

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 25 October 2016
Time: 3.30 pm
Place: Lesser Hall 2 - Dukinfield Town Hall

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE To receive any apologies for the meeting from Members of the Board.	
2.	DECLARATIONS OF INTEREST To receive any declarations of interest from Members of the Board.	
3.	MINUTES To receive the Minutes of the previous meeting held on 28 July 2016.	1 - 6
4.	KEY STAGE 2 RESULTS To consider the attached report of the Interim Assistant Executive Director (Learning).	7 - 14
5.	GCSE RESULTS 2016 To consider the attached report of the Interim Assistant Executive Director (Learning).	15 - 20
6.	PERFORMANCE OF LOOKED AFTER CHILDREN To consider the attached report of the Interim Assistant Executive Director (Learning).	21 - 28
7.	FREE SCHOOL APPLICATION IN TAMESIDE To consider the attached report of the Interim Assistant Executive Director (Learning).	29 - 32
8.	TAMESIDE EDUCATION VISION To consider the attached report of the Interim Assistant Executive Director (Learning).	33 - 36
9.	URGENT ITEMS To consider any additional items the Chair is of the opinion shall be dealt with as a matter of urgency.	

Item No.	AGENDA	Page No
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10. DATE OF NEXT MEETING

To note that the next meeting of the Education Attainment Improvement Board will take place on Tuesday 31 January 2017 commencing at 3.30 pm.

EDUCATION ATTAINMENT IMPROVEMENT BOARD

28 July 2016

Commenced: 3.30 pm

Terminated: 5.00 pm

Present: Councillor L Travis (Chair)

Councillors Peet, Robinson, M Smith and R Welsh and Jon Murray, Head Teacher, St Mary's Catholic Primary School

Apologies for Absence: Councillors JM Fitzpatrick and K Quinn, Steven Pleasant, Chief Executive, and Paul Jacques, ASCL

38. DECLARATIONS OF INTEREST

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

39. MINUTES

The Minutes of the Education Attainment Improvement Board held on 29 March 2016 were approved as a correct record.

40. PRIMARY RESULTS 2016

The Interim Assistant Executive Director (Learning) presented a report detailing the provisional results of Tameside and its schools at Early Years Foundation Stage, Year 1 Phonics, Key Stage 1 and Key Stage 2 in 2016 as well as outlining the changes to school performance that had taken place.

There had been significant changes to education assessment in 2016. In 2014, the Department for Education (DfE) introduced a new curriculum to be on a par with the best education systems in the world and expecting children to achieve higher standards than before. As part of this change, it was explained that the method of assessment with levels used to assess the old national curriculum had been scrapped and replaced with assessing whether children were at the 'expected standard'.

Sixty three percent of pupils in Tameside achieved a Good Level of Development at Early Years Foundation Stage (EYFS) in 2016 and this represented an increase of 5% on 2015. The provisional national average was currently 69% - a 3% increase on 2015. Tameside was now 6% below the national average, compared to 8% in 2014 and in 2015. Those schools where there had been major improvements, schools significantly above the provisional national average were detailed as were those with a significant decrease in results in 2016. Forty six mainstream schools in total were below the provisional national average.

In relation to Year 1 phonics, 77% of pupils in Tameside achieved the expected standard in the phonics screening check in 2016 representing an improvement of 5% in 2016. Tameside was 4% below the provisional emerging national average of 81% having been 5% below the national average in 2015. Those schools where there had been some major improvements, schools significantly above the provisional national average and those with a significant decrease in the percentage of pupils working at the expected standard from 2015 results were highlighted.

It was reported that 2016 marked the first year of the new KS1 teacher assessments in reading, writing and maths against the new national curriculum. Tameside was below the provisional

emerging national average across 4 measures schools were primarily assessed on. 70% of pupils were at the expected standard in reading compared to 74% nationally. 63% of pupils were at the expected standard in writing compared to 65% nationally; 70% of pupils were at the expected standard in maths compared to 73% of pupils nationally and 57% of pupils in the borough were at the expected standard in reading, writing and maths combined compared to 60% of pupils nationally. Reference was made to the high performing schools and those with the lowest percentage of pupils at the expected standard across each measure.

It was further reported that 2016 marked the first year of the new KS2 tests in maths, reading and grammar, punctuation and spelling. Pupils' results in each test were reported using a scaled score with the highest scaled score possible of 120 and the lowest being 80. In addition to the tests, children were also subject to teacher assessments in reading, writing, maths and science.

In Tameside, 54% of pupils were working at the expected standard in reading, maths and grammar, spelling and punctuation. This was in line with the national average of 53%. In respect of reading, 67% of pupils were working at the expected standard compared to 66% nationally. 70% of pupils were working at the expected standard in maths, in line with the national average, and 74% of pupils were working at the expected standard in grammar, spelling and punctuation which was 2% above the national average. Reference was made to the high performing schools and those with the lowest percentage of pupils at the expected standard across each measure.

In terms of the authority's position in the North West, Tameside had risen from 13th to 8th on the reading, writing and maths combined measure despite the changes in assessment that had occurred across KS2. In Greater Manchester, Tameside was ranked 6th out of 10 authorities.

In conclusion, the provisional figures for Tameside were promising especially given the changes to school performance that had taken place with the introduction of the new primary curriculum and the new assessment measures. Whilst the results were below provisional national averages at EYFS and KS1, pupils were leaving KS2 in line with their peers nationally. Until progress information was available from the DfE the local authority was not in a position to evaluate the performance further.

RESOLVED

That the content of the report be noted and updates be received on the performance of both the local authority and of schools, once progress information was available.

41. DEDICATED SCHOOLS GRANT UPDATE

Consideration was given to a report of the Assistant Executive Director, Finance, which informed members of the arrangements concerning the Dedicated Schools Grant (DSG) for 2015/16, 2016/17 and future years.

It was reported that the Schools block was the largest element of DSG funding which provided the majority of funding for Mainstream Schools, with additional elements potentially being allocated to Mainstream Schools through the Early Years and High Needs blocks. The DfE carried out a 'Fairer Schools Funding 2015/16' consultation in relation to proposed changes to the Schools block element of the DSG earlier in the year. As a result of the responses they received to the consultation, the DfE agreed to some minor changes to their original proposals, but no significant changes were made to them.

It was explained that, over the last three years, the DfE had consistently stated that School funding was unfairly allocated. They believed that Schools with similar characteristics in different Local Authority areas were allocated substantially different levels of funding as a result of historic funding allocations. The DfE had used data provided by each Local Authority in relation to the unit rates used in 2013/2014 in their respective local funding formulae to arrive at minimum levels of funding

for each Local Authority. These Minimum Funding Levels (MFL) per pupil also included a hybrid area cost adjustment which was intended to reflect prevailing market rates.

The DfE had then taken the Local Authority specific MFL and multiplied it by the number of Schools Block eligible pupils used to calculate funding in 2014/15 to arrive at an estimated Local Authority level MFL for 2015/16 and compared it to the actual Schools Block funding allocated to each Local Authority in 2014/15. This analysis was summarised in the report. The 62 Local Authorities who would receive additional DSG Schools Block funding through the MFL calculation than they did through the previous calculation method were allocated a share of £350 million additional funding in 2015/16 and this did not include Tameside. It was further explained that Tameside would not receive any additional DSG Schools block funding in 2015/16 or 2016/17, however there was potential for this to change from 2017/18 onwards. The DfE had given no indication of whether the 2017/18 Schools Block allocation would be based on MFL rates, but if it was fully implemented by the DfE without any protection then there would be an estimated reduction of £4.264 million, which equated to 3.52% of the current allocation.

It was reported that due to the scale of potential reduction in funding from 2017/18 onwards, it was considered prudent to provide Schools / Academies with estimates of the worst case budgets that could arise from full implementation of the MFL. Therefore, during March 2016, the council had issued funding estimates for 2017/18 that were based on both the DfE's new MFL proposal and on the basis of the current local funding scheme.

A summary of the gross allocations of DSG to Tameside from financial year 2015/16 by DfE/EFA funding block, was provided in the report.

Details were also given in respect of the proposed reduction of gains cap funding in 2016/17.

RESOLVED

That the content of the report be noted.

42. WORK OF THE SCHOOL PERFORMANCE AND STANDARDS UNIT 2013-16

Consideration was given to a report of the Interim Assistant Executive Director (Learning) outlining the work of the School Performance and Standards Unit (SPSU) in relation to the performance of the 74 primary schools in Tameside.

The Board heard that in August 2013, 76% of primary schools were judged to be good and in July 2016, 93% of primary schools were now judged to be good meaning that more children in Tameside were now attending a good school than ever before. The Team's strategy for improving the performance of primary schools was based around prioritising support. The School Performance and Standards Policy underpinned the work of the Team and this was updated annually in consultation with Head Teachers and in light of national changes and local circumstances.

Schools requiring improvement or in an Ofsted category received intensive support, often weekly, and continuing until the school had been graded as good. As a result of this intensive approach, 12 schools had moved from either requires improvement / inadequate to good. The focus of the team was clearly on helping vulnerable schools to identify strengths and areas of weakness and officers helped school leaders plan for improvement, monitor and evaluate effectiveness of interventions.

In terms of priorities for 2016, as well as the 6 remaining requires improvement schools, there were currently 4 schools in the inspection window at risk of either requires improvement or an Ofsted category because of currently performance. There was also one academy where there were significant concerns about its performance in 2015. Clearly, the inspection judgements of these four schools could significantly impact on the current performance indicators relating to the

percentage of good schools and the percentage of children attending a good or outstanding school.

Changes to the staffing structure from September 2016 would significantly impact on the intensive support and challenge provided to schools and the service would need to plan how to support schools from within the resources available or by attracting additional income into the Council.

RESOLVED

That the work of the School Performance and Standards Unit since 2013 be noted and further updates received as appropriate.

43. ACCESS AND INCLUSION

Consideration was given to a report of the Interim Assistant Executive Director (Learning), which explained that the Access and Inclusion Service was created in September 2014, following a service redesign bringing the majority of the Council's statutory education services into one service area. The redesign created three service streams – Access, Inclusion and the Virtual School and further information on the responsibilities and work undertaken by the service streams was provided in the report.

The Access Service included:

- Education Welfare Services including attendance monitoring and penalty notices;
- Children missing education;
- Child Entertainment and Employment, chaperone licences;
- Elective Home Education;
- Gateway, gypsy, Roma, travellers service;
- School Admissions Service;
- Early Education Funding;
- Exclusions.

The Inclusion Service included:

- Education Psychology; and
- Special Educational Needs.

Additionally, the service had the Virtual School for Looked After Children and responsibility for school transport and school place planning.

As with all areas of the Council, the service had made substantial efficiency savings over the last few years. It had made some tough decisions about the services it continued to provide and been unable to sustain some areas of work. This had been particularly necessary as the workload required to meet statutory responsibilities had increased significantly over the last two years, particularly with the introduction of the new SEN Code of Practice that had fundamentally changed how the SEN Team worked with families, schools and other agencies, the increase in early entitlement for 2 year olds, and the tightness of school place availability even with significant investment.

RESOLVED

That the work of the Access and Inclusion Service Unit in 2015/16 be noted.

44. SUCCESSFUL WAVE 11 FREE SCHOOL APPLICATION IN TAMESIDE

The Interim Assistant Executive Director (Learning) presented a report outlining the successful free school application in the borough. It explained the need to locate the school in Ashton where there was the greatest expected demand for secondary school places and explained the importance of

the Council working with the Education Funding Agency (EFA) and the Regional Schools Commissioner when decisions were being made on provision in the borough.

