundation (EEF). With the support of these partners we aim to develop the system-led approach in Tameside by:

- Leading on evidence-based best practice
- Strengthening middle leadership and implementation
- Developing pedagogy
- Deepening research collaboration.

Data Analysis

Monitoring and analysing performance is a core pillar of our strategy. It allows us to celebrate and share strengths and identify and intervene where there are concerns. The local authority will support schools with both the interpretation and use of their data at school, cluster and LA level. Data-sharing agreements provide an important resource for the LA to identify and support cohort needs at an authority-level at the earliest possible point. Data-sharing agreements include end of key stage provisional outcomes and on-track data twice a year, January and April.

Review

This protocol will be reviewed annually by the Tameside Primary Consortium School Improvement Committee to reflect curriculum reform and changes to legislation.

APPENDIX 1

Schools Causing Concern

Section 44 of the Education Act 2005 defines schools causing concern as:

- (1) special measures are required to be taken in relation to a school because:
 - (a) the school is failing to give its pupils an acceptable standard of education, and
 - (b) the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.
- (2) a school requires significant improvement because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Schools judged to be inadequate and those not making sufficiently rapid progress are classified as 'schools causing concern' and the use of LA intervention powers will be considered.

Vulnerable schools

Vulnerable schools are considered to be at risk of becoming schools causing concern. The process of annually categorising schools is outlined below, and this will identify some vulnerable schools. Additionally schools may be identified as vulnerable in-year as a result of new information received by the LA.

How we identify vulnerable schools

Tameside LA will use a categorisation process which ensures that, in partnership with schools, we target our support and resources where it is most needed to improve our school system and as a result, raise standards and performance.

This process takes into account the school's most recent Ofsted judgement together with an overview of progress and attainment data and other performance related indicators such as the quality of leadership and teaching and learning, governance, safeguarding, attendance, finance, and inclusion. Notification of the category will be communicated, in writing, to the headteacher and chair of governors as early as possible in the autumn term.

In the event of a disagreement about the categorisation which cannot be resolved, the headteacher and/or the chair of governors should contact the Assistant Director Education, to discuss the issues. If the disagreement cannot be resolved then the chair of governors should write to the Director of Children's Services stating the reasons why the school disagrees with the category and providing evidence to support this view. This will then be re-considered by the team and the Director of Children's Services will write to the school with a final LA decision.

The process for to prioritising intervention in maintained schools

(See Appendix 1; for academies see Appendix 2.)

1. The local authority will undertake a desktop analysis using the most recent end of key stage data and other relevant data stated above
2. Data will be classified against the criteria set out in **Appendix 3**.
3. Prioritisation visits and support to schools will be decided according to the scale of concern about performance data. Visits will not typically be made to those schools deemed to be good or better following inspection in the last 12 months except where concerns have arisen since inspection.
4. Any prioritisation visits will be undertaken by an officer of the LA School Performance and Standards team (SPSO) or an associate headteacher (AHT) as soon as possible after categorisation. Any prioritisation visits will not only review the categorisation but will consider broader aspects of the school including, but not restricted, to those noted on page 7/8.
5. As a result of the prioritisation visit, the SPSO or AHT may make recommendations regarding the school's prioritisation category. Within 10 working days, the school will receive a note of visit from the SPSO/AHT outlining a summary of the discussion, agreed

APPENDIX 1

actions for the school and/or SPSO/AHT to undertake and confirmation of the prioritisation category, if different.

6. For schools prioritised as vulnerable (Category 3) or in an Ofsted category or below floor (Category 4) the SPSO/AHT will work with the school to identify next steps and any support from sources such as NLE or LLE, AHT, Teaching School Alliance, or Research School, necessary. This will be outlined in a plan of support approved by the headteacher and the SPSO. While it is envisaged that schools assigned an LA visit will most likely be Category 3 or 4 there may be some circumstances which, despite a higher overall prioritisation category, mean a further conversation/deeper evaluation is advisable.
7. Subsequent visits and support will be brokered by the SPSO and likely involve the associate headteacher in providing school to school support. A review of impact will be assessed by the receiving headteacher, additionally the SPSO will seek the views of the AHT or partner and evaluate whether progress is sufficient.

Vulnerable maintained schools not making sufficient progress

Where the SPSO has concerns regarding progress with, the headteacher and chair of governors may be required to meet with the ADCS to present their plan for improvement. Following this meeting, monitoring of progress will move to once per half term as will the review meetings with the headteacher and chair of governors.

If progress continues to be judged as insufficient then the LA must consider issuing a Warning Notice because the school is a significant cause for concern. If the LA determines that a Warning Notice is a suitable action then it will fully comply with up to date *Schools Causing Concern Guidance*.

In line with the legislation, plans to issue a Warning Notice would be communicated to Ofsted and the Regional Schools Commissioner (RSC).

