

# Educational Attainment in Tameside

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## Services for Children and Young People Scrutiny Panel

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# Introduction by the Chair

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I am very pleased to present this report of a review undertaken by the Services for Children and Young People Scrutiny Panel into the effects of a child's background on educational attainment in Tameside.

A child's background including ethnicity, gender, culture, and social class can influence educational attainment and reduce a child's life chances. Effective strategies and tools for improving educational attainment, particularly in those groups of children that are falling behind, are crucial. Best practice from high performing schools in Tameside and neighbouring boroughs must be understood to raise educational attainment in Tameside.

The Panel was pleased to hear that Tameside has had its best year for GCSE results. This is through the hard work of the local authority, teachers, school staff, governors, parents, pupils and carers.

Levels of attainment do vary. There appears to be a growing trend where middle white class boys perform to the lowest standards. This trend is mirrored in Tameside.

The Panel was encouraged to hear from the Government's Chief Advisor for the Greater Manchester Challenge Programme, around how many schools in Tameside are raising educational attainment. The Council is developing a local "self-improving school system" to reflect the national expectation that schools themselves will take more responsibility for bringing about improvement across the whole education system.

Each school has a role to play to ensure that the required standards of educational attainment are met. DfE gives an indicative level of such standards but we hope that this review will provide a strong foundation for future work in our schools to improve educational attainment levels in Tameside.

On behalf of the Services for Children and Young People Scrutiny Panel, I would like to thank all those who have participated in this review.



A handwritten signature in black ink, appearing to be 'R. O. O. A.' or similar, written in a cursive style.

Children and Young People Scrutiny Panel

## 2. Summary

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A child's background including ethnicity, gender, culture, and social class can influence educational attainment. This review focuses on the influence of deprivation on attainment but considers the impact of all the aforementioned factors.

Drivers of the attainment gap are suggested to fall into three broad categories: Individual, Social and Educational. The nature of the challenge in reducing the educational attainment gap between different groups of children is not unique to the UK. Research suggests that the most successful countries are those more equal societies where the gap in net income between the richest and poorest is smallest.

In Tameside, over the last three years attainment results at the end of primary school (Key Stage 2) and those at the end of secondary school (Key Stage 4) have been increasing at a faster rate than national figures. During the review the Panel considered strategies to further raise educational attainment in Tameside. Developing strong leadership and high quality teaching staff, encouraging high parental expectations and involvement and rewarding effort and achievement amongst pupils are some of the factors seen as very important to instil qualities in young people that have an impact on achievement.

There is variation of deprivation levels within and across ward boundaries in Tameside. Free school meals eligibility is a proxy measure for deprivation. The deprivation-led attainment gap opens at an early age and widens throughout school life. In Tameside, this mirrors the national trend.

Evidence from UK academics on the relationships between adult economic outcomes and key influences find that family background has the strongest influence, with schooling variables being the next most influential and geographical area having the smallest effect. Greater Manchester Challenge was a three-year programme to raise educational outcomes for all children and young people in Greater Manchester. It demonstrated how school partnerships are a powerful means of fostering improvements, particularly in challenging circumstances.

The report makes a number of recommendations which the Panel feels would help to improve educational attainment across all groups of children in Tameside.

## 3. Membership of the Scrutiny Panel

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Councillor R Welsh (Chair), Councillor C Francis (Deputy Chair).  
Councillors H Bowden, Y Cartey, P Fitzpatrick, M Fowler, P Harrison, C Patrick, G Peet, J Sullivan, D Ward, B Wild, C White.

Mrs L Aspin (Roman Catholic Church)  
Mrs S Marsh (Church of England)  
Mr N Ahmed (Muslim Faith)  
Mrs T N Sharma (Hindu Faith)  
Mrs A Gregory (Parent Governor)  
Mr M Osmond (Parent Governor)

# 4. Terms of Reference

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## Aim of the Review:

To understand the effects of a child's background on educational attainment across schools in Tameside.

## Objectives:

1. To explore the different backgrounds of children in Tameside e.g. ethnicity and levels of deprivation.
2. To benchmark Tameside's educational attainment to national standards.
3. To understand the role of schools and the Local Authority in ensuring good educational attainment.
4. To examine strategies to improve educational attainment.
5. To understand best practice from high performing schools.
6. To produce workable recommendations for the Council and schools to deliver sustainable improvements in educational outcomes across schools in Tameside.