The Government launched wave 11 of the free school programme in December 2015 and the Laurus Trust submitted a bid to open a 180 place secondary school, the Ryecroft School, in Tameside from September 2018. At the centre of the Laurus Trust was Cheadle Hulme High School, a hugely oversubscribed academy converter with a reputation for outstanding teaching and learning and its results for 2015 put the school in the top 2% of schools nationally in terms of value added and the top five non-selective schools in the North West region.

It was explained that in common with many areas of the country, Tameside had experienced a surge in births over recent years rising from a low of 2,049 in 2002 to a recent high of 3,069 in 2010, a 27% increase. The School Admissions team deal with approximately 3,000 transfer movements every year with 2,000 of those being primary movements. To cope with the demand for places, the Council had been proactive in increasing the number of places available in primary schools over the last few years. However, the increase in primary population would inevitably filter through into secondary schools and the Council had been actively working with secondary head teachers to look at options to increase places for Year 7 in future years.

With 2,732 places available from September 2017, it was predicted that 438 new places would need to be created over the next few years to ensure that all Tameside pupils had access to a secondary school place in the borough. The opening of a free school would add an additional 180 places per year group taking the number of available places to 2,912. The town of Ashton had seen the biggest increase in primary places available from 560 in 2008/9 to 690 currently. However, the number of secondary places in the area had remained static at 420 and a substantial way below the number of primary places available and the birth rate and predicted intake.

The Council was aware that the successful application named a postcode in Audenshaw, close to the area in most need of additional places. The Council was happy to work with the Laurus Trust, the DfE and EFA to ensure that the new free school was located in the Ashton area to meet expected demand. The Council would also continue to work with existing secondary schools to close the demand gap through expansion of current schools to ensure the long term financial viability of all Tameside's schools and best use of resources. The proposals currently being explored were summarised in the report.

RESOLVED

- (i) That the Board endorse officers working in partnership with the Education Funding Agency to help identify a site for the new free school in Tameside so that it was located in Ashton which had the greatest need for additional secondary school places.**
- (ii) That a strong message be sent through officers to the Regional School Commissioner and the Education Funding Agency of the need to involve Tameside Council in any decisions that affect the borough and utilise the knowledge and expertise within the Council to assist them in that process.**

45. URGENT ITEMS

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

46. DATE OF NEXT MEETING

It was noted that the next meeting of the Education Attainment Improvement Board will take place on Tuesday 25 October 2016 commencing at 3.30 pm.

CHAIR

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Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
	25 October 2016
Reporting Officer:	Bob Berry, Interim Assistant Executive Director, Learning
Subject :	KS2 RESULTS 2016 – PROGRESS
Report Summary :	This report documents the provisional progress results of Tameside primary schools and identifies which schools are going to fall below the floor standards set by the Department for Education (DfE).
Recommendations :	<p>That Members note the changes, and understand the new parameters for assessing the performance of schools in the borough.</p> <p>That Members note the progress scores of schools in the borough and are informed about any implications that may arise regarding schools that are going to fall below the floor standards.</p>
Links to Sustainable Community Strategy :	These new performance measures provide an indication of a school's performance than was previously the case, and put the emphasis on progress rather than attainment. The borough's long-term economic strategy depends ultimately on its capacity to produce and then retain its own talented young people.
Policy Implications :	The above is in line with the strategic plan.
Financial Implications : (Authorised by the Section 151 Officer)	There are no direct financial implications arising from this report.
Legal Implications : (Authorised by the Borough Solicitor)	It is important that Members understand the national framework and its changes together with the performance of Tameside schools so that there is appropriate resource and challenge.
Risk Management :	Schools that fall below the floor standards are at risk of an early Ofsted inspection.
Access to Information :	The background papers relating to this report can be inspected by contacting Dean McDonagh, School Performance Analyst.



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1. INTRODUCTION

- 1.1 This report documents the provisional progress results of Tameside primary schools and identifies which schools are going to fall below the floor standards set by the Department for Education (DfE).

2 BACKGROUND

- 2.1 There were significant changes to education assessment in 2016. In 2014 the Department for Education introduced a new curriculum to be on a par with the best education systems in the world and expect children to achieve higher standards than before. As part of this change, the method of assessment with levels i.e. level 2, level 4 etc. that was used to assess the old national curriculum was scrapped and replaced with assessing whether children were at the 'expected standard'. The expected standard reflects where the DfE feel a child should be at the end of a key stage against the new national curriculum. As a result of scrapping the method of assessment with levels, the previous 'expected progress' measure, based on pupils making at least two levels of progress between key stage 1 and key stage 2, is no longer a performance measure and the figures are no longer produced. **All results for Key Stage 2 in 2016 are not comparable with previous years.**
- 2.2 2016 marked the first year of the new key stage 2 tests in maths and reading (and grammar, punctuation and spelling). Pupils' results in each test were reported using a scaled score. A scaled score of 100 represents the expected standard for each test. If a child got a scaled score of 100 or more it means they are working at or above the expected standard (EXS) in the subject. If a child got a scaled score of less than 100 it means that they may need more support to reach the expected standard. The highest scaled score possible is 120, and the lowest is 80. Any child who achieved a 110 or above was working at a 'higher standard'. The writing element remained a teacher assessment, albeit against the new curriculum. Pupils were assessed as to whether they were working at the expected standard (and at greater depth within the expected standard) or not.
- 2.3 The scaled scores attributed to pupils were used to calculate progress. Progress was calculated using as a value-added measure from KS1 to KS2 which means that pupils' results are compared to the results of other pupils nationally with similar prior attainment. The DfE have stated that they use this type of measure because *"they are fairer to schools in challenging circumstances, as they recognise a school that is doing a good job with an intake with poor prior attainment"*.
- 2.4 Every pupil was assigned an estimated scaled score based on their prior attainment at key stage 1. This was then subtracted from their actual scaled score and the resulting figure was the pupil's progress score. The school's average progress score was based on the average progress scores of all pupils. Below is an example of how the progress measure is calculated for a pupil:

Below is an example using data from this years progress calculations:

- James has an average key stage 1 score of 17.0, which means he is in prior attainment group 16 (for further explanation of prior attainment groups please see page 23)
- his result in the key stage 2 mathematics test is a scaled score of 108
- the national average scaled score in mathematics for pupils with an average key stage 1 score of 17 is 105
- James, therefore, has a mathematics progress score of +3.0

James' KS1 score	average key stage 2 score in maths of all pupils with an average KS1 score of 17.0	James' estimated KS2 maths score	James' actual KS2 maths score	James' progress score
17		105	108	3.0

- 2.5 Progress scores were centred around 0. A score of 0 means pupils in a school on average do as well at KS2 as those with similar prior attainment nationally. A positive score means pupils in a school on average achieve more at KS2 as those with similar prior attainment nationally i.e. a school's score of +2 means that pupils in that school achieve, on average, 2 scaled score points more than their peers nationally. A negative score means pupils in a school on average achieve less at KS2 than pupils with similar prior attainment nationally. A negative score means the pupils did not make as much progress as other pupils nationally with similar starting points. For example, if a school has a maths score of -3 this would mean that on average pupils in this school achieved 3 scaled scores less than other pupils nationally with similar starting points.

3 FLOOR STANDARDS

- 3.1 The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. In 2016, a school will be above the floor if:
- at least 65% of pupils meet the expected standard in reading, writing and mathematics combined; or
 - the school achieves sufficient progress scores in all three subjects. Sufficient progress is at least -5 in English reading, -5 in mathematics and -7 in English writing.
- 3.2 To be above the floor, the school needs to meet either the attainment element of 65% RWM combined **or all of the progress elements**. If a school does not meet the attainment element and falls below one of the progress measures then they are below floor.
- 3.3 No school will be confirmed as being below the floor until December 2016 when the DfE Performance Tables are published.

4 PROGRESS SCORES OF TAMESIDE SCHOOLS

- 4.1 Tameside has provisional progress scores of 0 in reading, 0.2 in maths and -0.1 in writing. This means that pupils in Tameside:
- make the same progress as their peers nationally in reading
 - make slightly more progress in maths than their peers nationally.
 - make marginally less progress in writing than their peers nationally. Upon data becoming validated, it is expected that the borough's progress score in writing will rise to 0.
- 4.2 In reading, pupils at St Peter's CofE Primary School made the most progress in the borough with pupils at the school making, on average, 5.7 scaled score points more than their peers nationally. This score provisionally places the school in the top 5% of the country. Other schools that are in the top 5% of the country for progress in reading are: Stalyhill Junior School (5.1), Livingstone Primary School (5.1), Milton St John's CofE Primary School (5) and Gorse Hall Primary and Nursery School (4.8).
- 4.3 In writing, pupils at Holy Trinity CofE Primary School made the most progress in the borough with pupils at the school making, on average, 5.3 scaled score points more than their peers nationally. This score provisionally places the school in the top 5% of the country. Other schools that are provisionally in the top 5% of the country for progress in writing are: St George's CofE Primary School, Hyde (4.7) and St Mary's Catholic Primary School (4.7).
- 4.4 In maths, pupils at St Peter's CofE Primary School made the most progress in the borough with pupils at the school making, on average, 7.5 scaled score points more than their peers nationally. This score provisionally places the school in the top 5% of the country. Other schools that are in the top 5% of the country for progress in maths are: Fairfield Road

Primary School (5.9), St Christopher's RC Primary School (5.7), St John's CofE Primary School, Dukinfield (4.8) St Peter's Catholic Primary School (4.4) and St Raphael's Catholic Primary School (4.3).

- 4.5 Thirty seven schools in the borough achieved a positive progress score in reading, 43 schools achieved a positive progress score in writing and 45 schools achieved a positive progress score in maths.
- 4.6 Five schools in the borough did not achieve a sufficient progress score in one subject. All these schools also had an combined reading, writing and maths attainment figure of below 65%. As a result these schools will be below floor once data becomes validated in December. These schools are Canon Johnson CofE Primary School (, Oakfield Primary and Moderate Learning Difficulties Resource Base (-5.9 in maths), Manor Green Primary Academy (-5.8 in maths), The Heys Primary School (-5.7 in maths) and Waterloo Primary School (-5.3 in maths, -8 in writing). All these schools are in the bottom 5% for the subjects they have failed to make sufficient progress in.
- 4.7 Godley Community Primary Academy (-5.2) and St Stephen's RC Primary School (-5.1) are in the bottom 5% of the country for writing. St Stephen's RC Primary School are in the bottom 5% of the country for maths (-4.9).
- 4.8 National and local authority information will not be available until December.
- 4.9 All results can be found in Appendix A.

5 RECOMMENDATIONS

- 5.1 That Members note the changes to primary progress performance measures and understand the new parameters for assessing the performance of schools in the borough.
- 5.2 That Members note the progress scores of schools in the borough and are informed about any implications that may arise regarding the schools that are going to fall below floor.

