



Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	12 March 2024
Reporting Officer:	Deborah Myers – 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)	The Priority Education Investment Area (PEIA) update included within this report relates to areas directly commissioned by the Department for Education through external organisations. There are no direct financial implications arising from this report.
Legal Implications: (Authorised by the Borough Solicitor)	The report is for noting and no direct legal implications flow from the report. However, the report provides an update on current important educational information that the Education Attainment Improvement Board require to ensure that governing boards have the necessary tools, knowledge, and support to fulfil their statutory obligations and contribute to effective school governance.
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 Jo Pearson  Telephone: 07928 512561  e-mail: jo.pearson@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).

2. CURRENT CHALLENGES AND OPPORTUNITIES

- 2.1 The Assistant Director of Education left post at the end of January and Tameside now has a full-time Interim Assistant Director of Education, Deborah Myers, who comes with significant experience.
- 2.2 There have been other key changes in key education leadership roles recently. The Strategic Head of SEND left the Authority at the end of February and the Head of Access and Admissions left at the end of January. These vacancies represent a challenge to the team; the Head of Access role is under active recruitment and the SEND staffing is being considered holistically as part of the preparation for inspection and wider vacancies in the service.
- 2.3 The ongoing Education Priorities - Literacy, SEND, and Attendance – remain relevant and at the centre of our commissioning, support and challenge, in particular: reading and language at each key stage; the graduated response for pupils with additional needs 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).
- 2.4 In the current academic year, since September, there have been 18 inspections (13 Primary; 2 special and 4 Secondary). 12 schools were graded as Good, one retained Outstanding, one moved from Inadequate to Requires Improvement, two were Requires Improvement and two were Inadequate. 89% of our primary schools and 59% of our secondaries are good or above.

3. PRIORITY EDUCATION INVESTMENT AREA UPDATE

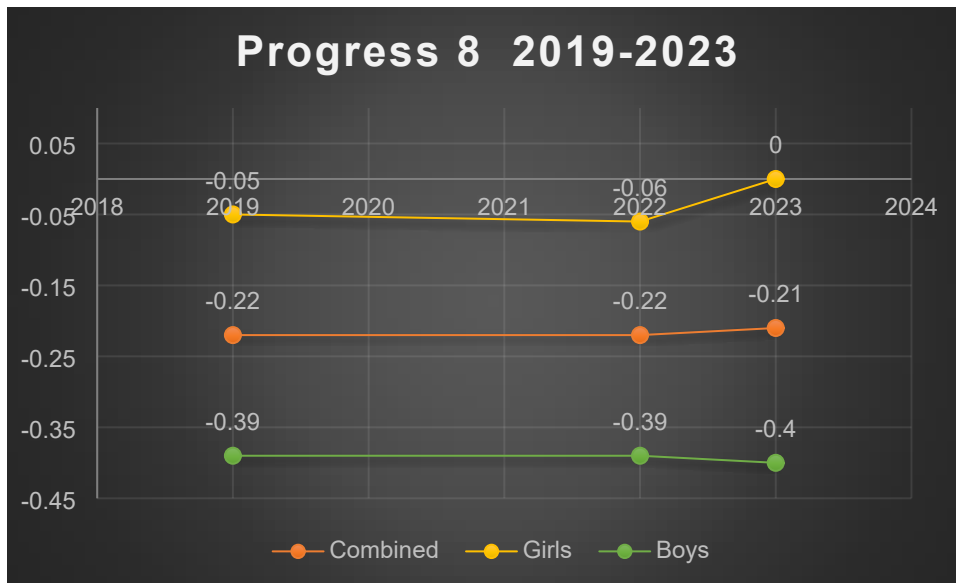
- 3.1 The work on the PEIA was significantly delayed by the DfE's commissioning process and did not actually begin with schools until September 2023. It will run until March 2025.
- 3.2 The priorities are:
Priority One: Early/Primary Literacy outcomes and the metrics DfE wishes to improve are:
- Percentage 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 three projects: Making it Real, commissioned to us as the LA; Helicopter Stories, commissioned to CDAT through St George's Hyde; Making a difference to Early Literacy and Communication Champions commissioned to Harmony Trust through Greenfield primary.

