



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



Tameside will be the highest achieving LA of



AGMA
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AUTHORITIES



The Tameside teacher will be:

Ambitious
Skilled
Determined

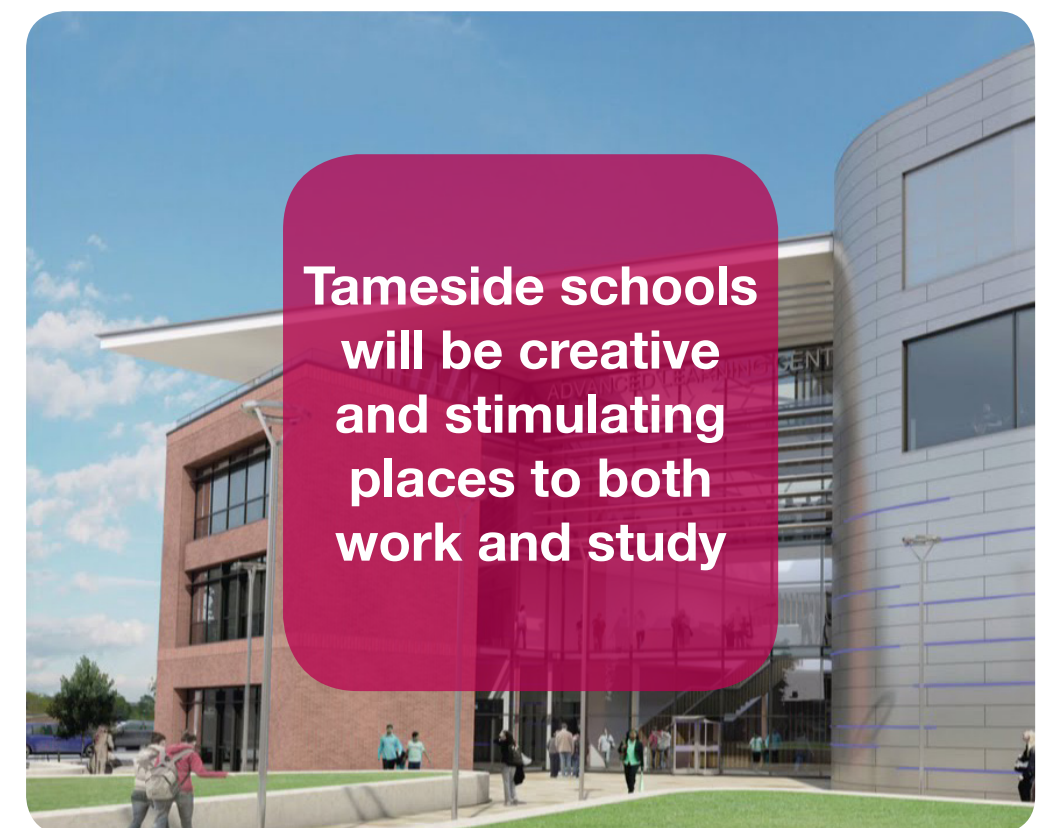
Schools in 2019



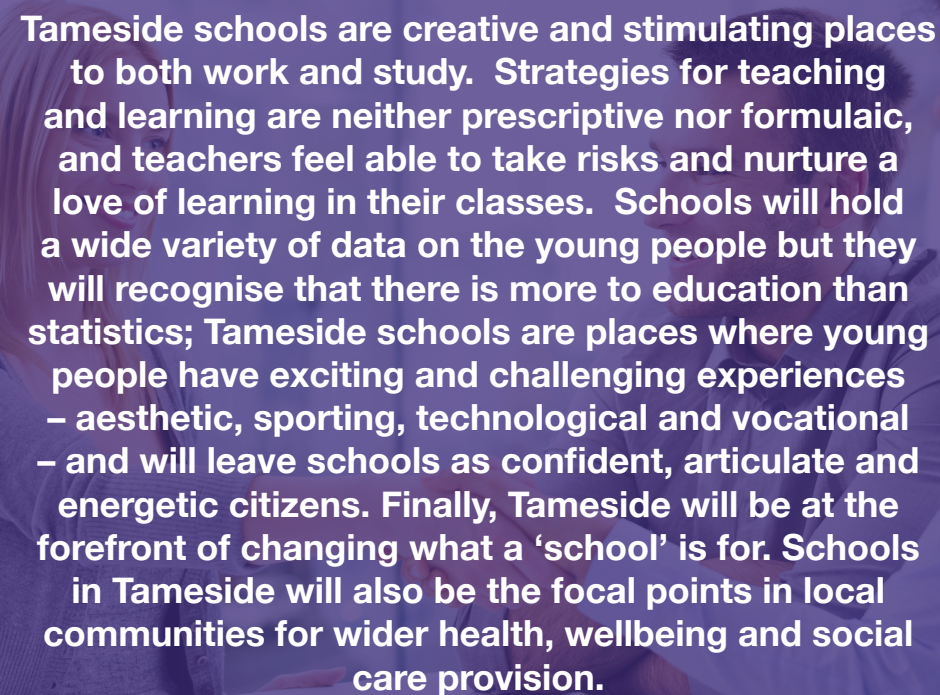
Over 90% of pupils will be in 'Good' or 'Outstanding' schools.