APPENDIX A

DfE number	School name	EXS + RWM Combined	Reading progress score	Writing progress score	Maths progress score
3572055	Aldwyn Primary School	63	1.1	1.5	2.6
3572020	Arlies Primary School	55	-0.3	2.8	1.3
3572011	Arundale Primary School	54	0.6	-0.1	1.1
3572038	Ashton West End Primary School	55	1.4	2.7	2.7
3572039	Audenshaw Primary School	37	-2.1	-0.3	-2.3
3572032	Bradley Green Community Primary School	33	-3.1	-1.1	-1.5
3572025	Broadbent Fold Primary School and Nursery	46	-1.3	2.1	0.0
3573001	Broadbottom Church of England Primary School	69	2.7	-3.2	0.1
3572078	Broad oak Primary School	46	0.5	2.7	-2.2
3572021	Buckton Vale Primary School	69	-0.8	0.4	0.7
3573319	Canon Burrows CofE Primary School	55	-0.6	0.8	-0.4
3573311	Canon Johnson CofE Primary School	45	-5.3	-0.3	-0.6
3572058	Corrie Primary School	69	-0.3	0.7	-1.1
3572064	Dane Bank Primary School	75	3.2	1.7	4.0
3572061	Denton West End Primary School	58	-1.4	-0.6	-1.6
3572033	Dowson Primary School	56	1.8	2.1	1.5
3572045	Fairfield Road Primary School	70	4.1	4.0	5.9
3572008	Flowery Field Primary School	60	2.1	0.0	0.0
3573000	Gee Cross Holy Trinity CofE (VC) Primary School	61	0.6	-1.4	-0.7
3572034	Godley Community Primary School	50	-0.8	-5.2	-2.4
3572018	Gorse Hall Primary and Nursery School	60	4.8	-0.2	3.0
3572001	Greenfield Primary School and Early Years Centre	32	1.0	-1.7	0.8
3572066	Greenside Primary School and Children's Centre	63	0.7	2.4	1.8
3572068	Greswell Primary School and Nursery	46	-1.5	-0.2	0.8
3577001	Hawthorns School	0	-6.8	-6.7	-8.9
3572063	Holden Clough Community Primary School	64	-2.1	0.1	-1.0
3572004	Hollingworth Primary School	72	-0.4	0.0	1.5
3573312	Holy Trinity CofE Primary School	48	0.3	5.3	3.1
3573019	Hurst Knoll St James' Church of England Primary School	45	-0.8	0.2	1.7
3572079	Leigh Primary School	35	-1.8	0.9	-0.7
3572014	Linden Road Academy and Hearing Impaired Resource Base	80	3.0	2.8	2.7



3572051	Livingstone Primary School	67	5.1	-0.1	1.8
3572024	Lyndhurst Community Primary School	56	-0.4	-1.4	0.8
3572046	Manchester Road Primary Academy	53	-0.8	1.8	-0.8
3572069	Manor Green Primary Academy	28	-2.2	-3.4	-5.8
3573027	Micklehurst All Saints CofE Primary School	46	0.5	1.6	-0.9
3572027	Millbrook Primary School	81	4.5	2.5	3.5
3573026	Milton St John's CofE Primary School	77	5.0	0.7	4.1
3572049	Moorside Primary Academy	46	-2.7	-1.5	-2.4
3573303	Mottram CofE Primary School*	56	1.1		-1.9
3577009	Oakdale School	0	-7.5	-7.4	-8.0
3572005	Oakfield Primary and Moderate Learning Difficulties Resource Base	23	-1.5	-1.6	-5.9
3573331	Our Lady of Mount Carmel RC Primary School, Ashton-under-Lyne*	52	1.6		0.1
3573020	Parochial CofE Primary and Nursery School, Ashton-under-Lyne	29	-3.3	-2.2	-1.2
3572006	Pinfold Primary School	48	-2.4	-0.9	-0.8
3572040	Poplar Street Primary School	40	-0.8	-1.1	-2.6
3572081	Ravensfield Primary School	49	-0.2	0.6	-0.9
3572080	Rosehill Methodist Community Primary School	44	-1.9	1.4	-2.1
3572042	Russell Scott Primary School	47	-1.5	0.6	0.3
3572000	Silver Springs Primary Academy	35	-1.7	-2.9	1.0
3572056	St Anne's Primary School	52	-2.7	1.4	0.4
3573327	St Anne's RC Primary School	53	-2.2	3.1	1.6
3573326	St Christopher's RC Primary School	78	1.9	0.3	5.7
3573301	St George's CofE Primary School, Hyde	66	3.1	4.7	0.9
3573317	St George's CofE Primary School, Mossley	71	0.7	-1.3	1.7
3573305	St James Catholic Primary School	67	-1.4	1.6	-1.9
3573022	St James CofE Primary School, Ashton-under-Lyne	57	2.0	0.9	1.6
3573325	St John Fisher RC Primary School, Denton	60	0.2	-4.6	-1.1
3573003	St John's CofE Primary School, Dukinfield	88	3.6	1.7	4.8
3573324	St Joseph's RC Primary School	50	1.7	-0.7	0.1
3573308	St Mary's Catholic Primary School	92	2.6	4.7	2.3
3573316	St Mary's CofE Primary School	53	1.0	2.4	2.0
3573322	St Mary's RC Primary School	75	1.0	-2.3	1.3
3573304	St Paul's Catholic Primary School	81	0.2	0.8	1.3
3573025	St Paul's CofE Primary School, Stalybridge	44	-3.4	-3.3	-2.0
3573309	St Peter's Catholic Primary School	76	2.1	0.1	4.4
3573313	St Peter's CofE Primary School	75	5.7	2.6	7.5
3573310	St Raphael's Catholic Primary School	79	2.9	2.5	4.3

3573314	St Stephen's CofE Primary School	37	-0.3	-1.6	0.7
3573323	St Stephen's RC Primary School	27	-3.3	-5.1	-4.9
3572019	Stalyhill Junior School	79	5.1	-1.7	3.5
3572037	The Heys Primary School	38	-3.0	0.5	-5.7
3577002	Thomas Ashton School	0	-7.7	-10.2	-10.0
3572053	Waterloo Primary School	27	-3.7	-8.0	-5.3
3572026	Wild Bank Community School	33	-3.2	0.1	1.0
3572077	Yew Tree Community Primary School	56	0.9	1.1	1.2
Tameside		53	0.0	-0.1	0.2

*schools with an asterisk are missing writing data due to complications with submission to the DfE. Their figures will be included in validated data.

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Agenda Item 5

Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	25 October 2016
Reporting Officer:	Bob Berry, Interim Assistant Executive Director, Learning
Subject :	GCSE RESULTS 2016 - PROVISIONAL
Report Summary :	<p>The following report details the GCSE results of Tameside's secondary schools and academies under the new performance measures for 2016 following the release of data to the Local Authority from the Department of Education.</p> <p>All data referred to in this report is unvalidated and subject to change.</p>
Recommendations :	That members note the changes, and understand the new parameters for assessing the performance of schools in the borough.
Links to Sustainable Community Strategy :	These new performance measures provide an indication of a school's performance across a much wider range of subjects than was previously the case, and put the emphasis on progress rather than attainment. The borough's long-term economic strategy depends ultimately on its capacity to produce and then retain its own talented young people.
Policy Implications :	The above is in line with the strategic plan.
Financial Implications : (Authorised by the Section 151 Officer)	There are no direct financial implications arising from this report.
Legal Implications : (Authorised by the Borough Solicitor)	It is important that Members understand the national framework and its changes together with the performance of Tameside schools so that there is appropriate resource and challenge can be directed.
Risk Management :	From September 2016, local authority secondary schools that achieve below the floor standard set by Progress 8 are at risk of enforced academisation.,
Access to Information :	<p>The background papers relating to this report can be inspected by contacting Dean McDonagh, School Performance Analyst.</p> <p> Telephone: 0161 342 2928</p> <p> e-mail: dean.mcdonagh@tameside.gov.uk</p>

1. INTRODUCTION

- 1.1 The following report details the GCSE results of Tameside's secondary schools and academies under the new performance measures for 2016 following the release of data to the Local Authority from the Department of Education.
- 1.2 All data referred to in this report is unvalidated meaning that it is provisional and subject to change.

2 BACKGROUND

- 2.1 The 2015/16 academic year has marked a significant change in the way schools and pupils are assessed. Prior to 2016 schools were measured on: 5+ A*-C GCSEs including English and maths, the levels of progress made in English and in maths from Key Stage 2 to Key Stage 4, and the percentage of pupils achieving the English Baccalaureate (EBacc). In 2016 this has changed to: Attainment 8, Progress 8 and the percentage of pupils achieving A*-C in English and maths. The Ebacc measure is the final performance measure and the only measure that remains from 2015.
- 2.2 Attainment 8 will measure the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. A grade 8 is awarded for an A* GCSE and a grade 1 is awarded for a grade G.
- 2.3 The aim of Progress 8 is to capture the progress a pupil makes from the end of Key Stage 2 to the end of Key Stage 4. It is a type of value added measure, meaning that pupils' results are compared to the actual achievements of all other pupils nationally with the same prior attainment.
- 2.4 The rationale behind the new performance measures is that they have been designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at key stage 4, and reward schools for the teaching of all their pupils, measuring performance across 8 qualifications. Each increase in every grade a pupil achieves will attract additional points in the DfE performance tables. A Progress 8 score will be calculated for each individual pupil in order to calculate a school's Progress 8 score. There is no requirement for schools to share individual Progress 8 scores with their pupils. Schools that fall below -0.5 (upon the release of validated data) will be below floor.

3 ATTAINMENT

- 3.1 Tameside's average Attainment 8 score is 49.1
- 3.2 The school with the highest Attainment 8 score in the borough is Fairfield High School for Girls with each pupil attaining an average of 55.8. West Hill School is next with 54.6 closely followed by St Thomas More RC College with 54.3.
- 3.3 The schools with the lowest Attainment 8 scores are New Charter Academy with 41.7 and Astley Sports College with 41.8. The full Attainment 8 results along with each school's position in the LA are below:

DfE	School Name	Attainment 8	Position in LA
4006	Alder Community High School	52.2	7
4604	All Saints Catholic College	45.2	13
4026	Astley Sports College	41.8	14
5400	Audenshaw School	53.6	4
4011	Copley Academy	48.4	10
4028	Denton Community College	47.9	11
6906	Droylsden Academy	45.6	12
5402	Fairfield High School for Girls	55.8	1
4025	Hyde Community College	48.7	9
4023	Longdendale High School	50.3	8
4018	Mossley Hollins High School	52.9	5
6905	New Charter Academy	41.7	15
4602	St Damian's RC Science College	52.7	6
4603	St Thomas More RC College	54.3	3
5401	West Hill School	54.6	2
Tameside		49.1	

- 3.4 In terms of A*--C in English and maths (E&M), the borough posted improved results. 63.1% of Tameside's pupils achieved an A*-C in both English and maths – an improvement of 3% on 2015.
- 3.5 Several schools posted improved figures on their 2015 result (though it should be noted that this was not a DfE performance measure in 2015). Audenshaw School were the highest performing school in Tameside in this measure with 81% of pupils achieving an A*-C in E&M. Fairfield High School for Girls and St Thomas More RC College were both second with 78% of pupils achieving A*-C in E&M.
- 3.6 The most improved schools in this measure were Copley Academy who had an increase of 19% on their 2015 result (40% in 2015 to 59% in 2016) and Hyde Community College who had an increase of 16% (55% in 2015 to 71% in 2016), The full list of figures are below:

DfE	School Name	2015	2016		Difference between 2015 & 2016
		A*-C in Eng & Mat	A*-C in Eng & Mat	Position in LA	
4006	Alder Community High School	76%	75%	4	-1%
4604	All Saints Catholic College	50%	44%	14	-6%
4026	Astley Sports College	45%	53%	12	8%
5400	Audenshaw School	76%	81%	1	5%
4011	Copley Academy	40%	59%	10	19%
4028	Denton Community College	56%	59%	10	3%
6906	Droylsden Academy	58%	52%	13	-6%
5402	Fairfield High School for Girls	79%	78%	2	-1%
4025	Hyde Community College	55%	71%	7	16%
4023	Longdendale High School	67%	60%	9	-7%
4018	Mossley Hollins High School	66%	75%	4	9%
6905	New Charter Academy	41%	37%	15	-4%

4602	St Damian's RC Science College	80%	71%	7	-9%
4603	St Thomas More RC College	71%	78%	2	7%
5401	West Hill School	61%	74%	6	13%
Tameside		60.1%	63.1%		3%

3.7 In 2016 Tameside has seen a decline of 6.5% in the percentage of pupils entering the Ebacc (31% in 2016 to 37.5% in 2015) and a decline of 3.5% in the percentage of pupils achieving the Ebacc (18.6% in 2016 to 22.1% in 2015).