- 3.4 Priority two support is to improve literacy a key barrier to GCSE attainment and progress. This is a single project, commissioned via Right to Succeed, who is also supporting with Rochdale as another PEIA.
- 3.5 In addition, individual schools at both primary and secondary phases have been identified for intensive support from 'Strong Trusts' matched by the DfE.
- 3.6 All of the projects are underway: Making it Real will run as two cohorts with a target of 20 schools. 9 have been recruited in Year 1. Helicopter Stories and the Harmony project have multiple cohorts across each of the two academic years. Harmony have 26 schools on the Early Literacy programme and 7 on Communication champions. CDAT have 24 schools currently on the programme.
- 3.7 The DfE's assessment of Tameside's KPIs is that all projects are rated as green in terms of engagement. The School Improvement Team is currently working with the two external primary providers to increase the number of primary schools involved in the project. We are using a mixture of targeted approaches and universal offer mechanisms to do this. Engagement in the secondary programme is over 90% with 16/17 schools involved in the programme.
- 3.8 Impact is currently being measured in terms of engagement data from participating schools and qualitative feedback from individual participants. All projects are showing favourable sets of data in both fields. In terms of impact at pupil level each project has metrics to measure this. Given that the projects are in early years, KS1 and Year 7 we cannot expect an impact at KS2/GCSE in the academic year 2023/24. It is our intention to track schools and pupils who have participated longitudinally to evaluate impact in the coming academic years.

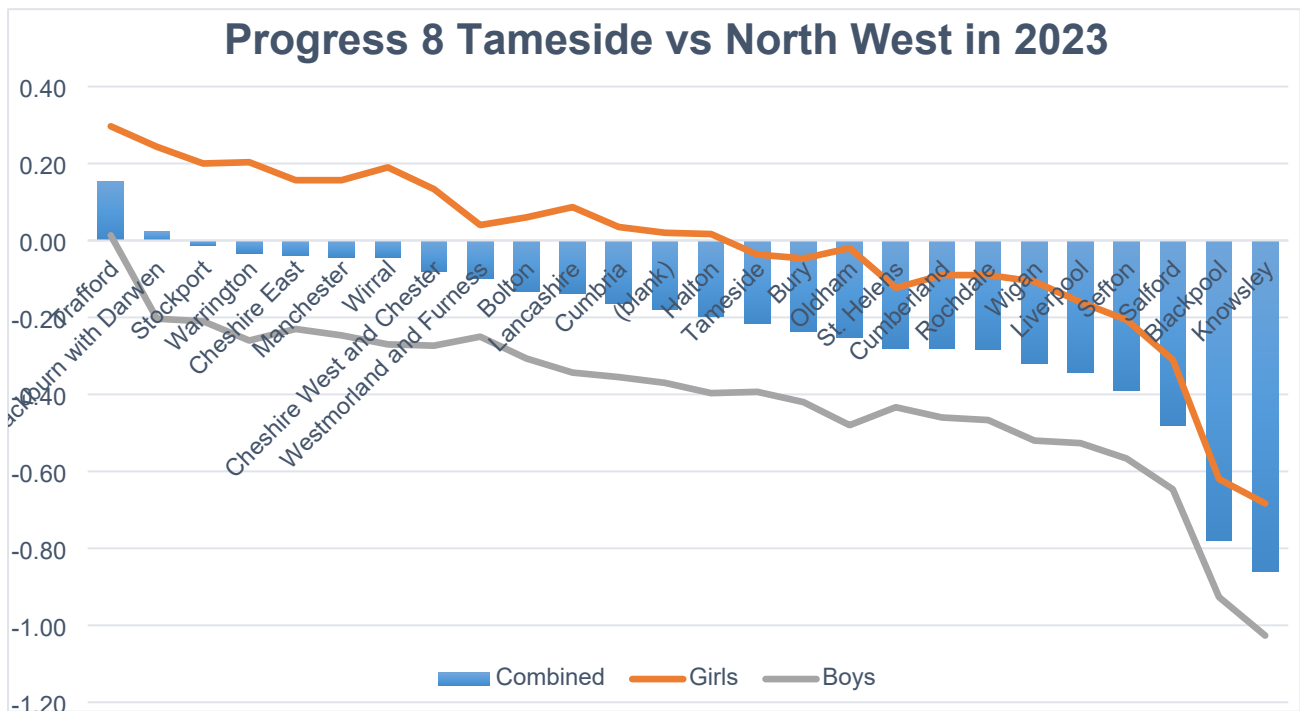
4. GCSE RESULTS 2023 (REVISED)

- 4.1 Pupils in Tameside received their GCSE results at the end of August 2023 and the unvalidated data was reported at the October meeting.
- 4.2 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.
- 4.3 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.