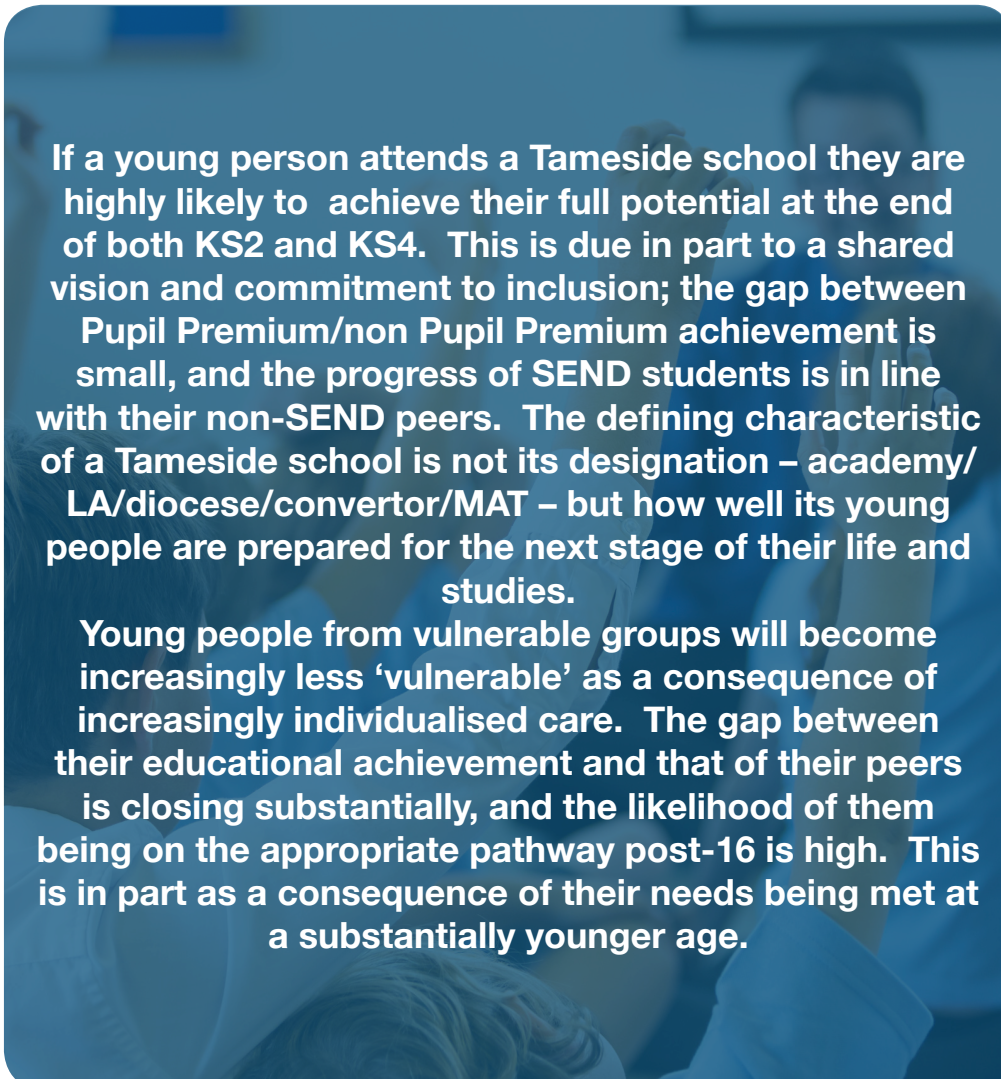
The proportion of young children arriving at school who are 'school ready' will have increased rapidly.



