



Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	14 March 2023
Reporting Officer:	Jane Sowerby – Assistant Director of Education
Subject:	EDUCATION UPDATE
Report Summary:	The report provides updates from schools since the last report in October. It includes information on changes to leadership, Ofsted updates, a Priority Education Investment Area update and KS4 outcomes, which are now validated and published.
Recommendations:	It is recommended that the Board note the content of the report.
Corporate Plan:	The proposals information in this report support most aspects of the corporate plan by covering outcomes, updates and future policy changes at a national level which will impact on the provision of good school places.
Policy Implications:	The report sets out the position in line with Council policies and the statutory framework
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	In this update report there is one area where finances for the council or schools have been affected by recent government policy change. The Education Investment Area policy has been detailed including funding arrangements. A sum of £2.5m has been allocated over the next 2 and a half years. This spend is likely to be commissioned directly by the DFE so will not enter the Council's accounts. There is also the expectation nationally that schools move to a trust based system, which is a longstanding policy.
Legal Implications: (Authorised by the Borough Solicitor)	The Board is asked to note the challenges as set out in this report particularly with regards to the delay to the Schools Bill.
Risk Management:	There are no direct risk management implications as a result of this report
Access to Information:	NON-CONFIDENTIAL This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.
Background Information:	The background papers relating to this report can be inspected by contacting Jane Sowerby  Telephone: 0161 342 3247  e-mail: jane.sowerby@tameside.gov.uk

1. INTRODUCTION AND BACKGROUND

- 1.1 This report follows on from the October report presented to the Board. Since the last Education Attainment Improvement Board (EAIB) KS4 outcomes have been validated and are now published (see section 4).
- 1.2 This is the first non-pandemic academic year for three years and the impact of the restricted access to schools and socialising is playing out in Early Years settings, primary schools, and secondary schools. Secondary schools are dealing with a huge increase in mental health difficulties and behavioural attitudes as well as seeing a significant impact on attendance, especially those who are severely persistently absent (less than 50%). Primary schools and Early Years settings are seeing extremely low social and communication and language skills on entry to Reception and Nursery classes. As always, our school leaders and staff are working relentlessly to support children and families and achieve the best outcomes they can.
- 1.3 In addition to the ongoing impact of the pandemic, schools are also facing the impact of the cost of living crisis. Families with children are facing enormous challenge and financial stress; schools are facing significant rises in essential bills causing significant pressure on their budgets; and teachers in the National Education Union have been on strike twice with a further two days of strike action planned this week causing further disruption to learning.

2. CURRENT CHALLENGES AND OPPORTUNITIES

- 2.1 The Director of Education (Tameside and Stockport) left post at the end of January and Tameside now has a full-time Assistant Director of Education. Recruitment is underway to fill the Head of Education Improvement and Partnerships post. This appointment provides continuity for schools and for education strategy as well as capacity as the role is no longer shared with another local authority.
- 2.2 There have been other key changes in key education leadership roles recently. The Head of SEND decided to leave the Council in February. Any change offers the opportunity to rethink the service and a pause for reflection around the structure and needs for children, families and partners. We will be recruiting to the role externally. In the meantime, interim arrangements are in place, which include a Project Manager to lead on the Written Statement of Action, a SEND Programme Lead to review and oversee the improvement activity across the service; a Project Manager leading the SEND Sufficiency work; and the Deputy Head of SEND will lead on SEN Assessment and placements.
- 2.3 The ongoing Education Priorities - Reading, SEND, and Attendance – remain relevant and at the centre of our commissioning, support and challenge, in particular: early reading and language; SEND support; and Persistent Absence. Building on these priorities is the Department for Education (DfE) Priority Plan which focuses on early outcomes around communication and language and strong passes at the end of Key Stage 4 (see section 3 for more detail). The Priority Area Delivery Plan, which is due to be signed off by ministers in the coming days or possibly weeks, provides us with an excellent opportunity to invest in these two areas of entrenched low attainment.
- 2.4 There has been significant turmoil and instability at a national level since the publication of both the Schools White Paper and the Levelling Up White Paper in the spring of 2022. There have been five Education Secretaries since July 2022 and this, along with two leadership changes in the Government, has meant that some of the White Paper plans have been derailed and the Schools Bill was postponed in December. The DfE policy for moving to a fully trust-led system for Priority Areas, whilst delayed, has not changed.

2.5 The Council's updated Schools Strategy, September 2022, sits alongside the Priority Area Plan and the Education Priorities as a key school improvement tool. The four Diocese with schools in Tameside are fine tuning their plans to move to a fully-trust led system and a clear road map for these schools (c24) is emerging with some Diocese establishing a dated timeline for their schools to join the designated strong trusts.

