

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	Broadoak 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.