The warning notice would set out:

1. the matters on which the local authority's concerns are based;
2. the action which the governing board is required to take in order to address the concerns raised;
3. the period within which the governing board must comply or secure compliance with that action (the compliance period); and
4. the action which the local authority is minded to take (under one or more of sections 63 to 69 of the 2006 Act or otherwise) if the governing board does not take the required action or satisfy the local authority.

Further information can be found in the *Schools Causing Concern Guidance*.

In cases where schools have a history of performing below the floor standards the DfE has a clear position that conversion to an academy with a strong sponsor will secure necessary improvement.

School Prioritisation Categories

Schools will have their headline performance measures subject to a RAG rating and point score. More details about the RAG rating can be found in **Appendix 3**.

<p>LA prioritisation category 1</p>	<p>Category 1 schools are likely to have 21 points.</p>	<p>These will be light touch schools unlikely to receive targeted LA support/intervention. They may be encouraged to share their practice and/or undertake a school to school support function within the LA. They are encouraged to become involved in system leadership by sharing their practice and/or undertaking a school to school support function within the LA.</p>
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APPENDIX 1

<p>LA prioritisation category 2a</p>	<p>Category 2a schools will have between 18 and 20 points.</p>	<p>These will be schools that the LA judge as having the potential to be judged at least good at their next inspection. They are unlikely to receive targeted LA support/intervention. They are encouraged to become involved in system leadership by sharing their practice and/or undertaking a school to school support function within the LA.</p>
<p>LA prioritisation category 2b</p>	<p>Category 2b schools will have between 15 and 17 points</p>	<p>These schools have the potential to be judged as good at their next inspection and may receive an annual prioritisation visit from an SPSO/AHT if they are in the Ofsted window or where there are specific measures below national. Subsequent support could be requested as a result of discussion between the headteacher and the SPSO/AHT. The Head of Service for School Improvement must approve commitment of any resource.</p>
<p>LA prioritisation category 3</p>	<p>Category 3 schools will have between 14 and 12 points</p>	<p>These schools will receive an annual prioritisation visit from the SPSO/AHT. A robust plan for improvement would be required which demonstrates the school's capacity for a fast-pace of improvement. These schools are likely to require subsequent support/intervention which may be requested following discussion between the headteacher, SPSO/ and AHT (where appropriate). The Head of Service for School Improvement would be required to approve commitment of any resource.</p>
<p>LA prioritisation category 4</p>	<p>Category 4 schools will have at least one of the following:</p> <ul style="list-style-type: none"> • consecutive 'requires improvement' Ofsted judgements, • a progress score of below -5 in either of reading and maths, • a progress score of below -7 in writing • a point score of less than 12 	<p>These are vulnerable schools and schools that are causing concern. A robust plan for improvement would be required which demonstrates the school's capacity for a fast-pace of improvement. These schools are likely to require significant subsequent support/intervention which may be requested following discussion between the headteacher, the SPSO and AHT (where appropriate). The Head of Service for School Improvement would be required to approve commitment of any resource.</p>

Information about what each category means is available in **Appendix 4**.

In addition to attainment and progress data, the following may also be considered when determining a school's prioritisation category:

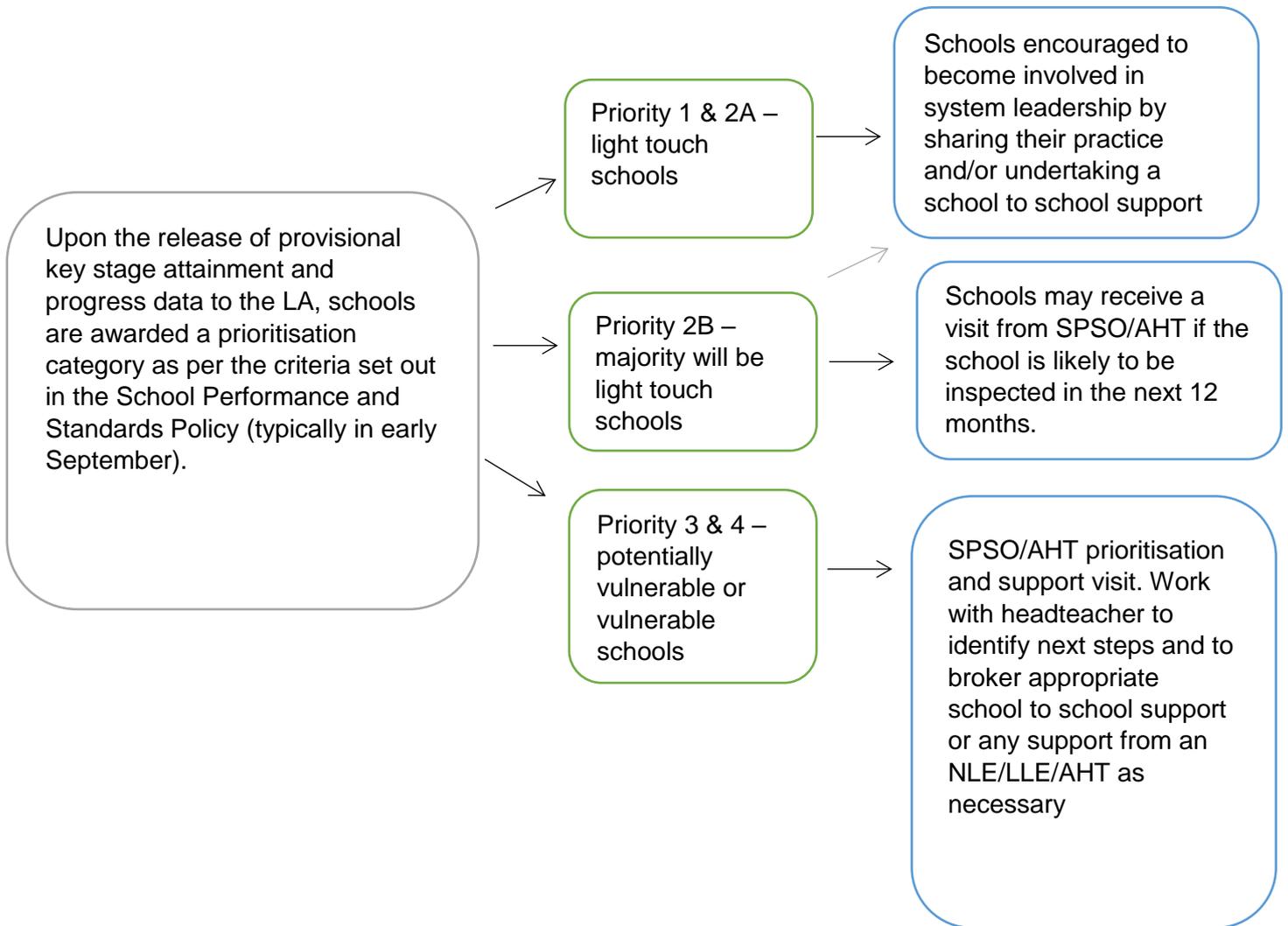
- The school is in the Ofsted window
- The school has significant financial issues
- There are governance and/or HR issues that affect or are likely to affect the outcomes for children and young people

APPENDIX 1

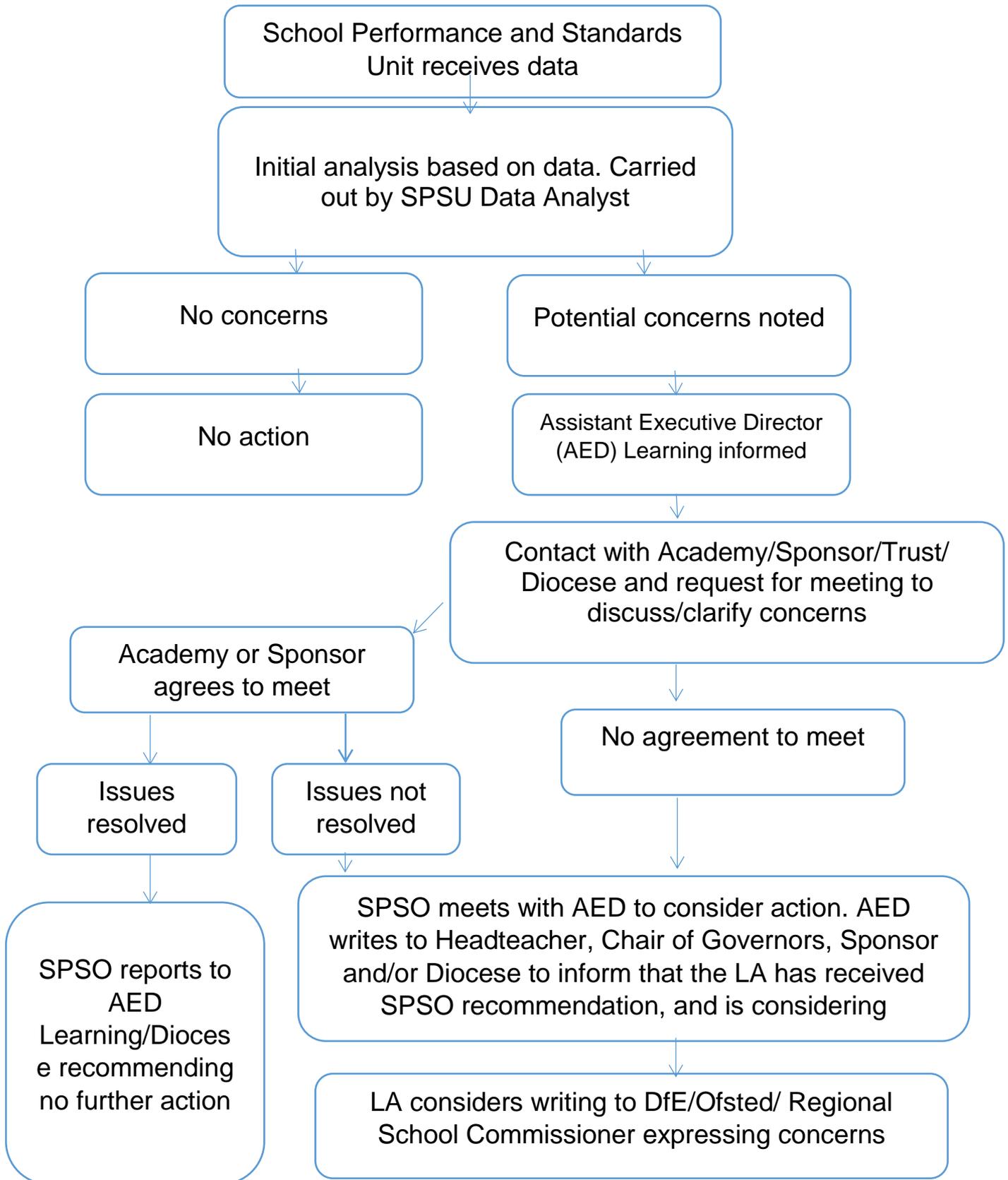
- Pace of progress towards post-Ofsted actions is not sufficient
- There is a new headteacher (experienced or new to headship)
- There are significant staffing issues with potential to impact on outcomes for children
- There is evidence of underperformance of vulnerable groups of pupils e.g. disadvantaged pupils, SEN, LAC
- Levels of absence and/or exclusion are causing concern
- There are individual serious or other safeguarding concerns
- The capacity of the senior leadership team to continue to improve the school
- Other issues likely to affect the outcomes for children and young people.