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

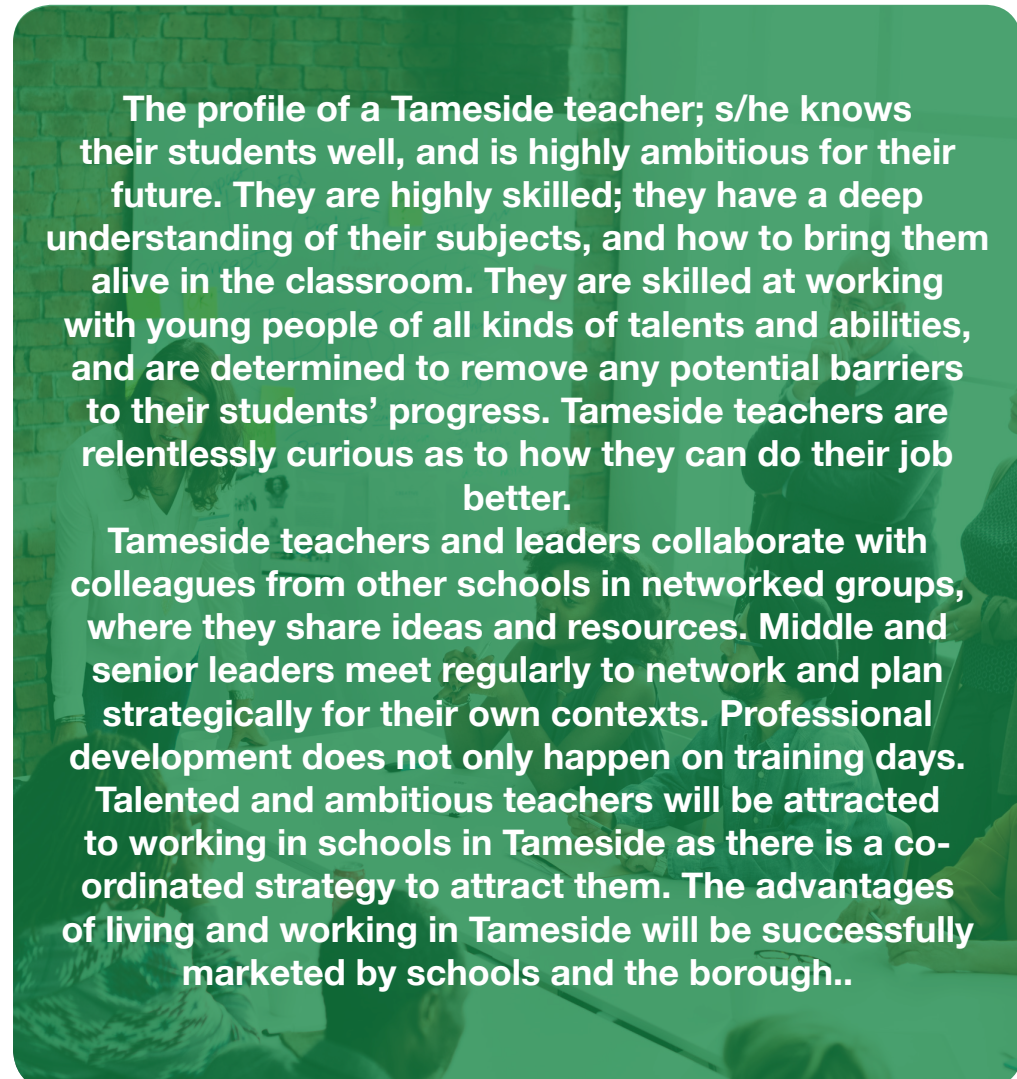


Tameside schools are creative and stimulating places to both work and study. Strategies for teaching and learning are neither prescriptive nor formulaic, and teachers feel able to take risks and nurture a love of learning in their classes. Schools will hold a wide variety of data on the young people 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.