2.6 In the current academic year, since September, there have been 19 inspections (14 Primary; 5 Secondary). All but one school either improved their Ofsted grade or maintained a Good, with the vast majority achieving the latter. 95% of all children in primary schools are in Good or better Ofsted graded schools, which is significantly above the national average.

3. PRIORITY EDUCATION INVESTMENT AREA UPDATE

3.1 The Schools White Paper issued a year ago has experienced unforeseen delays and the Schools Bill, which legislated for some of the changes in the White Paper, was dropped in the late Autumn. The DfE has stated that The Government's commitment to and policy around Priority Education Investment Areas remains. We are waiting for DfE to confirm final ministerial sign off, which DfE is expecting imminently.

3.2 The final plan is not yet a public document so cannot be shared but the priorities are:

Priority One: Early/Primary Literacy outcomes and the metrics DfE wishes to improve are:

- Percentage of pupils reaching the expected standard in Phonics at the end of year 1.
- Percentage of pupils reaching expected standard in KS2 RWM, Reading and Writing.

Priority Two: Significant improvement in KS4 English and Maths outcomes and the metrics DfE wishes to improve are:

- Percentage of pupils achieving 9-4 in GCSE English and Maths.
- Percentage of pupils achieving 9-5 in GCSE English and Maths

3.3 Priority one support includes: support to implement evidence-based speech and language intervention; more funding for Making it REAL; nearly half of primary schools to access additional speech and language support from trained individuals working with those schools; support with validated phonics schemes; and targeted trust-led support for schools with the greatest challenges.

3.4 Priority two support includes: support for curriculum alignment across Key Stage 2 to Key Stage 3; and targeted support for schools with the lowest outcomes.

3.5 The funding behind the delivery plan is £2.5 million over the next two-and-a-half years broadly. This will be evenly split across the two priorities. This money is likely to be commissioned directly by DfE rather than coming into the Council but the details on this are still to be laid out.

3.6 Alongside this delivery plan is the continued intention to move to a fully trust-led system across English education.

3.7 We expect this plan to offer significant support to our schools and to support improved outcomes over time in Tameside.

4. GCSE RESULTS 2022 (REVISED)

4.1 Pupils in Tameside received their GCSE results at the end of August 2022.

- 4.2 The COVID-19 pandemic meant that most exams and assessments did not take place in the 2019/20 or 2020/21 academic years. Any GCSEs awarded during those academic years were either centre-assessed grades (the higher of a teacher assessed grade or standardised grade based on pupils work in 2019/20) or teacher-assessed grades (TAGs – 2020/21). Despite the significant impact of COVID-19 on students and schools during 2021/22, exams and assessments for GCSEs did go ahead.
- 4.3 In January 2023, the DfE published their revised statistical first release on KS4 outcomes. The DfE has made comparisons to 2018/19 data as it is “more meaningful to compare to the last year summer exams were sat”. As such, comparisons below are in relation to 2018/19 data.
- 4.4 The main measures of pupil outcomes at KS4 are Attainment 8 and Progress 8. Attainment 8, a point score is a measure showing the average academic performance of pupils across 8 Government approved school subjects. Progress 8 is a type of 'value-added' measure that indicates how much progress pupils have made from the end of KS2 to the end of KS4. Attainment 8 and Progress 8 are linked, with a Progress 8 score being the difference between a school/pupil’s estimated Attainment 8 score and their actual Attainment 8 score. The national average for Progress 8 is always 0.
- 4.5 The ‘Basics’ measure for attainment in English and Maths also remains and is now based on pupils achieving a strong pass in English and Maths (grade 9-5). Pupils attaining a standard pass in English and Maths (grade 9-4) is an additional measure, which is still monitored.

	Number of pupils		Progress 8		Attainment 8	
	201819	202122	201819	202122	201819	202122
England	540046	585201	-0.03	-0.03	46.8	48.9
Tameside	2486	2744	-0.22	-0.22	44.2	45.2

	% E&M 9-5		% E&M 9-4	
	201819	202122	201819	202122
England	43.4	50.0	64.9	69.0
Tameside	39.9	44.2	63.0	65.2