APPENDICES

Appendix 1: The Prioritisation Process for maintained schools



Appendix 2: Partnership with primary Academies in Tameside



APPENDIX 1

Appendix 3: School Prioritisation Measures

Data will be RAG rated. Measures which are rated as red are given 1 point, measures which are rated as amber are given 2 points and measures which are rated as green are given 3 points.

Primary

1. Attainment at Key Stage 2

Attainment in R, W, M combined	Point score
Combined attainment at Key Stage 2 is well below the national expected standard (more than 9% below the national average)	1
Combined attainment at Key Stage 2 is below the national expected standard (between 2% and 9% below the national average)	2
Combined attainment at Key Stage 2 is in line or above with the proportions of children achieving the national expected standard.	3

2. Progress KS1 – KS2 (3 separate measures)

Progress between KS1 and KS2 (Reading, Writing and Maths)	Point score
Progress made by pupils falls below the sufficient progress measure as set by DfE in one subject.	1
Progress made by pupils is more than sufficient but not yet in line with their peers nationally. (between -5 to 0 in Reading, Maths) (between -7 to 0 in Writing).	2
Progress made by pupils is in line with what is expected nationally. (0+ in each subject.	3

3. Attainment at Key Stage 1

Attainment in R, W, M combined	Point score
Combined attainment at Key Stage 1 is well below national (more than 9% below the national average)	1
Combined attainment at Key Stage 1 is below national (between 2% and 9% below the national average)	2
Combined attainment at Key Stage 1 is in line with or above national.	3

4. Year 1 Phonics

Phonics check %	Point score
% achieving the phonics check in Year 1 is well below national (more than 9% below the national average)	1
% achieving the phonics check in Year 1 is below national (between 2% and 9% below the national average)	2
% achieving the phonics check in Year 1 is in line with or above the proportions of children nationally.	3

EYFS

GLD %	Point score
% achieving a GLD is well below national (more than 9% below the national average)	1
% achieving a GLD is below national (between 2% and 9% below the national average)	2
% achieving a GLD is in line with or above the proportions of children nationally.	3

A summary will be provided to all schools in the notification letter.

APPENDIX 1

Appendix 4: Priority descriptors and levels of support

Priority 1 and 2a schools: Priority 1 and 2a schools are very light touch schools. A desktop evaluation will be undertaken. The school will be notified of the outcome in a letter. The school may choose to commission further support from the local authority or an external provider in order to validate its internal judgements from monitoring and evaluation exercises. Priority 1 schools should be able to support the School Performance and Standards Unit by sharing expertise and practice with other schools. The school's governing board may also wish to offer support on governance models to other schools.

Priority 2b schools: These schools are identified as having the potential to be judged as good at the next inspection and are not normally classified as vulnerable by the LA. A desktop evaluation will be undertaken by the LA. The school will be notified of the outcome in a letter. If the school is to be inspected in the next 12 months the LA will make annual prioritisation visit to the school.