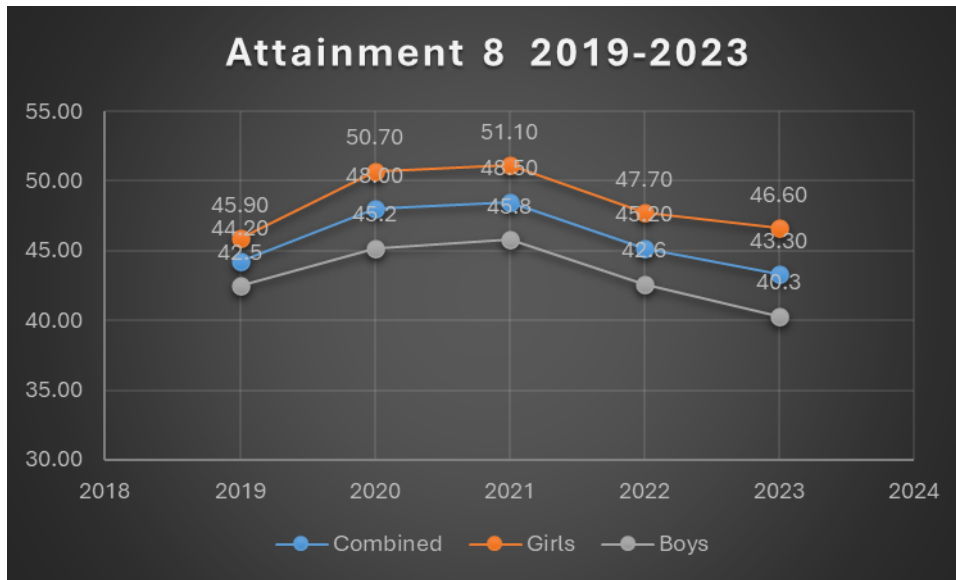
4.4 For all pupils: Tameside Progress 8 in 22-23 was -0.21 slightly up on -0.22 in 2022/23.



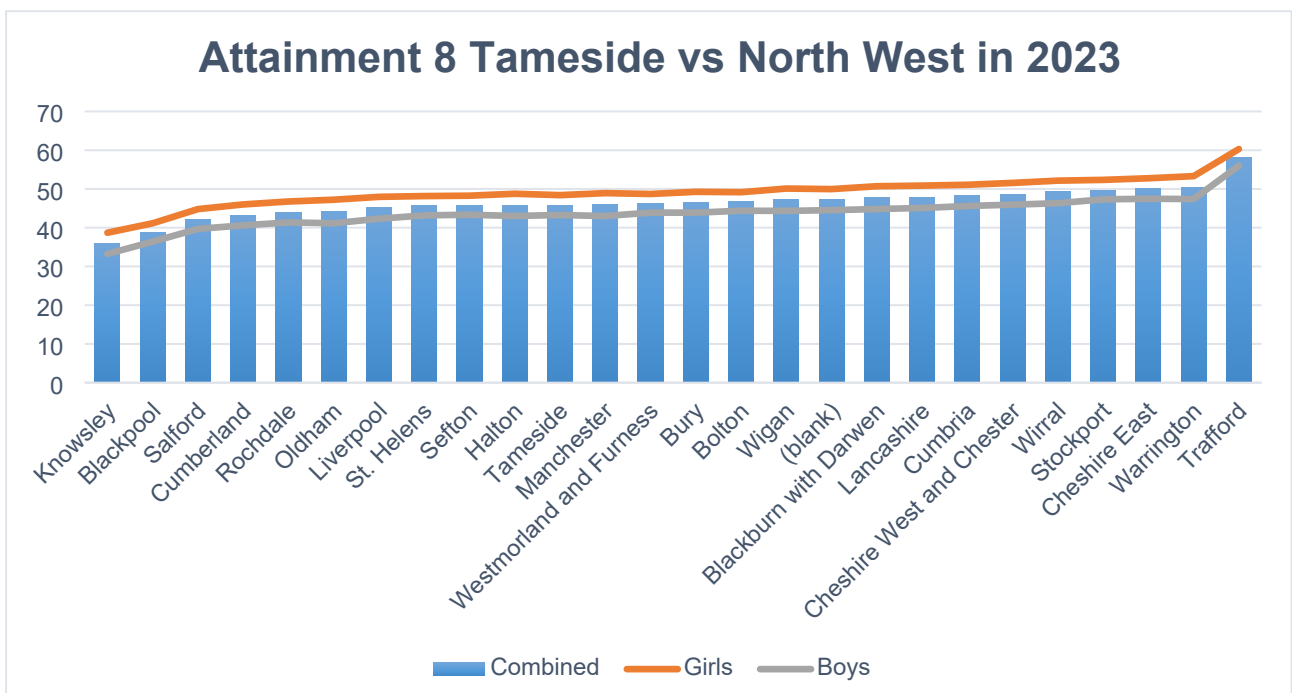
- The national average was -0.03
- 7 Tameside schools were average or better
- 5 of the schools with significantly below average progress are in receipt of targeted Trust support
- Boys P8 was -0.4 and girls' 0
- Compared to its statistical neighbours, Tameside ranked 15th for P8