- 4.6 For **all** pupils:
- Progress 8 remained at -0.22 in 2021/22.
 - Attainment 8 was 45.2 compared to 44.2 in 2018/19 and 48.9 nationally, with the gap to national widening by 1.1 from 2.6 to 3.7.
 - 44.2% of pupils achieved a strong pass in English and Maths compared to 39.9% of pupils in 2018/19 and 50.0% nationally, with the gap to national widening by 2.3% from 3.5% to 5.8%.
 - 65.2% of pupils achieved a standard pass in English and Maths compared to 63% of pupils in 2018/19 and 69.0% nationally, with the gap to national widening by nearly 2% from 1.9% to 3.8%.
- 4.7 Against our comparative LAs, Tameside is on Progress 8:
- 14th in the North West compared to 13th in 2018/19
 - 5th out of 11 statistical neighbours, having been 7th in 2018/19, and
 - 6th out of 10 Greater Manchester LAs, having been 5th in 2018/19.
- 4.8 On Attainment 8, Tameside is:
- 18th in the North West compared to 14th in 2018/19
 - 8th out of 11 statistical neighbours, having been 6th in 2018/19, and
 - 7th out of 10 Greater Manchester LAs, having been 5th in 2018/19.
- 4.9 On strong pass in English and Maths, Tameside is:

- 15th in the North West compared to 11th in 2018/19
- 8th out of 11 statistical neighbours, having been 5th in 2018/19, and
- 7th out of 10 Greater Manchester LAs, having been 4th in 2018/19.

4.10 For **disadvantaged** pupils in Tameside:

- Progress 8 remained at -0.62 in 2021/22, though the national average widened from -0.45 to -0.55 meaning the gap between Tameside and national has narrowed from -0.17 to -0.07. The gap to national non-disadvantaged pupils has remained at a similar level to 2018/19 at -0.77.
- Attainment 8 was 35.8 compared to 37.7 nationally, with the gap to national widening marginally from 1.6 to 1.9.
- 26.6% of disadvantaged pupils achieved a strong pass in English and Maths compared to 24.3% of disadvantaged pupils in 2018/19 and 29.7% of disadvantaged pupils nationally, with the gap to national widening by 2.7% from 0.5% to 3.1%.
- 46.3% of disadvantaged pupils achieved a standard pass in English and Maths compared to 45.2% of disadvantaged pupils in 2018/19 and 48.6% of disadvantaged pupils nationally, with the gap to national increasing to 2.3% having previously been in line with national.

4.11 Against our comparative LAs, Tameside is on Progress 8 for disadvantaged pupils:

- 8th in the North West compared to 10th in 2018/19,
- 2nd out of 11 statistical neighbours, having been 7th in 2018/19, and
- 6th out of 10 Greater Manchester LAs, having been 5th in 2018/19.

4.12 On Attainment 8, Tameside is for disadvantaged pupils:

- Remains 12th in the North West,
- 4th out of 11 statistical neighbours, having been 7th in 2018/19, and
- 8th out of 10 Greater Manchester LAs, having been 6th in 2018/19.

4.13 On strong pass in English and maths, Tameside is for disadvantaged pupils:

- 10th in the North West compared to 7th in 2018/19,
- Remains 3rd out of 11 statistical neighbours, and
- 7th out of 10 Greater Manchester LAs, having been 4th in 2018/19.

4.14 Outcomes at the end of Key Stage 4 are disappointing but this has been identified as an area where there is entrenched challenge for some of our schools. The Priority Plan aims to address overall performance in Tameside through targeted support for the schools with the most entrenched challenges. These schools support large numbers of Tameside's most disadvantaged children so it is vital that we secure rapid improvement.

4.15 The structural approach to school improvement, working with the DfE and strong MATs, as part of a fully trust-led system and as described in our Schools Strategy, will support improvement.

5. CONCLUSION

5.1 As the first non-pandemic academic year for three years there is new challenge for settings and schools. Secondary schools are dealing with a huge increase in mental health difficulties and behavioural attitudes as well as seeing a significant impact on attendance. Primary schools and Early Years settings are seeing extremely low social, communication and language skills on entry to Reception and Nursery classes.

5.2 Priority Area funding for Tameside school improvement will support the DfE's delivery plan, which will provide £2.5 million over the next two-and-a-half years broadly evenly split across the two priorities – early language and reading; and KS4 outcomes. We expect this plan to

offer significant support to our schools and to support improved outcomes over time in Tameside.

- 5.3 Outcomes at the end of Key Stage 4 are disappointing but this has been identified as an area where there is entrenched challenge for some of our schools. The Priority Plan aims to address overall performance in Tameside through targeted support for the schools with the most entrenched challenges. These schools support large numbers of Tameside's most disadvantaged children so it is vital that we secure rapid improvement.

6. RECOMMENDATIONS

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