3.8 The highest performing school is St Thomas More RC College with 47% of pupils entered achieving the EBacc. Fairfield High School for Girls and Longdendale High School were also strong performers in this area. Hyde Community College had the lowest percentage of pupils achieving the EBacc, with only 3% of pupils being entered and 3% of pupils achieving it. The full set of results are below:

DfE	School Name	2015			2016		
		% of pupils entering EBACC	% Achieving EBACC	Position in LA	% of pupils entering EBACC	% Achieving EBACC	Position in LA
4006	Alder Community High School	21%	11%	11	23%	9%	9
4604	All Saints Catholic College	16%	10%	12	8%	5%	12
4026	Astley Sports College	51%	18%	9	12%	6%	11
5400	Audenshaw School	71%	36%	4	24%	17%	7
4011	Copley Academy	34%	20%	8	10%	7%	10
4028	Denton Community College	21%	6%	13	12%	3%	14
6906	Droylsden Academy	36%	28%	7	17%	14%	8
5402	Fairfield High School for Girls	54%	42%	1	59%	41%	2
4025	Hyde Community College	4%	3%	14	3%	3%	14
4023	Longdendale High School	67%	32%	6	65%	34%	3
4018	Mossley Hollins High School	59%	36%	4	44%	32%	5
6905	New Charter Academy	24%	12%	10	43%	20%	6
4602	St Damian's RC Science College	56%	38%	2	64%	33%	4
4603	St Thomas More RC College	56%	38%	2	60%	47%	1
5401	West Hill School	8%	6%	13	9%	5%	12
Tameside		37.5%	22.1%		31.0%	18.6%	

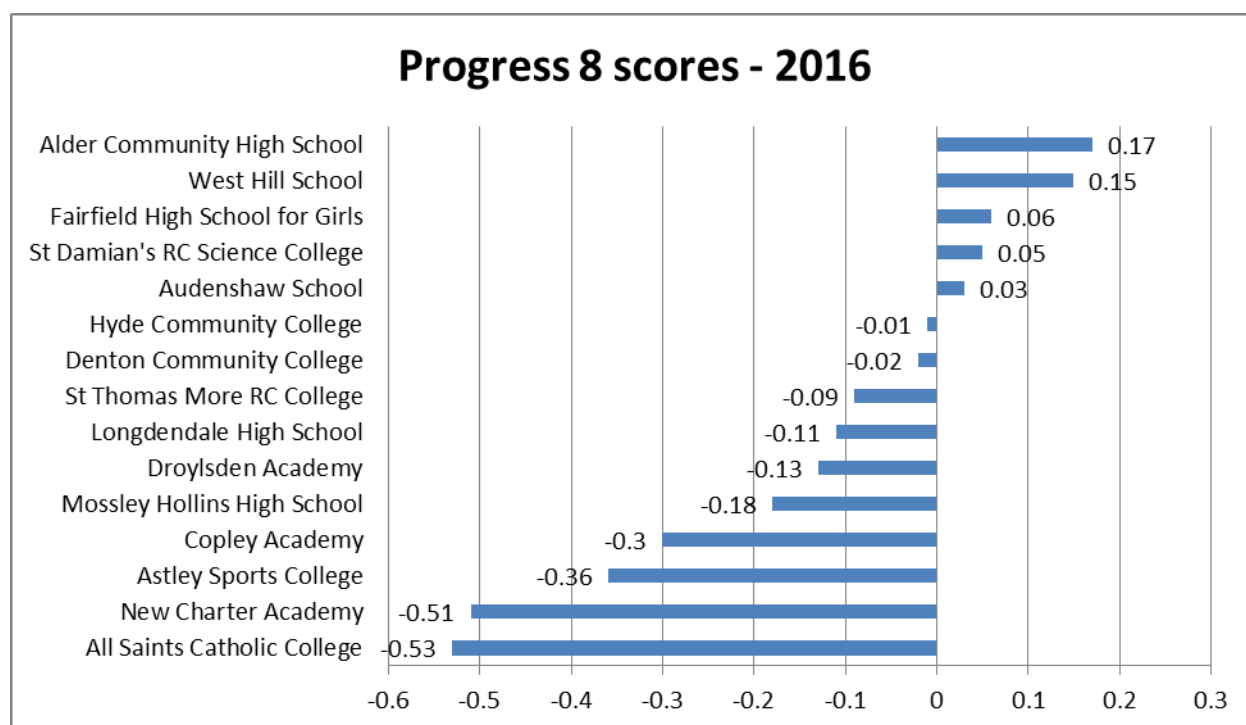
4 PROGRESS

4.1 Tameside has a Progress 8 figure of -0.13. This means that, on average, pupils in Tameside achieve -0.13 of a grade less than their peers nationally. A progress score of zero means that pupils are performing in line with their peers nationally.

4.2 The highest performing school in Tameside for progress is Alder Community High School. Pupils at Alder Community High School on average achieve 0.17 of a grade more in each

subject than their peers nationally. In addition to Alder Community High School, 4 other schools in the borough posted a positive Progress 8 score: West Hill School – 0.15, Fairfield High School for Girls – 0.06, St Damian's RC Science College – 0.05 and Audenshaw School – 0.03.

- 4.3 The two schools with the lowest scores in the borough are All Saints Catholic College and New Charter Academy. As both these schools have posted scores of less than -0.5, these schools are likely to be below the floor standard once the performance data becomes validated. The Progress 8 scores of all schools are below:



5 5+ A*- C INCLUDING ENGLISH AND MATHS

- 5.1 Whilst this performance measure is no longer valid, both the LA and schools have been provided with the figures for contextual information.
- 5.2 In Tameside 57.3% of pupils achieved 5+ A*- C including English and maths. This figure is the same as 2015.
- 5.3 The highest performing school in this measure was St Thomas More RC College with 76% of pupils achieving 5+ A*- C including English and maths. Audenshaw School was second with 73%.
- 5.4 The most improved schools in this measure were West Hill School who saw a 13% increase (59% in 2015 to 72% in 2016), Hyde Community College who also saw a 13% increase (48% in 2015 to 61% in 2016) and Copley Academy who saw the biggest increase of results from 40% in 2015 to 55% in 2016.
- 5.5 The worst performing schools in the borough in this measure were New Charter Academy with 31% of pupils achieving 5+ A*-C including E&M and All Saints Catholic College where 37% of pupils achieved 5+ A*-C including E&M. A full list of results is below:

DfE	School name	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs				
		2015	2016	Difference + / -		Position in LA
4006	Alder Community High School	66%	64%	-2%	↓	6
4604	All Saints Catholic College	50%	37%	-13%	↓	14
4026	Astley Sports College	41%	47%	6%	↑	13
5400	Audenshaw School	72%	73%	1%	↑	2
4011	Copley Academy	40%	55%	15%	↑	10
4028	Denton Community College	48%	49%	1%	↑	12
6906	Droylsden Academy	53%	52%	-1%	→	11
5402	Fairfield High School for Girls	78%	71%	-7%	↓	4
4025	Hyde Community College	48%	61%	13%	↑	8
4023	Longdendale High School	66%	57%	-9%	↓	9
4018	Mossley Hollins High School	66%	70%	4%	↑	5
6905	New Charter Academy	40%	31%	-9%	↓	15
4602	St Damian's RC Science College	79%	64%	-15%	↓	6
4603	St Thomas More RC College	69%	76%	7%	↑	1
5401	West Hill School	59%	72%	13%	↑	3
Tameside		57.3%	57.3%	0%	→	



6 SUMMARY

- 6.1 In light of the changes to the performance measures for secondary schools, Tameside schools have performed strongly. The borough has seen an improvement of 3% in the number of pupils achieving A*-C in English and maths. 5 schools have posted positive Progress 8 scores in a time of much change. Two schools are likely to be below floor.

7 RECOMMENDATIONS

- 7.1 That the board receive a further update on the performance of secondary schools and academies in the borough once the final validated results have been released.

Agenda Item 6

To:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	25 October 2016
Reporting Officer:	Bob Berry, Interim Assistant Executive Director, Learning
Subject :	TAMESIDE VIRTUAL SCHOOL REPORT FROM THE HEADTEACHER ANNUAL REPORT 2015/16
Report Summary :	This report details the work of the Virtual School for the school year 2015/16
Recommendations :	That members note the contents of the report and receive further updates as appropriate.
Links to Sustainable Community Strategy :	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications :	There are none arising from this report.
Financial Implications : (Authorised by the Section 151 Officer)	There are no direct financial implications arising from this report.
Legal Implications : (Authorised by the Borough Solicitor)	The Council has a statutory duty of care in relation to children in care as 'corporate parent'. This report provides an update on performance and an opportunity to consider any resources or further actions required.
Risk Management :	There are significant reputational risks to the Council if it does not meet its statutory responsibilities.
Access to Information :	<p>The background papers relating to this report can be inspected by contacting Catherine Moseley, Head of Access and Inclusion.</p> <p> Telephone: 0161 342 3302</p> <p> e-mail: catherine.moseley@tameside.gov.uk</p>

1 INTRODUCTION

- 1.1 This report is a summative document on the work and impact of Tameside Virtual School in the 2015/16 school year.