## Equalities issues:

A child's background including ethnicity, gender, culture, and social class can influence educational attainment. The impact of these factors has resulted in an attainment gap being seen. A difference in social mix within schools can result in differences in the progress that children make. Therefore, effective strategies creating inclusive learning environments should improve educational attainment resulting in a more Prosperous Tameside.

The review will consider strategies that lead to inclusive learning environments, so that children from all backgrounds have the same opportunity to achieve their full potential.

## Tameside Area Agreements:

- 4.5 The following targets from the new Tameside Area Agreement relate to the educational attainment review.

<b>KEY QUALITY LIFE MEASURES</b>	
Prosperous Tameside	<ul style="list-style-type: none"><li>• Worklessness</li><li>• Wages</li><li>• (N)EET – (Not) Education, Employment or Training</li></ul>
Healthy Tameside	<ul style="list-style-type: none"><li>• Life Expectancy</li><li>• All Age All Cause Mortality</li></ul>
Learning Tameside	<ul style="list-style-type: none"><li>• GCSE – 5 or more A*- C Incl. English &amp; Maths</li><li>• Early Years Attainment</li></ul>
Supportive Tameside	<ul style="list-style-type: none"><li>• Poverty / low income households</li></ul>
<b>SUPPORTING MEASURES</b>	
Prosperous Tameside	<ul style="list-style-type: none"><li>• Enterprises/ new businesses</li></ul>

Safe Tameside	<ul style="list-style-type: none"> <li>• First time entrants to the youth justice service system</li> </ul>
Learning Tameside	<ul style="list-style-type: none"> <li>• Key Stage 2 – Level 4 – English &amp; Maths</li> <li>• Schools rated good or outstanding</li> </ul>
Supportive Tameside	<ul style="list-style-type: none"> <li>• Homelessness</li> <li>• Teenage Pregnancy</li> <li>• Formal childcare - low income working families</li> </ul>

## 5. Methodology

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- 5.1 The Scrutiny Panel met with Graham Ashford, previous Assistant Executive Director, Achieving & Learning and his successor, Claire Bibby, Assistant Executive Director, Schools, Youth and Community, Tameside MBC to explore the local context and discuss a focus for the review.
- 5.2 The Panel met with the following participants in the review:
- Pinfold Primary School, Executive Head teacher, to discuss primary school initiatives to raise educational attainment.
  - Astley Sports College, Head teacher, to discuss secondary school initiatives to raise educational attainment.
  - University of Manchester Professor in Education and the Greater Manchester Programme, Governments Chief Advisor, to discuss initiatives to raise educational attainment across Greater Manchester.
  - Principal Governor Support Officer, to discuss the role of governors in raising educational attainment.
  - Hawthorns Community School, Head teacher, to discuss their role in 'By Schools for Schools', a new Greater Manchester initiative aimed to raise educational attainment across Greater Manchester and Tameside.
- 5.3 The Panel attended a tour of Pinfold Primary School, Hattersley, to observe good practice.
- 5.4 The Panel was provided with data on educational attainment in Tameside from Graham Ashford, previous Assistant Executive Director, Achieving & Learning and his successor, Claire Bibby, Assistant Executive Director, Schools, Youth and Community, Tameside MBC, the School Improvement data team and the Scrutiny team.

## 6. Background of the Review

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### Setting the Scene

- 6.1 This review focuses on educational attainment. Educational attainment is a term commonly used by statisticians to refer to the highest level of education an individual has completed.
- 6.2 There is a strong link between educational attainment and life outcomes. Drivers of the attainment gap are suggested to fall into three broad categories. The following table shows examples taken from the Department for Education website<sup>1</sup>.

<sup>1</sup>DFE: Social Mobility: Narrowing Social Class Educational Attainment Gaps, 26 April 2006

INDIVIDUAL	SOCIAL	EDUCATIONAL
Prior attainment	Parental education	Curriculum
Gender, Ethnicity	Parental involvement	Teacher expectations
Special Education Needs	Parental expectations	Resources
Children in care	Peer effects	School type

**Table 1: Drivers of Educational Attainment**

6.3 Increasing attainment levels for learners from lower socioeconomic groups increases their chances of better life outcomes, for example, higher earnings, better health outcomes and better social outcomes.

6.4 This review focuses on the influence of deprivation on educational attainment. However, a range of initiatives that have successfully raised educational attainment levels across all groups of children were considered.