Priority 3 schools: Have the potential to become vulnerable. An annual prioritisation visit will be undertaken by the LA. Additional support may be offered by the LA. Support may be commissioned or brokered as and when necessary. A school can expect around 3 to 6 days of support or equivalent.

Priority 4 schools: Are identified as vulnerable by the LA or are already judged to be inadequate by Ofsted or are likely to be so at the next inspection. An annual prioritisation visit will be undertaken by the LA. Half-termly support and challenge visits will be initiated, directly focused on the results of either the most recent Ofsted judgement or the 'Health Checks' carried out by the LA. Monitoring visits will focus on achievement, quality of teaching, behaviour and safety and leadership and management. Support may be commissioned from an NLE, LLE, AHT, or externally as and when necessary. Governors will be expected to undertake appropriate training to further support them in their vital support and challenge role and/or to undertake an External Review of Governance. A school can expect at least 6 days of support or equivalent.

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Agenda Item 8

To Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	14 January 2020
Reporting Officer:	Tim Bowman, Assistant Director, Education
Subject :	END OF KEY STAGE DATA
Report Summary :	This report complements the End of Key Stage (unvalidated) and Education Priorities 2019/20 report to Board on 22nd October 2019. It provides detail about the validated key stage 2 results and the unvalidated key stage 4 results of schools in the 2018/19 academic year.
Recommendations :	Board members are asked to 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 :	In line with Council policy.
Financial Implications: (Authorised by the Borough Treasurer)	There are no direct financial implications as a result of this report.
Legal Implications: (Authorised by the Borough Solicitor)	The analysis of comparative achievement data is central to the decision making process, which allocates resources and monitors their effectiveness. Local authorities are subject to reporting obligations in accordance with the Education Act 1996 and Education (School Performance Information) (England) Regulations 2017.
Risk Management :	There are reputational risks to the Council if risks aren't effectively managed.
Access to Information:	This report does not contain information which warrants its consideration in the absence of the Press or members of the public.
Access to Information :	The background papers relating to this report can be inspected by contacting Tony Shepherd  e-mail: tony.shepherd@tameside.gov.uk

1. INTRODUCTION

- 1.1. This report outlines the performance of the borough at KS2 (validated) and KS4 (unvalidated). The report also 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 Tameside's schools.

2. KEY STAGE 2 RESULTS

- 2.1. 63% of pupils achieved the expected standard in reading, writing and maths combined in 2019 – marginally lower than the 2018 figure of 64%. The national average is 65% meaning the gap between Tameside and national is now 2%.

	2017	2018	2019
Tameside	60	63	63
National (unvalidated)	61	64	65

- 2.2. The North West average has remained at 65% and the Greater Manchester average remained at 64%. Tameside remains in twelfth (alongside Knowsley and Lancashire), is now seventh in Greater Manchester having been sixth in 2018, and is eighth out of the borough's 11 statistical neighbours having been seventh in 2018.

- 2.3. In terms of gender, whilst the percentage of boys achieving the expected standard has remained at 58%, the percentage of girls achieving the expected standard has declined by 1% - 69% of girls achieved the expected standard compared to 70% in 2017. The gender gap in Tameside is 11% compared to 9% nationally.

- 2.4. There has been a 1% decrease in the percentage of pupils achieving the expected standard in reading: 72% of pupils achieved the expected standard compared to 73% in 2018, though the national average for reading has decreased by 2% from 75% to 73% meaning Tameside is now 1% below the national average.

	2017	2018	2019
Tameside	70	73	72
National	72	75	73

- 2.5. There has been a 1% decrease in the percentage of pupils who achieved the expected standard in writing; 78% achieved the expected standard compared to 79% in 2018. The national average is 78% - the same as the national average for 2018.

	2017	2018	2019
Tameside	77	79	78
National	76	78	78

- 2.6. There has been a 3% increase in the percentage of pupils who achieved the expected standard in maths; 79% of pupils achieved the expected standard in maths compared to 76% in 2018. The national average has increased by 3% from 76% to 79%

	2017	2018	2019
Tameside	74	76	79
National	75	76	79

3. KS2 PROGRESS IN READING, WRITING AND MATHS

Progress									
	2017			2018			2019		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Tameside	-0.2	0.3	0.2	0.0	0.3	0.5	0.5	0.4	0.7
National	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

- 3.1. In terms of progress made by pupils between KS1 and KS2, each progress measure is slightly above the national average, meaning that pupils in Tameside made more progress than pupils nationally in each subject. Both reading and maths are showing a 3 year trend of improvement.
- 3.2. The progress score in reading was 0.5 compared to 0 in 2018 and -0.2 in 2017; the progress score in writing was 0.4 having been 0.3 in both 2017 and 2018, and the progress score in maths was 0.7 compared to 0.5 in 2018 and 0.2 in 2017.
- 3.3. Tameside's position regional ranking for each of the reading, writing and maths progress measures across the North West and statistical neighbours is significantly improved in each subject between 2018 and 2019, and across Greater Manchester it is improved in reading and maths. Tameside's positions across the North West, statistical neighbours and Greater Manchester can be seen below.