2 MONITORING

- 2.1 Analysis of Personal Education Plan (PEP) completion has been conducted on a termly basis with a report being written annually¹. Following the introduction of new PEP documents for 3-16 year olds, we are now able to identify the spending of Pupil Premium funding and there have been incidents when schools have been challenged regarding this. The development of a separate post-16 PEP is currently underway following consultation last year with our Children in Care representatives. It was very clear from their feedback that they wanted more detailed feedback on current performance levels and the opportunity to have more detailed individual feedback on how to improve.
- 2.2 Schools are also now required to state the level of progress and attainment of the child. Whilst this retains an element of subjectivity (and varied consistency in moving away from National Curriculum levels), it does enable us to better gauge individual schools' expectations and, again, challenge as necessary.
- 2.3 The moderation of the new PEPs has proved very beneficial. In the autumn term, school designated teachers were invited to take part. This was found to be a very useful training exercise and saw a consequent improvement for those schools that took part. For the summer, Phil and Deb moderated a significant sample from across the borough with feedback being provided to schools – both positive and negative.
- 2.4 We have continued to meet on a regular basis to discuss the progress and attainment of all LAC in order to prioritise future planning and provision. A further development has been the separation of monitoring meetings so that post-16 is separated from the 5-16 year olds. There has been greater sharing of information across different departments. Post-16 is now hosted by Tameside College (as the provider for our largest group) and attended by our post-16 social care team. 5-16 meetings are now attended by representatives from careers, inclusion / SEN, health and education welfare.
- 2.5 We have just completed our first year of monitoring attendance of our LAC outside of the borough. This has been helpful, but has not thrown up any 'surprises' in that we were already aware of any youngsters where there were significant issues. The progress of monitoring internal attendance continues to be more problematic because of IT issues, but we collate attendance information from PEPs.
- 2.6 The concept of a Solution Circle was trialled in 2015/16. We held three meetings, but did not feel there was adequate support to have an impact on school practice.
- 2.7 The latest data shows our % attending 'good and better' schools has risen to 76%. This is because we provide both advice to carers/social workers and then screen applications to secondary schools when they are first submitted. It is also because we have placed a number of LAC at good schools that were awaiting inspection and we were completely happy with the provision at the time of the child being enrolled (the schools have since been inspected and received 'good' judgements. We work closely with school performance and standards and have placed an embargo on children transferring to schools graded 'good' when we had clear evidence of concerns / declining standards. 41 LAC attend schools judged to be RI. These are closely monitored. 9 of these attend secondary schools where there has been a significant recent rise in attainment. In all of these schools, we

¹ See Appendix A. 2016 PEP Analysis

have recent evidence of LAC achieving good outcomes (and better). 8 LAC attend schools deemed to be 'inadequate'. 5 of these are in Tameside secondary schools and 2 are in an out-of-borough secondary. All are in Year 9 or higher and it was not felt right to move their school place. In the case of a local school that has just been placed in special measures, one of our highest achieving LAC attended Year 11 there in 2016 and the two other students are also high achievers with ambitious aspirations. The two Virtual School staff have attended PEPs for all these LAC in the last school year to ensure that we are happy with the provision. The Head of Virtual School has previously undertaken lesson observations and other monitoring activities as part of the school performance team and this has provided an effective insight into the provision at individual schools. One child was moved from an outstanding school to one requiring improvement in 2016. This was debated long and hard and there were very specific reasons as to why this happened. The change in admissions criteria for local faith schools so that all LAC, rather than LAC 'of the faith' being the first priority is also a very positive move for our young people in care.

- 2.8 In the summer term, the attendance was monitored of those students whose details we were able to access via IT.

Of those monitored in schools inside the Borough:

- 6.9% had attendance below 85% and 1.5% below 50%
- 73.8% had over 95% attendance, of which, 19.2% had 100% attendance.

Of those monitored in schools outside of the Borough:

- 7.9% had attendance below 85% and none below 50%
- 73% had over 95% attendance, of which, 14.3% had 100% attendance.

- 2.9 No children who were currently looked-after in the Borough have been permanently excluded since September 2014. This has been due to the monitoring of exclusions through working with schools and headteachers so that potential problems are flagged early (we still need to improve the formal monitoring of fixed term exclusions through more timely access to attendance data). It has enabled us to act proactively. In particular, 2015/16 has seen the redistribution of Pupil Premium funding to enable support to be put in place in schools where individual children demonstrate signs of more extreme trauma and clearly need statutory assessment for an Education, Health and Care Plan (EHCP). Approximately £80K of Pupil Premium funding was devolved in this way, with a roughly equal split between primary and secondary schools. Where youngsters struggle most, it can still be in cases where schools are largely reacting to their behaviour instead of concentrating on identifying and meeting needs.

- 2.10 Currently, we have 2 students where changes of placements have disrupted education, 2 are awaiting a re-designation of school from Inclusion, 3 are accessing alternative provision via the Pupil Referral Service (PRS retains responsibility), 3 are accessing alternative provision via mainstream schools (schools retain responsibility), 5 are refusing to access education adequately (3 with EHCPs in independent provision, 1 with complex care issues and 1 in residential care). 1 young person is in secure accommodation and another is in a therapeutic provision. 2 young people are currently without adequate provision for education. This is because a special school has been consulted with and has said they cannot meet the needs of one. A further placement is being sought by the Inclusion Team as part of the child's EHCP. In the case of the second, reduced provision is in place while we seek a joint care and education provision that will take the young person through to the age of 18/19.

3 TRAINING AND DEVELOPMENT

- 3.1 Bespoke training on attachment issues and de-escalation has continued to be delivered in schools and, for the first time, at Tameside College. Training has also been delivered to

new Designated Teachers, social workers and a new session has been delivered twice to different groups of foster carers. The latter have requested an update on educational issues and this will be introduced in 2016/17 to accompany the significant changes taking place currently in education. Social work training has incorporated new ways of assessing attainment and progress and key questions to ask during PEPs. The guidance based on statutory expectations has been updated for 2016/17, has been distributed to all schools and will be shared at all training sessions.

- 3.2 The appendices distributed with summary statutory guidance² remain important in communicating the culture and ethos we expect and need for LAC in our schools. In 2016/17, one focus will need to be strengthening the provision of information on-line to ensure greater equality of access.
- 3.3 A university information evening was held in the summer term. This was following an unsuccessful attempt to hold a similar event the previous year and a request from our young people to 'try again'! This time we targeted particular young people from Years 6 – 12, communicated directly with young people and carers and held the meeting outside of the school day. Over 20 people attended and Manchester Metropolitan University provided the presentation.

4 ATTAINMENT AND PROGRESS

- 4.1 KS4 outcomes in 2016 remained positive compared with the national data from 2015. All LAC have been analysed in terms of making expected progress. For the purpose of this analysis, the indicators used have been; evidence of making expected progress across the Key Stages OR meeting national expectations for age in the latest end of Key Stage data OR being assessed by schools as making good or better progress. In a small number of cases, there is evidence of children being assessed by schools as making good progress when this is not supported by end of Key Stage tests. This enables us to have evidenced-based conversations with schools. A number of LAC have made good progress where there have been significant shifts in engagement in education, without yet having data to demonstrate the impact of this. This data is evidence through our regular monitoring meetings where LAC are given 'RAG' ratings to assess needs.

Year	% making expected / satisfactory progress 2015	% making expected / satisfactory progress 2016
2	87	71
3	79	64
4	45	64
5	60	65
6	71	79
7	68	81
8	77	59
9	63	60
10	67	44
11	49	45
Total	65	64

- 4.2 Bearing in mind the volatility of analysing small numbers of LAC in each cohort, there appears to be little significant difference in the last two years. However, there is an extremely strong correlation between those not making expected progress and those on the monitored 'RAG' rating. This suggests that the work of different LA agencies is well-

² See Attachment

targeted at those children needing it most. Of those children identified as underachieving, 14 have EHCPs for learning / social / emotional reasons, 5 are currently progressing through the statutory assessment process and 16 are in residential care / education.

- 4.3 Reports have been compiled on progress and attainment at KS1, 2 and 4. Initially, I expressed concern that attainment at KS4 would be weaker than in the previous year, although I was always confident it would still be at or above national (which is no consolation really as that is far too low). Ultimately achievement at Level 2 would appear to be in line with the previous year and above the national figure again (data remains unvalidated).
- 4.4 Of the 41 LAC in Year 11, 22% achieved 5+A*-C grades including maths and English, 51% achieved 5+ A*-G grades. However, as there were only 23 students in this cohort who were in mainstream schools, this data represents 39% achieving 5+ A*-C grades and 91% achieving 5+ A*-G grades.
- 4.5 One student in mainstream was hospitalised during Year 11 and clinical advice was for her not to be placed under pressure during her recovery. (As this was a bright student, we have worked with Tameside College to ensure she progresses directly to L2 courses, despite not having qualifications this year. She has attended our University Information Evening and her aspirations remain high.)
- 4.6 One young person came into care late in Year 10 and 3 were placed in care in Year 11. Therefore 18 have attended mainstream schools and been in care for the whole of Key Stage 4. A particularly successful student who came into care in Year 10 with school attendance of well under 50% has achieved 5 C+ grades including maths and English and is very enthusiastic about his college place this September. I feel very certain this young person would not have attended school regularly or achieved at this level without the support of his foster placement (his carer is really proud of him). Another young person who asked to stay in care in Year 11, and is in a residential home, has now achieved 5 high grades including maths and English. He had a place on a level 2 course, but is now eligible for level 3!
- 4.7 In terms of progress, 9 students made expected progress or better in maths and 13 in English. Again, if this is seen as a % of those students in mainstream schools, this represents 39% and 57% respectively. The raw data shows an increase in English of 3% and a stable figure in maths from 2015. These figures are below national indicators when including all LAC, however this will be higher in the DFE data as those children without prior attainment data will be omitted from the calculation. Our records suggest that 6 students do not have KS2 levels, which will see maths be just below national data and English slightly higher.
- 4.8 LAC in special schools continued to make at least good progress, as evidenced by PEPs and annual reviews, but attainment at level 1 remains an issue for our young people when there are multiple changes in placement or extended periods of emotional disturbance.
- 4.9 At KS2, 8/25 children achieved the expected standard in reading, writing and maths. However, it is more interesting to note that, although 12-13 children achieved expected standards in each of these, 19/25 achieved the expected standard in at least one area. This gives a clear indication that children need to have targeted support to address this. This figure is also close to the figure in the table that shows where schools are assessing children as making expected progress. Information has been produced and will be distributed to social workers for these children on how to address these issues directly at PEP meetings in 2016/17.

5. IMPACT OF VIRTUAL SCHOOL

- 5.1 Deb and Sarah were directly involved in identifying and planning changes in school for 24+ students. Reasons for changes of school included; changes in residential placement, confirmation of long-term foster placements, strategic moves to improve school provision, implementation of EHCP and moves to avoid school exclusion. Of 8 moves that avoided permanent exclusions, 7 remain in the school they moved to and the eighth had a very successful school year, but the care placement broke down.
- 5.2 Sarah worked with Welsh Education to ensure additional support was provided when a LAC's school changed the teaching language to Welsh – he is learning fast and teaching the rest of the family!
- 5.3 10 students were assigned additional Pupil Premium from Virtual School funding to maintain school places in the face of escalating social / emotional issues. Of these, 3 have since been awarded EHCPs, one had additional support during a mid-year transition and is improved in school despite care issues. None have been permanently excluded. Two have had significant reductions in fixed term exclusions (one is the first of three siblings to maintain their place in mainstream school). One has ceased self-harming and has made a very successful transition to secondary school.
- 5.4 Pupil Premium funding has been used to support fostering agency tutors deliver individual tuition in two cases where our LAC have been out-of-area and there has been significant delay in the LA naming a school.
- 5.5 Sarah or Deb led the move to statutory assessment for 14 young people, working with schools to collate applications, attending SEN panels with schools and working directly with social workers to identify school placements. Only one application has been rejected on the basis that the school did not meet the funding threshold to proceed.
- 5.6 Training has been planned / delivered on attachment issues and meeting the needs of vulnerable children in a number of schools, but in 7 schools specifically to train staff to meet the needs of specific children. This has contributed to the successful transition, adoption or more specific support of these children.
- 5.7 Deb or Sarah have advocated for changes in care placement of ten young people very directly (in one case, providing photographic evidence of home conditions). No decisions have been taken at Placement Monitoring Panel to move young people against the wishes of the Virtual School representative and there have been clear cases of decisions being made to pursue more costly options in the interests of children.
- 5.8 More generic impact has been through developing relationships with young people in order to promote engagement in school, advising foster carers on the rights of LAC and responding to requests from social workers and carers to attend PEP meetings on a short-term / longer term basis. Training and moderation have also seen an improvement in the quality of PEPs (this is more noticeable in the Borough where it is still easier to make a positive impact).
- 5.9 There has been an increased involvement beyond the age of 16. Sarah has specifically impacted on the ongoing provision for students with EHCPs / Statements and the Virtual School has extended contacts with sixth form colleges with a named member of staff at Ashton Sixth Form, Tameside and Manchester. Lists are now shared at the end of the summer break to ensure all students receive their entitlement to the student bursary. A number of enquiries from social workers and carers are also responded to and Virtual School staff have attended a range of post-16 PEPs in the last year, especially when a student is at risk of underachievement.