4.5 On Attainment 8, Tameside was 43.2 in comparison to 45.2 in the previous year when mitigations were still in place.



- The national average was 46.3
- There was a significant difference between the attainment of boys and girls (40.3/46.6)
- 40% of pupils achieved a strong pass in English and maths compared to 44% in 2021/22
- 61% of pupils achieved a standard pass in English and maths compared to 65% in 2021/22
- 56% of pupils achieved a strong pass in English compared to 59% in 2021/22, whilst 72% of pupils achieved a standard pass compared to 74% in 2021/22
- 47% of pupils achieved a strong pass in maths compared to 50% in 2021/22, whilst 68% of pupils achieved
- Compared to its statistical neighbours, Tameside ranked 11th for attainment 8



4.6 For **disadvantaged** pupils in Tameside:

- Progress 8 was 0.01 in 2022/23, the national average was 0.17
- For boys progress 8 was -0.91 for girls 0.49
- For boys Attainment 8 was 30.7, for girls it was 37.2

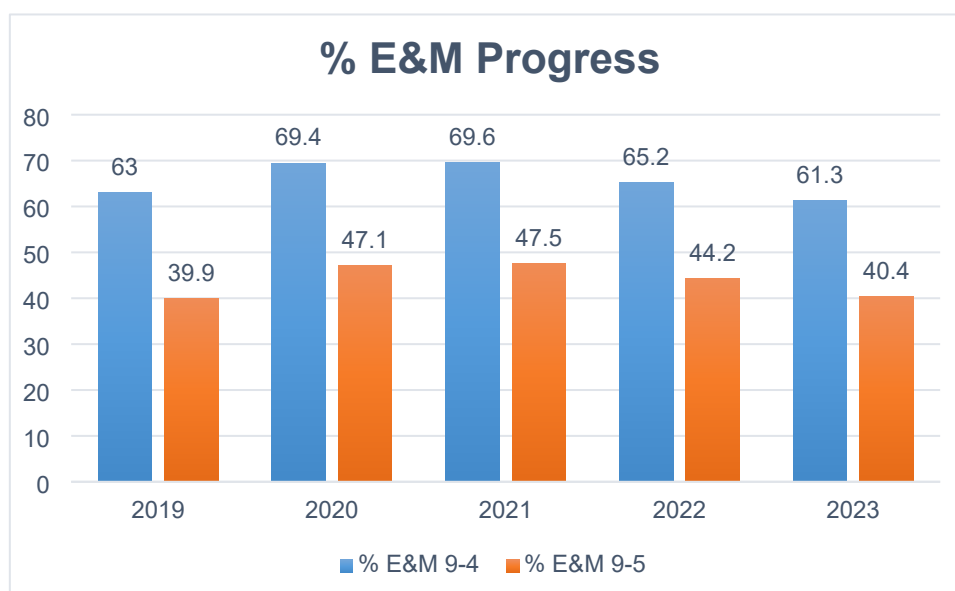
4.7 For pupils with **additional needs**:

- Attainment 8 for EHCP was 14.5 for send support 31
- Progress 8 was -0.14 for EHCP and -1.12 for send support