KS2 Reading Progress Ranking									
	North West (out of 23 LAs)			Statistical Neighbours (out of 11 LAs)			Greater Manchester (out of 10 LAs)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Tameside	17	19	7	7	7	2	7	9	4

KS2 Writing Progress Ranking									
	North West (out of 23 LAs)			Statistical Neighbours (out of 11 LAs)			Greater Manchester (out of 10 LAs)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Tameside	18	11	8	7	9	6	7	6	6

KS2 Maths Progress Ranking									
	North West (out of 23 LAs)			Statistical Neighbours (out of 11 LAs)			Greater Manchester (out of 10 LAs)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Tameside	16	12	8	7	6	4	7	8	5

- 3.4. In terms of individual Tameside primary schools, there are some significant results.
- 3.5. St Peter's Catholic Primary School, St Anne's Primary School, St Raphael's Catholic Primary School, Godley Community Primary Academy, St John's CofE Primary School Dukinfield and St Christopher's RC Primary School had reading, writing and maths combined figures of above 90%.
- 3.6. The following schools had progress scores in reading which were well above average (in the top 10% of schools nationally): St Anne's Primary School, Livingstone Primary School,

St Peter's Catholic Primary School, Godley Community Primary Academy, St James CofE Primary School Ashton-under-Lyne, Gee Cross Holy Trinity CofE Primary School, Milton St John's CofE Primary School, St Raphael's Catholic Primary School, Arundale Primary School and Flowery Field Primary School.

- 3.7. Holy Trinity CofE Primary School, Denton West End Primary School, Pinfold Primary School, St Mary's Catholic Primary School, Greswell Primary School and Nursery, Gee Cross Holy Trinity CofE Primary School and Manchester Road Primary Academy had progress scores in writing which were well above average (in the top 10% of schools nationally).
- 3.8. The following schools had progress scores in maths which were well above average (in the top 10% of schools nationally): St Peter's Catholic Primary School, Holy Trinity CofE Primary School, Milton St John's CofE Primary School, Greenfield Primary School and Early Years Centre, Livingstone Primary School, St Anne's Primary School, St Raphael's Catholic Primary School, St Peter's CofE Primary School, Flowery Field Primary School, Gee Cross Holy Trinity CofE Primary School, St Christopher's RC Primary School, Silver Springs Primary Academy, Russell Scott Primary School, Arundale Primary School and Manchester Road Primary Academy.
- 3.9. The results for all schools can be found in **Appendix A**.

4. GCSE RESULTS

- 4.1. Publication of validated GCSE results has been delayed by the Department for Education because of the General Election. At the time of writing, only unvalidated results are available for schools at the end of key stage 4. This means that these results are subject to change. Revised figures are now due to be published in January.
- 4.2. Tameside's overall Progress 8 (P8) score (Progress 8 is a measure of the progress children make between the end of primary school and the end of secondary school. It's designed to encourage good quality teaching across a broad curriculum. Progress 8 and Attainment 8 are based on pupils' performance in eight qualification) has changed from -0.17 to -0.22 and is on a 3 year trend of decline. The national average for Progress 8 is -0.03 Despite this, Tameside remains thirteenth in the North West, is up to fifth in Greater Manchester (from sixth) and down to sixth (from fourth) when compared to statistical neighbours.

School name	Number of pupils on roll at end of KS4			Progress 8			
	2017	2018	2019	2017	2018	2019	+ / - 2019?
Tameside	2407	2512	2486	-0.13	-0.17	-0.22	-0.05
National (state-funded sector)	-	-	-	-0.03	-0.02	-0.03	

- 4.3. Tameside's overall Attainment 8 score (Attainment 8 measures a student's average grade across eight subjects) has remained consistent with 2018's figure at 44.0 – as has the national average at 46.5. Tameside is thirteenth in the North West (up from sixteenth), remains in fourth across the borough's statistical neighbours and is fifth in Greater Manchester (up from sixth).

School name	Attainment 8			
	2017	2018	2019	+ / - 2019?
Tameside	44.8	43.9	44.0	0.1
National (state-funded sector)	46.4	46.6	46.5	

- 4.4. The strong pass (5+) figure in English and maths for Tameside was consistent with 2018's figure of 40%. The national average remains at 43%. Tameside is eleventh in the North West (down from tenth), is down from second in 2018 to third in 2019 across the Borough's statistical neighbours and down to fourth in Greater Manchester from third in 2018. The standard pass (4+) figure in English and maths for Tameside was up from 62% to 63%.