- 5.10 There was a clear problem at the end of the last academic year with a lack of funding to support students progressing to Level 2 and 3 courses where access to laptops was going to be vital. This year, funding from the final term has been ring-fenced for IT funding (unless already delegated to additional revision and exam preparation).

6 EDUCATION AND TRAINING

- 6.1 Progression is monitored by Positive Steps and Vicky Ford meets with Virtual School staff at monitoring meetings across the year. The latest data (updated every November) is as follows:

FE – 57% (63%)
School sixth form / sixth form college – 19% (5%)
Training – 6% (2%)
Apprenticeship – 0% (2%)
Employed with training – 6%
Employed without training – 2%
NEET but available – 4%
NEET but not available – 4% (5%)

- 6.2 The figures in brackets show interim data where we are clear about destinations for 2016. The decrease in sixth form college could be partially explained by the opening of a new facility at Clarendon College in September 2015. All destinations for LAC attending mainstream schools in 2015/16 are included in the 2016 data. We are awaiting updates from Positive Steps and social care on the remaining young people.

7 KEY DEVELOPMENTS REQUIRED

- 7.1 Introduction of new post-16 PEP documents, improved online presence to share information relating to LAC, development of better access to therapeutic support through the training of play therapists across the Borough, embedding of post-16 monitoring and extension of training to personal advisers, Increased capacity to support through the review of Pupil Premium and creation of a designated case worker for LAC with SEN and additional Educational Psychologist time for LAC.

APPENDIX A

2016 PEP Analysis

Please note that this data shows those PEP documents returned to the PEP co-ordinator, NOT the number actually completed. We know of some PEP meetings that have taken place, but the relevant paperwork has not been returned. This was highlighted in a newsletter to Designated Teachers and Headteachers in January 2016. In particular, Pupil Premium Plus funding is not being paid to schools unless paperwork has been received. This does appear to be having a positive impact on the return rate of PEPs. In the autumn of 2014, the return rate had been 39%. There has clearly been significant improvement since then.

The overall return rate of 76% in the past two terms may be a fair measure, given the national requirement of 2 PEP meetings per year. The higher rate of 84% of 'in borough' completion may reflect the greater effectiveness of communication with our own schools. We are all too aware that different LAs have different systems for schools to use and this can be confusing. We particularly need to monitor the completion of PEPs in independent, external provision where we do not provide Pupil Premium Plus funding. This reduces the leverage we have. The additional change that we have made in requiring schools to initiate the PEP may also be affecting external data where their 'home' LA does not expect this. We may have to review our own processes in order to improve external independent return rates.

Although not shown here, it was very positive that Year 7 PEPs for Tameside schools showed a return rate approaching 100%. As PEPs after transition are still initiated by social workers, this suggests they continue to fulfil this responsibility well. However, all social workers should continue to check that PEPs for their children are being initiated by schools and ensure they are considered during review and planning meetings.

It should be noted that the return rate for secondary schools in Tameside was affected by the long term absence of Designated Teachers in two schools. Again, schools have been reminded about the statutory requirement for PEPs and the need to make alternative arrangements in the event of staff absence.

Agenda Item 7

Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	25 October 2016
Reporting Officer:	Bob Berry, Interim Assistant Executive Director, Learning
Subject :	FREE SCHOOL APPLICATION IN TAMESIDE
Report Summary :	The following report provides an update on the Free School application by Laurus Trust/Cheadle Hulme High School in Tameside.
Recommendations :	That the content of the report be noted.
Links to Sustainable Community Strategy :	The new school will make a contribution to the borough's strategic aims with respect to economic regeneration.
Policy Implications :	This is in line with council policy.
Financial Implications : (Authorised by the Borough Treasurer)	<p>It should be noted that the Council is working in collaboration with the Department For Education, the Education Funding Agency and the Laurus Trust to identify a preferred site location within the borough for the free school to ensure the site location addresses the requirements of all parties. An evaluation of the associated financial impact on the Council's medium and longer term financial strategy will be required once a site has been identified and agreed. There is a clear risk to the Council that a planned capital receipt may no longer materialise once the site has been agreed. This may impact on the Council's future capital investment proposals. In addition, there may be further recurrent financial implications due to a potential loss of business rates or council tax revenue dependent on the identified site. The impact of these implications will need to be evaluated once the site has been identified alongside the assumptions included within the Council's medium and longer term financial planning.</p> <p>An associated implication relates to the Tameside secondary schools that were constructed via Private Finance Initiative (PFI) contracts within the Building Schools for the Future initiative. All pupil places within these schools need to be occupied to ensure the appropriate level of delegated section 251 budget is received as a contribution towards the financing of the schools' annual cost of the PFI contracts. It should be noted that currently some schools within PFI contracts either have or are projecting deficit balances within the current three year period. A contributing factor of these deficit balances has been lower prior year pupil year groups compared to the respective whole school capacity intake.</p> <p>A significant increase in secondary aged pupil numbers within the borough is projected to materialise over the next few years. Whilst the addition of the proposed Free School within the borough will assist the Council in ensuring that sufficient places are available for the projected pupil number</p>

increase over the medium term, there is a clear risk that in future years the schools within PFI contracts may then be exposed to reduced pupil numbers on roll due to the additional secondary school place capacity within the borough. This may then impact on the resourcing of the annual PFI contract contributions by these schools via their delegated section 251 budget allocations as previously explained.

Legal Implications :
(Authorised by the Borough Solicitor)

Under the Education Act 2011 Secretary of State can use any land in which a freehold or leasehold interest is held by the local authority and which has been used for any school (including any academy) in the last 8 years for a free school or use the funding from the disposal to create one.

Risk Management :

If the new school is not built the council faces considerable reputational damage if there are not sufficient school places.

Access to Information :

The background papers relating to this report can be inspected by contacting Bob Berry, Interim Assistant Executive Director, Learning



Telephone: 0161 342 2050



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

1 INTRODUCTION

- 1.1 The following report provides an update on the Free School application by Cheadle Hulme High School in Tameside.

2 UPDATE

- 2.1 Since the last Education Attainment Improvement Board the local authority has continued to engage with the Regional Schools Commissioner, the Education Funding Agency, and the senior leadership of Cheadle Hulme High School.
- 2.2 The aim of the meetings that have taken place has been to ensure that all strategic planning in relation to the new school are in the best interests of Tameside MBC.
- 2.3 On August 26 2016 The Principal of Cheadle Hulme High School, Linda Magrath, met with the Director of Childrens' Services, Stephanie Butterworth, and also present was the Interim Assistant Executive Director for Education, Bob Berry. At the meeting the educational achievements of Cheadle Hulme High School were discussed, as well as the educational vision for the school in Tameside. A further meeting to be held at Cheadle Hulme High School, which would include representation from the Directorate of Place, as well as representatives from the Education Funding Agency was planned.
- 2.4 This meeting took place at Cheadle Hulme High School on the afternoon of Thursday 15 September 2016. Damien Bourke, Assistant Executive Director for Development, Growth and Investment, attended along with the project manager from the office of the Regional Schools Commissioner, and also planners from the Education Funding Agency.
- 2.5 The key aim of the meeting was to have an initial discussion about the viability of certain sites in the Ashton area of Tameside. Although the Education Funding Agency are in possession of maps detailing available sites in Tameside, they are not in possession of the most up-to-date information relating to the ownership of those sites, nor any current or potential plans for their use, all of which was provided by the Assistant Executive Director, Development, Growth and Investment.
- 2.6 At a second meeting held in Ashton on 10 October 2016 the potential sites were scrutinised in more detail. An emerging challenge for the group is the fact that, given the size of the new school, it is highly unlikely to be completed by September 2018, so a temporary site for Year 7 students will also need to be provided.
- 2.7 The Board should note that the Laurus Trust are happy to work with Tameside MBC in the naming of the school, the 'Ryecroft School' that has appeared in some documentation is purely to be seen as a working name.

3 RECOMMENDATIONS

- 3.1 That the Board are kept up to date with developments.

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Agenda Item 8

Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	25 October 2016
Reporting Officer:	Bob Berry, Interim Assistant Executive Director, Learning
Subject :	EDUCATION VISION FOR TAMESIDE
Report Summary :	The following report and Appendix A documents the Education vision for Tameside.
Recommendations :	That the Vision be recommended for adoption.
Links to Sustainable Community Strategy :	The Vision seeks to endorse the strategy by enhancing the role of schools within their communities.
Policy Implications :	The Vision is in line with other council policies.
Financial Implications : (Authorised by the Section 151 Officer)	There are no direct financial implications arising from this report.
Legal Implications : (Authorised by the Borough Solicitor)	If this is to be approved the Council's approach will needs some formal governance.
Risk Management :	There are no risks.
Access to Information :	The background papers relating to this report can be inspected by contacting Bob Berry, Interim Assistant Executive Director, Learning



Telephone: 0161 342 2050



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

1 INTRODUCTION

- 1.1 The following report documents the Education vision for Tameside.

2 RATIONALE

- 2.1 Education in England is at a critical point in its development. The national picture is, as ever, one of constant change and initiatives. There is an important local Tameside agenda, as well as the emergence of both the AGMA and the regional agendas, which incorporate the concept of the Northern Powerhouse. A key function of our senior leaders in education is to look ahead to where we need to be as a service, and to make sense of the macro trends and influences.
- 2.2 The vision seeks to combine the usual challenges in terms of standards, for example Ofsted gradings, along with how we see the role of schools developing within our communities. There is an increasing need for schools to be more outward-looking, and 'joined-up' in the way they work with other local agencies. Many of our schools in Tameside are the largest local employers, and places where significant numbers of people come together because of a shared interest, their children. Schools have enormous potential to be the focal point for signposting to other services for advice, and supporting adults with issues such as employment and health, both physical and mental.
- 2.3 There is also a need for the wider AGMA agenda to be shared with school leaders, and the two key features of this are (a) early years provision, and (b) employability. It is important that our school leaders engage with these macro challenges, and move beyond the traditional, and at worst inward-looking Ofsted agenda. This is also an opportunity to define the new set of leadership skills that 21st century school leaders will require.
- 2.4 The aim of bringing this report to the board is in order to ensure that it complements the wider work of the Council, is sufficiently ambitious, and sits well with our wider regional commitments.

3 RECOMMENDATIONS

- 3.1 That the Board are kept up to date with developments, that this Vision is shared with relevant teams in the Council, as well as head teachers and governors.



School and college leavers will take full advantage of all that Tameside has to offer.