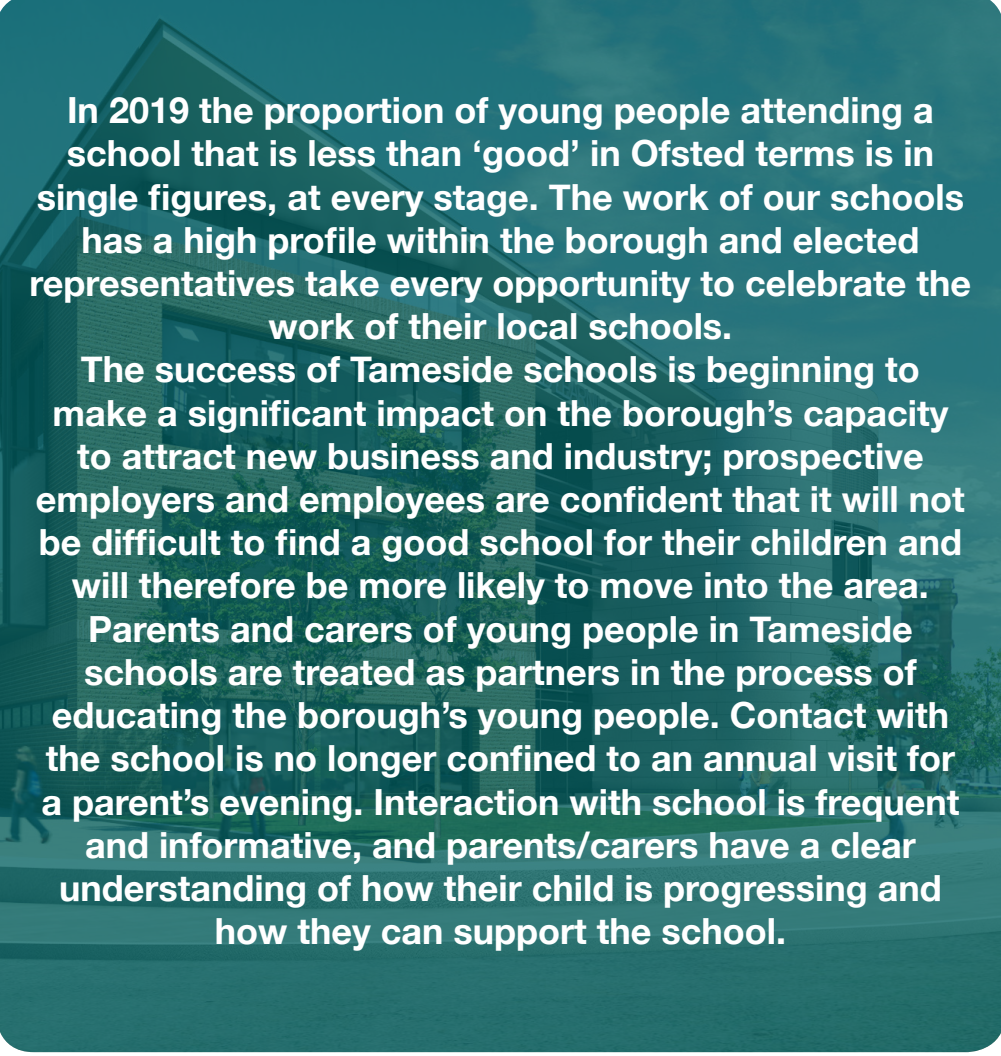
If a young person attends a Tameside school they are highly likely to achieve their full potential at the end of both KS2 and KS4. This is due in part to a shared vision and commitment to inclusion; the gap between Pupil Premium/non Pupil Premium achievement is small, and the progress of SEND students 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.

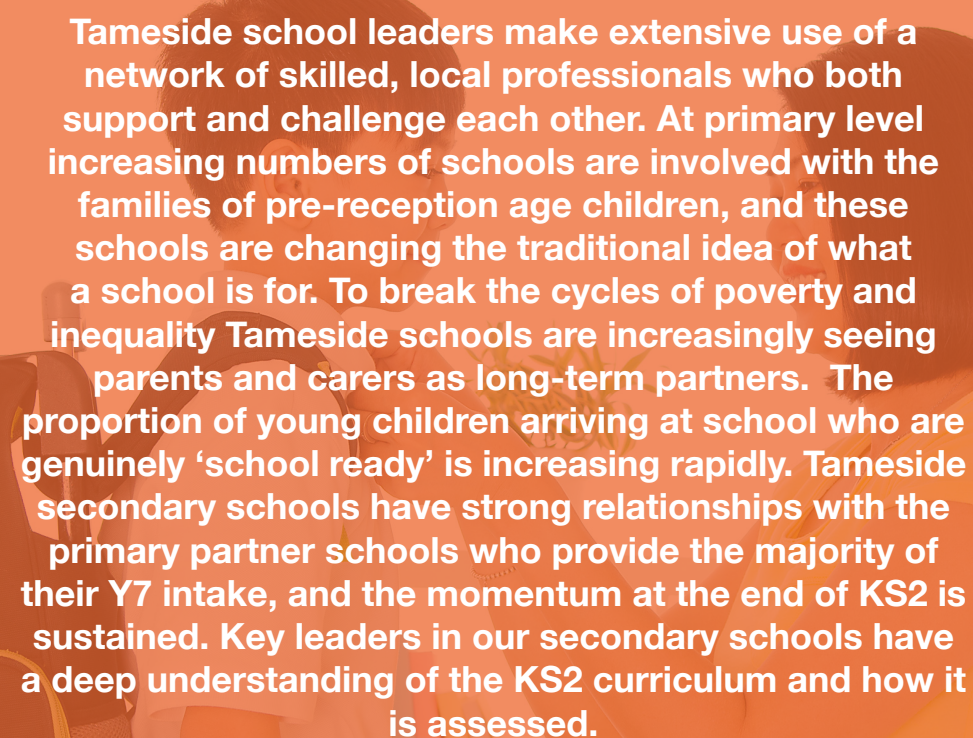
Tameside teachers and leaders collaborate with colleagues from other schools in networked groups, where they share ideas and resources. Middle and senior leaders meet regularly to network and plan strategically for their own contexts. Professional development does not only happen on training days. Talented 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.