School name	% of pupils achieving strong 9-5 passes in E&M			
	2017	2018	2019	+ / - 2019?
Tameside	39%	40%	40%	0%
National (state-funded sector)	43%	43%	43%	

- 4.5. When breaking down Tameside's figures by gender, the P8 figure for boys is similar to the previous year (-0.40 compared to -0.42) whereas the P8 figure for girls has dropped from 0.08 to -0.06. The gap between girls and girls nationally is now wider than the gap between boys and boys nationally.
- 4.6. The A8 for boys has increased by 1.2 from 41.1 to 42.3 whereas the A8 for girls has declined by 1.3 from 47.0 to 45.7. Girls are more than 3.5 points below the national average for girls (49.3) whereas boys are 1.6 below the national average for boys (43.9)
- 4.7. The percentage of girls achieving a strong pass in E&M has declined 4% from 44% to 40% whereas the percentage of boys achieving a strong pass in E&M has increased by 2% from 37% to 39%. In 2018, both girls and boys were 3% below their corresponding national averages. In 2019 girls are 6% below the national average for girls (46%) whilst boys are in line with the national average for boys (40%).
- 4.8. In terms of individual Tameside primary schools, there are some significant results.
- 4.9. 4 schools have progress scores above the national average: Fairfield High School for Girls, Audenshaw School, Droylsden Academy and St Damian's RC Science College,
- 4.10. The results of all schools can be found in **Appendix B**.

5. CONCLUSIONS

- 5.1. The percentage of pupils achieving the expected standard at key stage 2 remains at a similar figure to 2018
- 5.2. Pupils at key stage 2 are making more progress across reading, writing and maths than pupils nationally.
- 5.3. Key stage 4 attainment is strong and stable in comparison with GM and statistical neighbours, but below the national average.

5.4. Progress scores at key stage 4 are not improving, particularly for girls.

6. RECOMMENDATIONS

6.1. That the board notes the content of the report.

APPENDIX A

PRIMARY SCHOOL RESULTS 2019

DfE	School Name	2019				
		Cohort	% RWM EXS+	Progress		
				Reading	Writing	Maths
2000	Silver Springs Primary Academy	58	55	0.1	1.1	3.2
2001	Greenfield Primary School and Early Years Centre	36	58	1.4	0.4	4.5
2004	Hollingworth Primary School	29	76	1.6	0.0	2.4
2005	Oakfield Primary and MLD Resource Base	30	63	0.2	1.8	0.5
2006	Pinfold Primary School	55	56	-0.2	3.4	2.3
2008	Flowery Field Primary School	77	74	3.3	2.5	3.7
2011	Arundale Primary School	29	59	3.8	-0.6	3.1
2014	Linden Road Academy and Hearing Impaired Base	25	36	-4.7	-6.4	-3.9
2015	St Paul's C.E. Primary	41	71	-0.8	-0.3	-0.1
2018	Gorse Hall Primary and Nursery School	61	77	3.1	0.5	0.7
2019	Stalyhill Junior School	57	82	0.3	-0.2	1.8
2020	Arlies Primary School	43	47	-0.9	0.3	-0.8
2021	Buckton Vale Primary School	45	64	0.6	2.5	-0.7
2024	Lyndhurst Community Primary School	30	60	-1.3	-0.5	0.4
2025	Broadbent Fold Primary School and Nursery	30	73	-0.5	1.7	1.1
2026	Wild Bank Community School	28	43	-0.1	-0.7	1.2
2027	Millbrook Primary School	30	87	-0.7	-0.2	0.9
2032	Bradley Green Primary Academy	30	57	-2.0	-0.3	-2.8
2033	Dowson Primary Academy	60	68	0.3	1.6	1.7
2034	Godley Community Primary Academy	32	91	4.5	1.4	2.5
2037	The Heys Primary School	31	74	0.9	-1.5	1.3
2038	Ashton West End Primary Academy	53	51	1.2	1.2	-0.1
2039	Audenshaw Primary School	31	74	0.0	0.5	1.2
2040	Poplar Street Primary School	60	58	0.0	1.4	-1.3
2042	Russell Scott Primary School	59	71	1.5	0.3	3.1
2045	Fairfield Road Primary School	59	76	2.3	0.8	2.9
2046	Manchester Road Primary Academy	59	64	0.9	2.8	3.0
2049	Moorside Primary Academy	61	52	-3.5	-2.4	-2.2
2051	Livingstone Primary School	21	76	5.0	2.4	4.3
2053	Waterloo Primary School	58	21	-1.7	-1.6	-3.6
2055	Aldwyn Primary School	46	63	1.0	0.1	-1.7
2056	St Anne's Primary School	30	93	5.7	1.3	4.2
2058	Corrie Primary School	52	52	-3.5	0.3	-3.1
2061	Denton West End Primary School	60	77	1.2	3.6	0.7