Tameside will be the highest achieving LA of



AGMA
ASSOCIATION OF GREATER MANCHESTER AUTHORITIES



The Tameside teacher will be:

**Ambitious
Skilled
Determined**

Schools in 2019



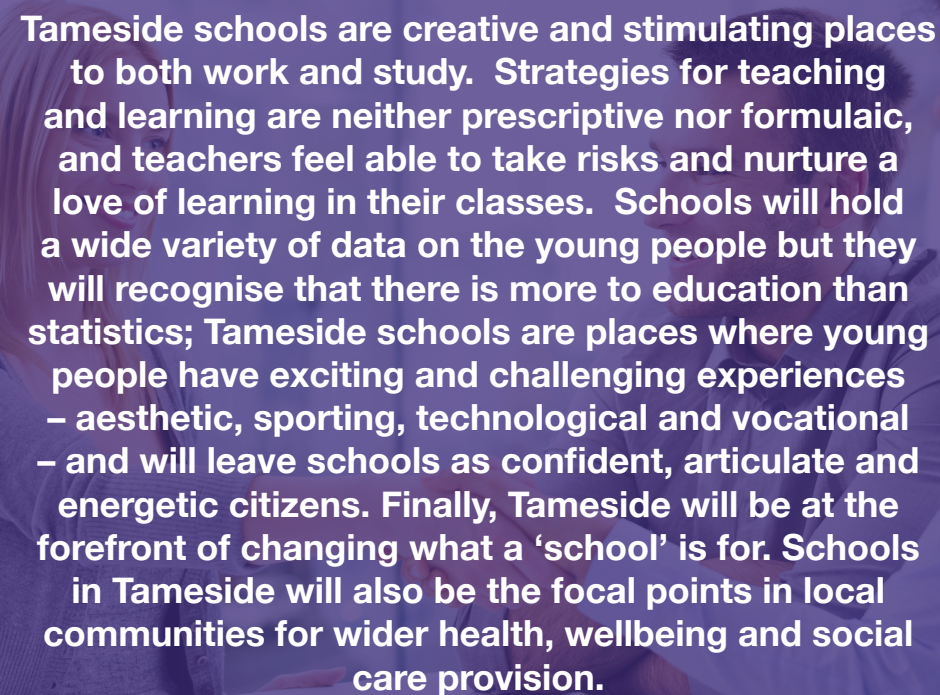
Over 90% of pupils will be in 'Good' or 'Outstanding' schools.



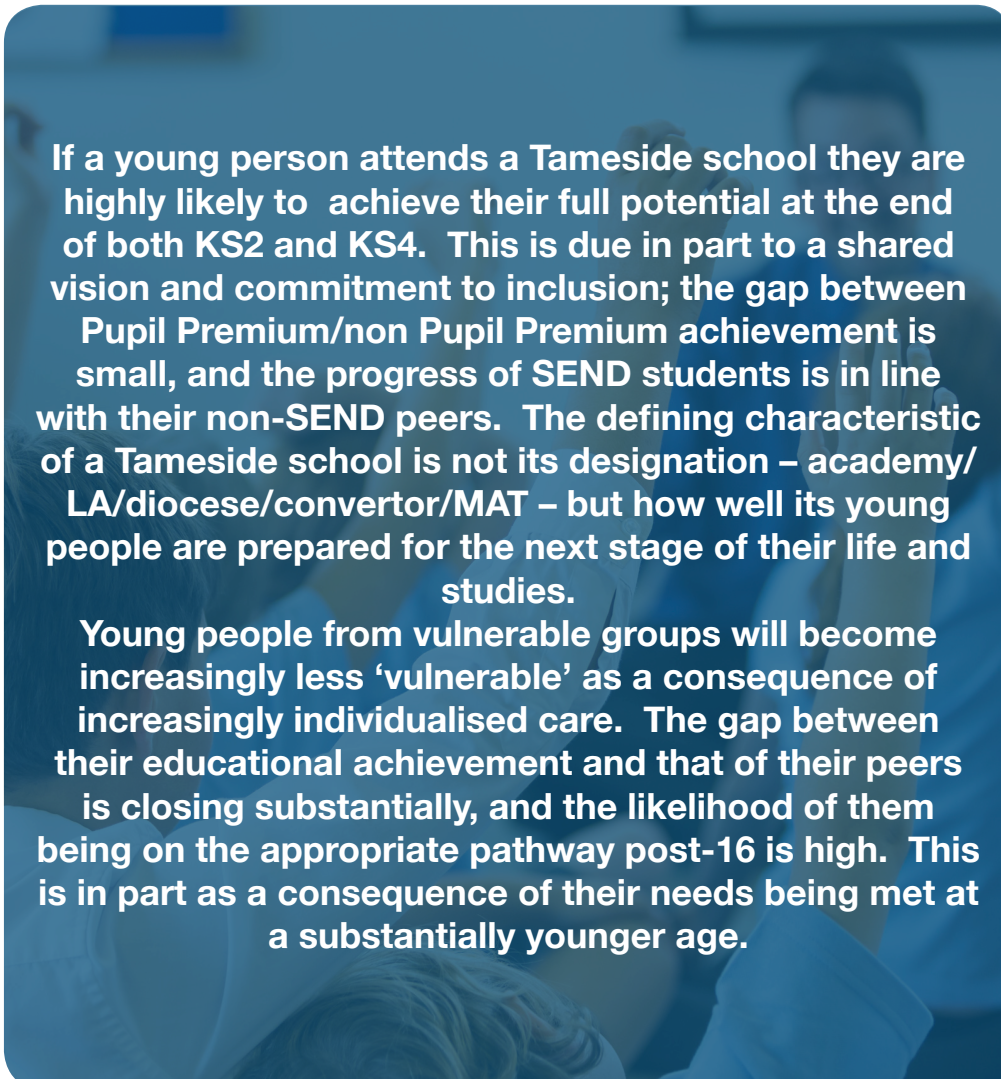

The proportion of young children arriving at school who are 'school ready' will have increased rapidly.



Tameside schools will be creative and stimulating places to both work and study

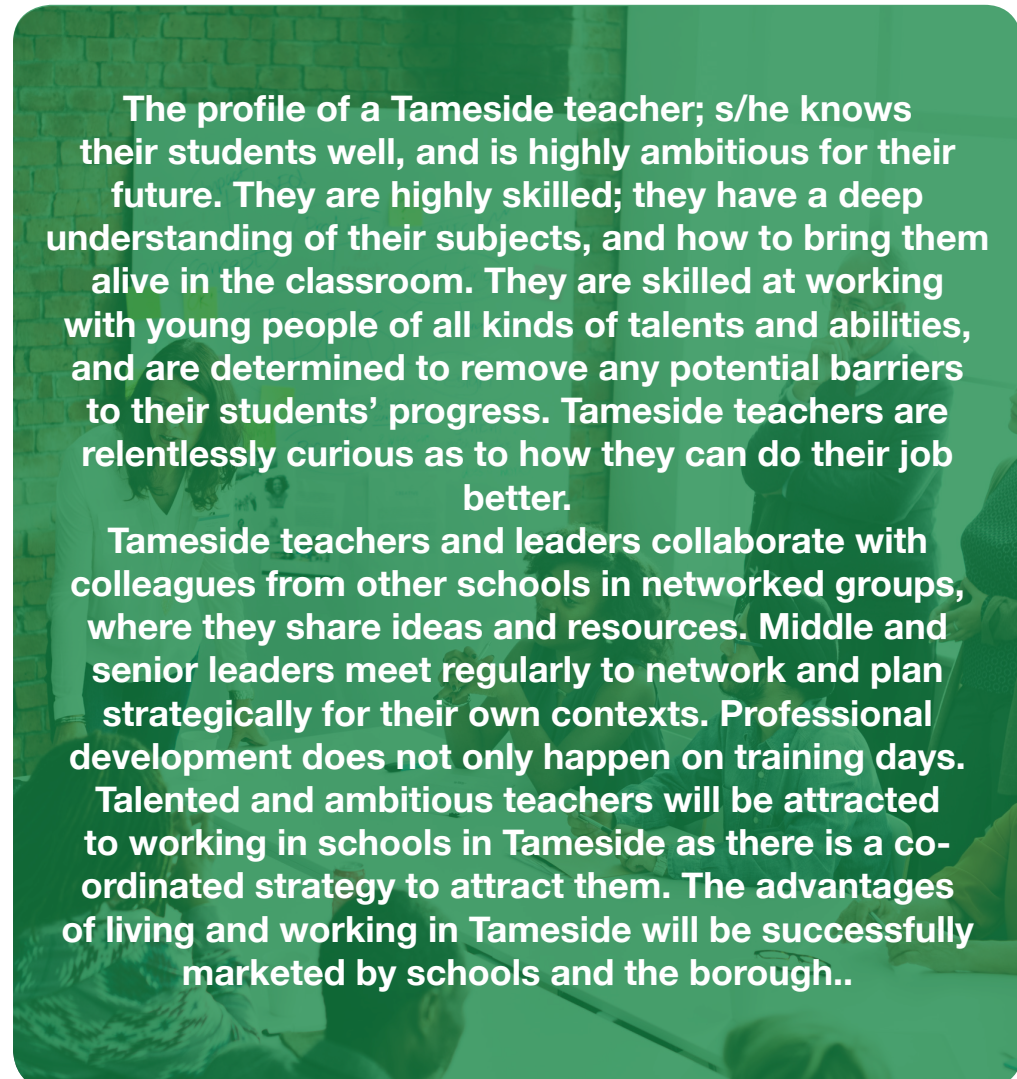


Tameside schools are creative and stimulating places to both work and study. Strategies for teaching and learning are neither prescriptive nor formulaic, and teachers feel able to take risks and nurture a love of learning in their classes. Schools will hold a wide variety of data on the young people but they will recognise that there is more to education than statistics; Tameside schools are places where young people have exciting and challenging experiences – aesthetic, sporting, technological and vocational – and will leave schools as confident, articulate and energetic citizens. Finally, Tameside will be at the forefront of changing what a ‘school’ is for. Schools in Tameside will also be the focal points in local communities for wider health, wellbeing and social care provision.



