

## **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 13<sup>th</sup> to 8<sup>th</sup> on the reading, writing and maths combined measure despite the changes in assessment that had occurred across KS2. In Greater Manchester, Tameside was ranked 6<sup>th</sup> 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**