2063	Holden Clough Community Primary School	32	69	-0.1	-1.9	0.7
2064	Dane Bank Primary School	30	70	0.0	-1.3	0.6
2066	Greenside Primary School	60	58	0.1	-0.3	1.0
2068	Greswell Primary School and Nursery	59	59	-0.6	3.2	-0.9
2069	Manor Green Primary Academy	56	43	-5.3	-4.0	-4.8
2077	Yew Tree Primary School	79	57	0.2	-1.3	-0.3
2078	Oasis Academy Broadoak	46	50	-1.3	0.3	-2.5
2079	Endeavour Primary Academy	41	46	0.2	-0.3	-0.6
2080	Rosehill Methodist Academy	60	57	-1.4	0.5	-0.1
2081	Ravensfield Primary School	60	65	2.1	1.0	1.1
3000	Gee Cross Holy Trinity CofE Primary School	27	70	4.2	2.9	3.6
3001	Broadbottom Church of England Primary School	17	53	0.7	0.1	-0.8
3003	St John's CofE Primary School Dukinfield	32	91	2.7	2.2	2.0
3019	Hurst Knoll St James' Church of England Primary School	29	69	1.7	2.0	2.2
3020	Parochial CofE Primary and Nursery School Ashton-under-Lyne	31	58	2.4	1.8	1.4
3022	St James CofE Primary School Ashton-under-Lyne	31	65	4.3	2.1	1.8
3026	Milton St John's CofE Primary School	29	79	4.1	2.5	4.8
3027	Micklehurst All Saints CofE Primary School	33	76	2.7	0.3	1.9
3301	St George's CofE Primary School	30	73	2.4	-2.6	1.2
3303	Mottram CofE Primary School	23	78	1.6	0.3	2.7
3304	St Paul's Catholic Primary School	32	66	-0.5	1.4	-0.3
3305	St James Catholic Primary School	24	63	-2.2	-1.1	0.1
3308	St Mary's Catholic Primary School	32	66	2.8	3.3	3.0
3309	St Peter's Catholic Primary School	32	94	4.7	1.4	6.0
3310	St Raphael's Catholic Primary School	27	93	4.0	2.3	4.1
3311	Canon Johnson CofE Primary School	31	52	-3.5	-1.8	0.5
3312	Holy Trinity CofE Primary School	30	60	2.8	3.7	5.9
3313	St Peter's CofE Primary School	29	48	1.1	-1.2	3.7
3314	St Stephen's CofE Primary School	30	53	-1.5	-0.5	-0.4
3316	St Mary's CofE Primary School	28	82	-2.0	-1.8	-0.1
3317	St George's CofE Primary School	27	63	-0.7	0.5	1.0
3319	Canon Burrows CofE Primary School	64	70	-1.4	0.2	-0.4
3322	St Mary's RC Primary School	31	71	2.0	0.7	0.0
3323	St Stephen's RC Primary School	52	62	-0.2	-1.7	-1.6
3324	St Joseph's RC Primary School	20	70	0.3	-1.9	0.2
3325	St John Fisher RC Primary School Denton	33	48	0.1	-2.0	-1.7

3326	St Christopher's RC Primary School	31	90	2.3	-1.0	3.2
3327	St Anne's RC Primary School	29	62	1.6	1.1	1.6
3331	Our Lady of Mount Carmel RC Primary School Ashton-under-Lyne	31	61	-0.2	1.4	-1.2
7001	Hawthorns School	18	0	-1.3	-1.9	-5.1
7002	Thomas Ashton School	7	0	-11.8	-5.1	-7.4
7009	Oakdale School and Acorn Nursery	15	0	0.9	-0.1	0.7
	Tameside	2964	63	0.5	0.4	0.7
	National	-	65	0	0	0

APPENDIX B

SECONDARY SCHOOL UNVALIDATED RESULTS

Dfe number	School name	2019			
		Number of pupils on roll at end of KS4	Progress 8	Attainment 8	% of pupils achieving strong 9-5 passes in E&M
4001	Rayner Stephens High School	120	-1.16	32.2	21%
4006	Alder Community High School	147	-0.05	47.9	44%
4011	Copley Academy	122	-1.01	34.6	23%
4018	Mossley Hollins High School	153	-0.04	49.9	50%
4023	Longdendale High School	145	-0.46	43.7	41%
4025	Hyde Community College	194	-0.14	39.6	25%
4028	Denton Community College	228	-0.43	39.4	33%
4602	St Damian's RC Science College	153	0.23	54.6	58%
4603	St Thomas More RC College	150	-0.01	49.1	55%
4604	All Saints Catholic College	118	-0.24	43.0	31%
5400	Audenshaw School	182	0.4	53.8	62%
5401	West Hill School	168	-0.61	43.1	38%
5402	Fairfield High School for Girls	186	0.42	53.1	58%
6905	Great Academy Ashton	237	-0.55	38.5	26%
6906	Droylsden Academy	145	0.3	47.1	41%
	Tameside	2486	-0.22	44.0	40%
	National (state-funded sector)	-	-0.03	46.5	43%