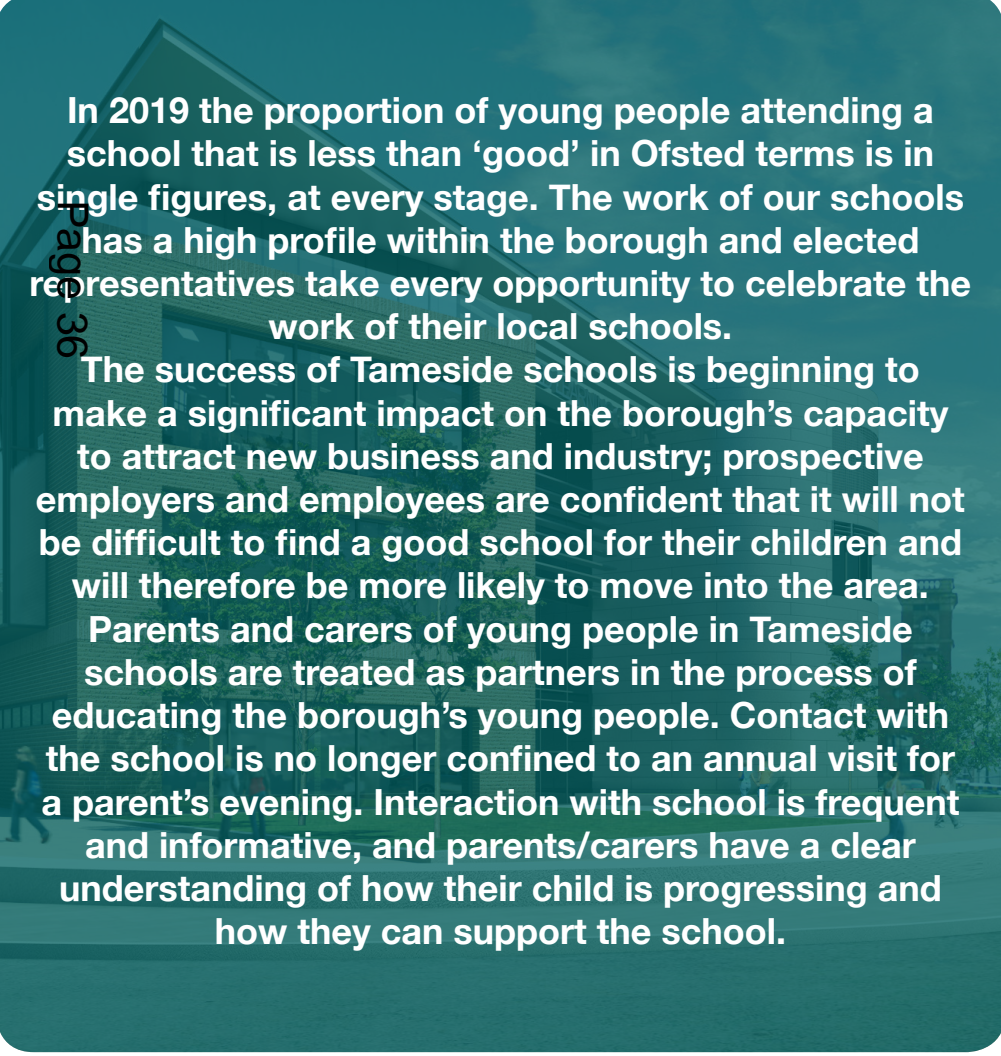
If a young person attends a Tameside school they are highly likely to achieve their full potential at the end of both KS2 and KS4. This is due in part to a shared vision and commitment to inclusion; the gap between Pupil Premium/non Pupil Premium achievement is small, and the progress of SEND students is in line with their non-SEND peers. The defining characteristic of a Tameside school is not its designation – academy/ LA/diocese/convertor/MAT – but how well its young people are prepared for the next stage of their life and studies.

Young people from vulnerable groups will become increasingly less ‘vulnerable’ as a consequence of increasingly individualised care. The gap between their educational achievement and that of their peers is closing substantially, and the likelihood of them being on the appropriate pathway post-16 is high. This is in part as a consequence of their needs being met at a substantially younger age.



The profile of a Tameside teacher; s/he knows their students well, and is highly ambitious for their future. They are highly skilled; they have a deep understanding of their subjects, and how to bring them alive in the classroom. They are skilled at working with young people of all kinds of talents and abilities, and are determined to remove any potential barriers to their students’ progress. Tameside teachers are relentlessly curious as to how they can do their job better.

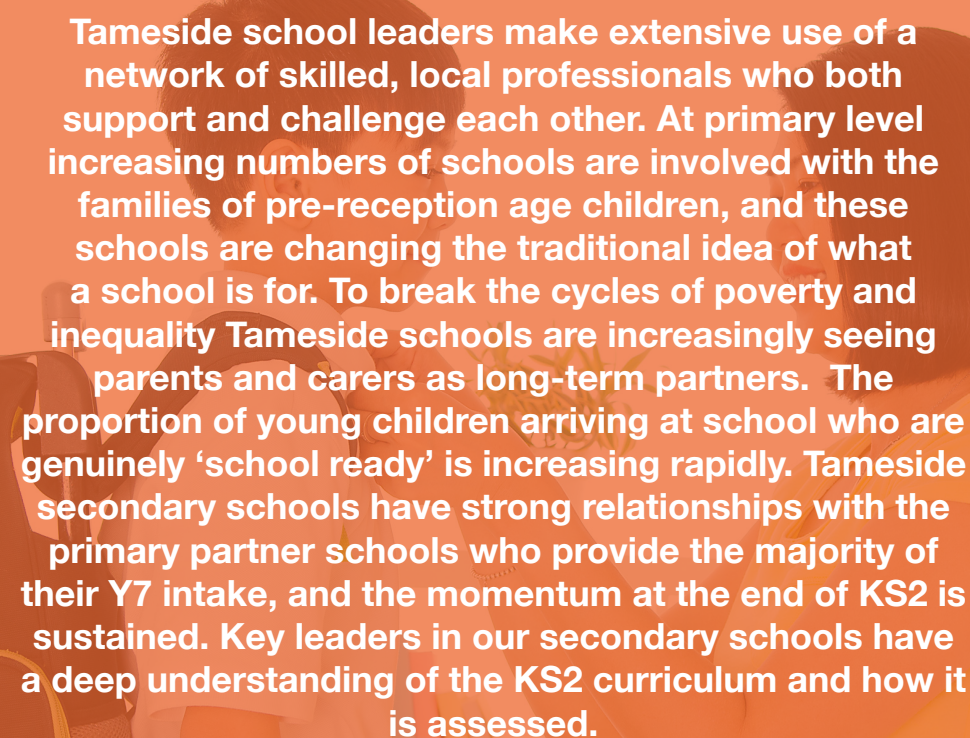
Tameside teachers and leaders collaborate with colleagues from other schools in networked groups, where they share ideas and resources. Middle and senior leaders meet regularly to network and plan strategically for their own contexts. Professional development does not only happen on training days. Talented and ambitious teachers will be attracted to working in schools in Tameside as there is a co-ordinated strategy to attract them. The advantages of living and working in Tameside will be successfully marketed by schools and the borough..



In 2019 the proportion of young people attending a school that is less than ‘good’ in Ofsted terms is in single figures, at every stage. The work of our schools has a high profile within the borough and elected representatives take every opportunity to celebrate the work of their local schools.

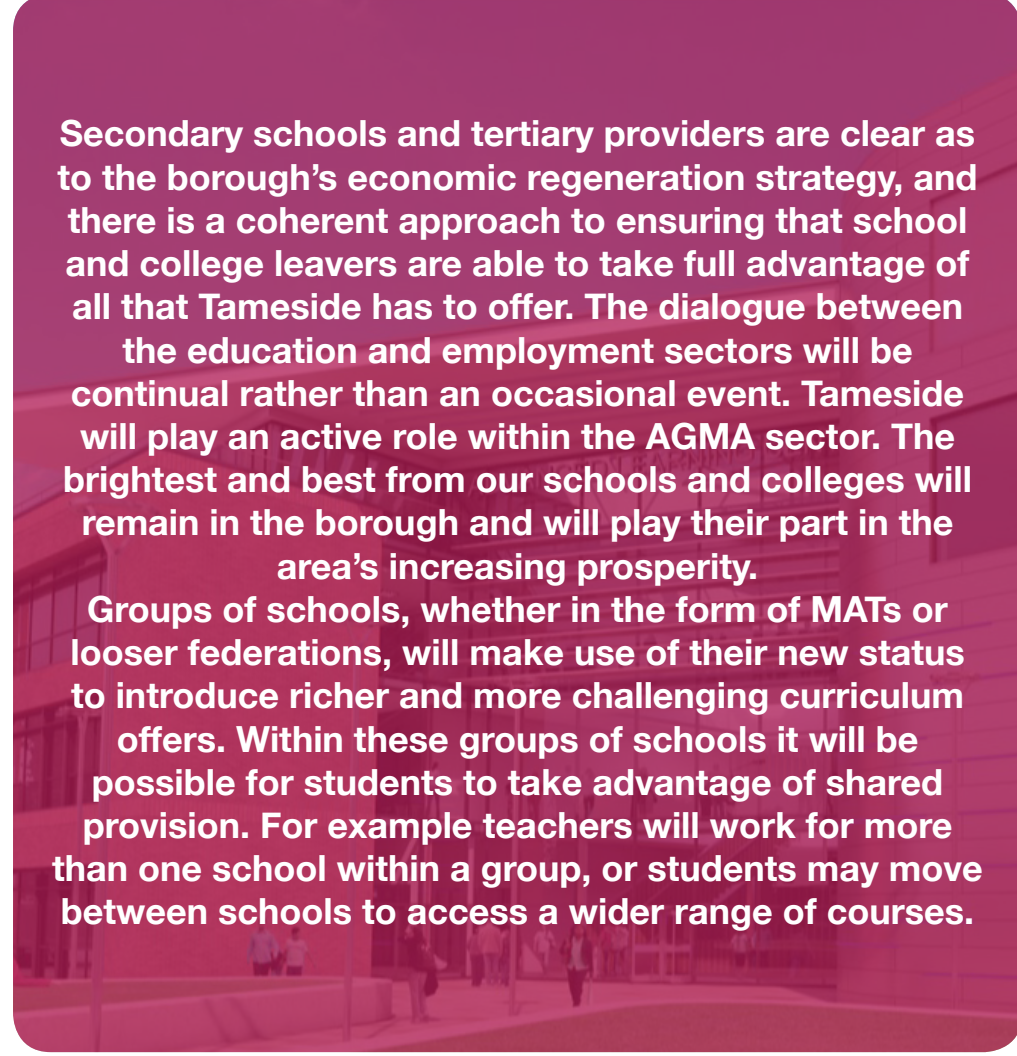
The success of Tameside schools is beginning to make a significant impact on the borough’s capacity to attract new business and industry; prospective employers and employees are confident that it will not be difficult to find a good school for their children and will therefore be more likely to move into the area.

Parents and carers of young people in Tameside schools are treated as partners in the process of educating the borough’s young people. Contact with the school is no longer confined to an annual visit for a parent’s evening. Interaction with school is frequent and informative, and parents/carers have a clear understanding of how their child is progressing and how they can support the school.



Tameside school leaders make extensive use of a network of skilled, local professionals who both support and challenge each other. At primary level increasing numbers of schools are involved with the families of pre-reception age children, and these schools are changing the traditional idea of what a school is for. To break the cycles of poverty and inequality Tameside schools are increasingly seeing parents and carers as long-term partners. The proportion of young children arriving at school who are genuinely ‘school ready’ is increasing rapidly. Tameside secondary schools have strong relationships with the primary partner schools who provide the majority of their Y7 intake, and the momentum at the end of KS2 is sustained. Key leaders in our secondary schools have a deep understanding of the KS2 curriculum and how it is assessed.

Governing bodies in Tameside schools are smaller and individual members have a comprehensive understanding of how the school works and how to challenge school leaders. They are bringing significant additional skills and experience to their schools, especially in the fields of finance and business.



Secondary schools and tertiary providers are clear as to the borough’s economic regeneration strategy, and there is a coherent approach to ensuring that school and college leavers are able to take full advantage of all that Tameside has to offer. The dialogue between the education and employment sectors will be continual rather than an occasional event. Tameside will play an active role within the AGMA sector. The brightest and best from our schools and colleges will remain in the borough and will play their part in the area’s increasing prosperity.

Groups of schools, whether in the form of MATs or looser federations, will make use of their new status to introduce richer and more challenging curriculum offers. Within these groups of schools it will be possible for students to take advantage of shared provision. For example teachers will work for more than one school within a group, or students may move between schools to access a wider range of courses.