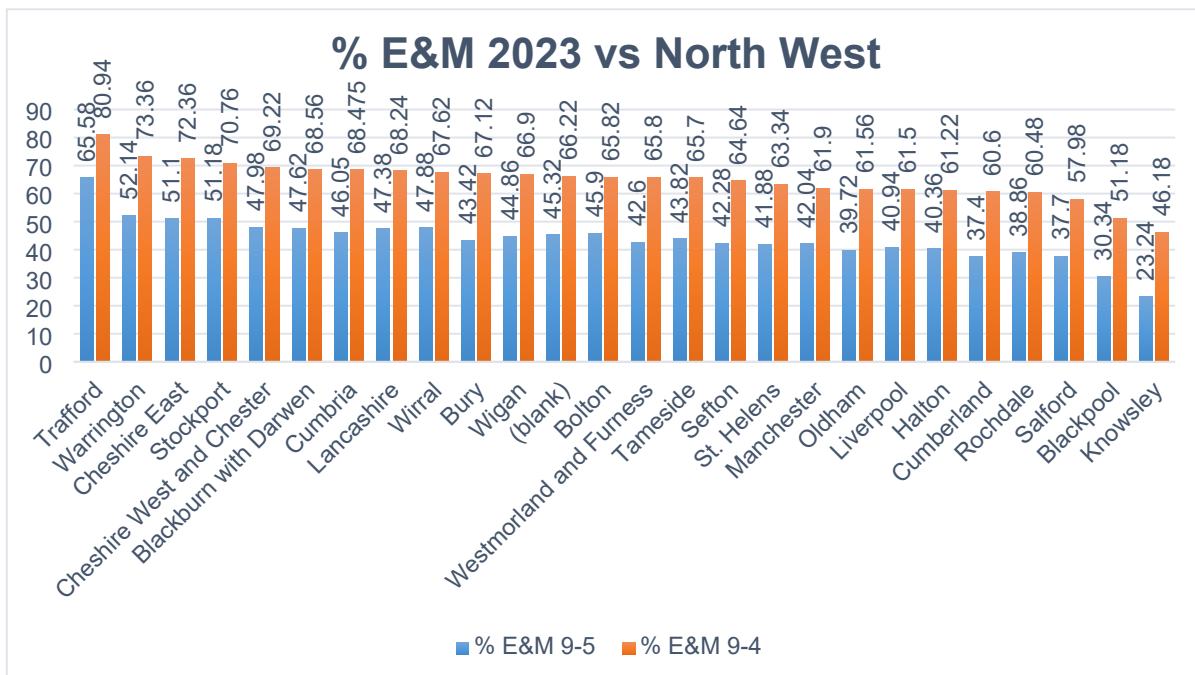
4.8 Outcomes at the end of Key Stage 4 are static in terms of attainment and progress and this remains an area where there is entrenched challenge for some of our schools, many of whom are academies. The targeted support aims to address overall performance in Tameside but this work is in its infancy and, at present, individual support plans have not been shared with the LA by the DfE.

4.9 In English and Maths, Tameside was 40.4% (9-5) and 61.3 (9-4) had decreased in comparison to the previous year.

	% E&M 9-5			% E&M 9-4		
	201819	202122	202223	201819	202122	202123
England	43.4	50	41.7	64.9	69	62.4
Tameside	39.9	44.2	40.4	63	65.2	61.3



- The national average was 41.7% and 62.4%
- There was a significant difference between the percentages for 9-4 of boys and girls (57.2/65.6)
- There was a significant difference between the percentages for 9-5 of boys and girls (36.2/44.8)
- Compared to its statistical neighbours, Tameside ranked 15th for 9-4 and 13th for 9-5.



5. CONCLUSION

- 5.1 The PEIA has allowed us to fund a place-based approach to tackling some of our most entrenched challenges and a coherent strategic approach to recruitment in both primary and secondary schools. We are on track for our KPIs in terms of engagement and initial data collections show that the programmes are being attended and valued by schools. By the end of the summer, we will have some pupil level impact data to evaluate the effectiveness of the implementation at school level.
- 5.2 Outcomes at the end of Key Stage 4 have not made the progress hoped for but the investment at system and individual school level will hopefully support an increase in the short term for the schools receiving support and over time in the wider system as the literacy challenges of pupils are met more effectively in classrooms.
- 5.3 We need to focus on outcomes for boys, disadvantaged pupils and pupils with additional needs in order to narrow gaps and improve overall outcomes.

6. RECOMMENDATIONS

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