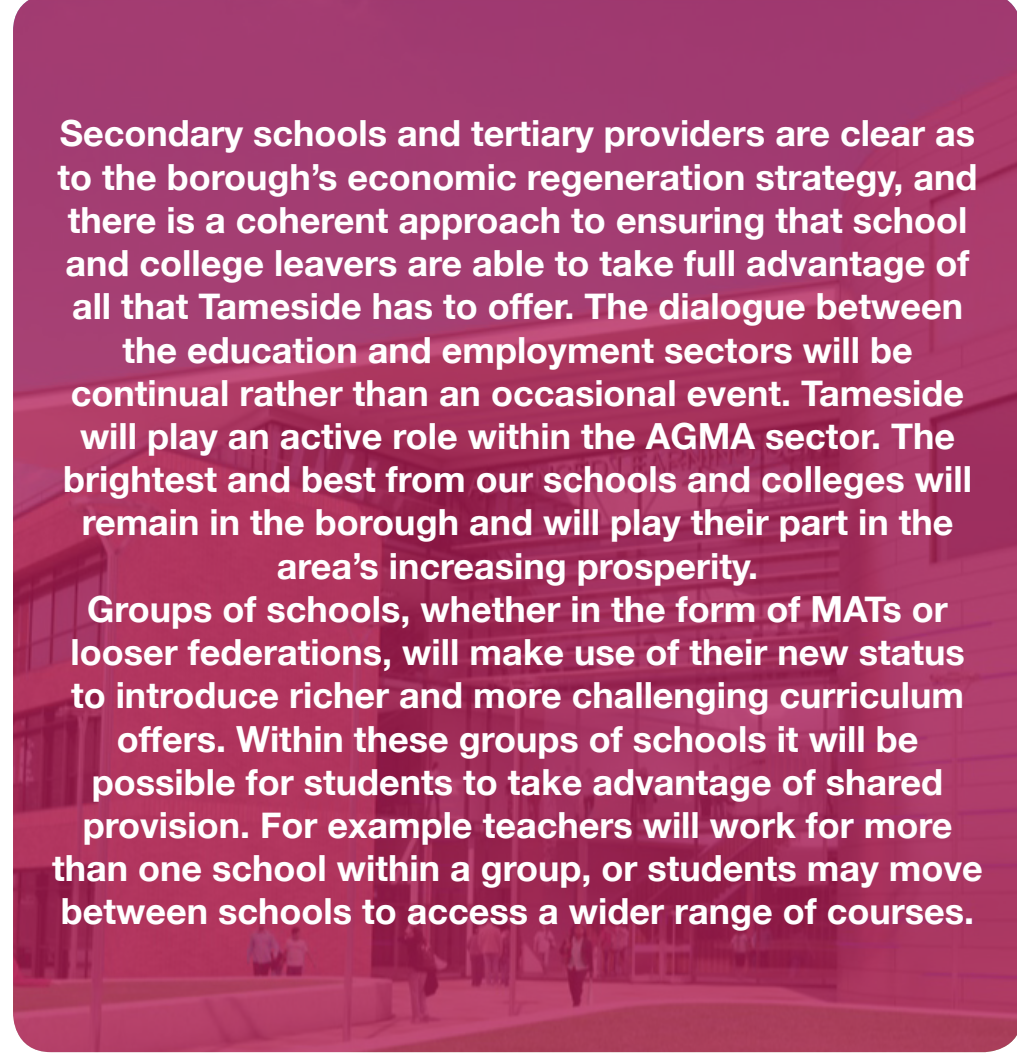
The success of Tameside schools is beginning to make a significant impact on the borough’s capacity to attract new business and industry; prospective employers and employees are confident that it will not be difficult to find a good school for their children and will therefore be more likely to move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