#### **Stages of Assessment and Progression:**

6.5 At the end of each key stage, children's progress is formally assessed. The following three key stages are most commonly used to measure attainment:

- Key Stage 1 (Ages 5-7): Teacher's assessment of children's progress to take account of performance in English and Maths, measured by tasks and tests that are administered informally.
- Key Stage 2 (Ages 7-11): Science tests for all children were dropped in 2010 and replaced by teacher assessment, together with a small sample of children nationally sitting a test. At the end of Key Stage 2 children take national tests in English and Maths.
- Key Stage 4 (Ages 14-16): GCSE exams and/or equivalent qualifications.

6.6 A school's performance is influenced by the characteristics of its pupil intake, and its ability to add value given these characteristics. Exams and assessments provide a proxy measure showing how children perform in selected subjects. Schools can use the test results as an independent measure of how they, and their pupils, are doing compared to standards across the country.

6.7 Of increasing importance are the measures of progress which children make in their learning between Key Stage 1 to Key Stage 2 and Key Stage 2 to Key stage 4.

#### **Social Class and Educational Attainment**

6.8 The Department for Education define the term 'social class attainment gap' to include any **difference, at any stage of the education system, in levels of attainment or educational** outcomes for children, young people and adults from different socio-economic groups.

6.9 There is currently no consistent measure of social class for the entire life cycle of learning. There are some measures of neighbourhood disadvantage and parental socio-economic status. Within education Free School Meal (FSM) status can be taken to provide a proxy indicator for deprivation.

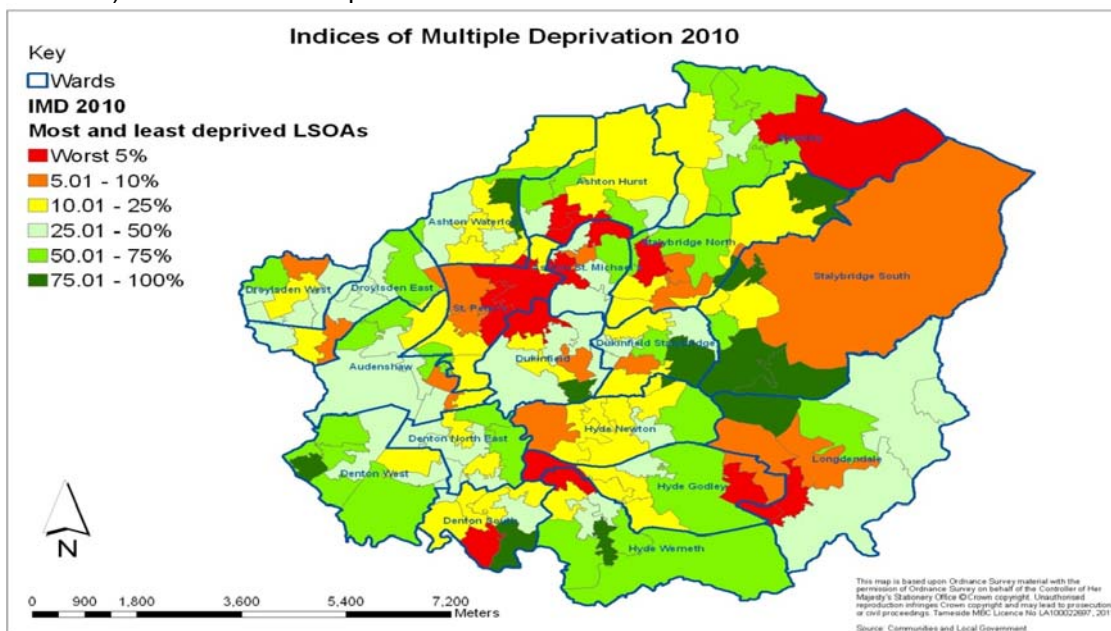
6.10 While social class measures regularly focus on FSM status there are potential limitations:

- FSM is a measure of household income deprivation; specifically benefit dependence, rather than occupational status.
- FSM is a binary measure\_i.e. a child is registered for FSM or is not registered. This means that variations of FSM/non-FSM groups are lost.
- Some families will be eligible for FSM but choose not to receive it.

6.11 Indices of Deprivation are an important tool for identifying the most disadvantaged areas in England.<sup>2</sup> The IMD 2010 contains seven domains of deprivation:

- Income deprivation
- Employment deprivation
- Health deprivation and disability
- Education, skills and training deprivation
- Barriers to housing and services
- Living environment deprivation
- Crime

6.12 There is variation of deprivation levels within and across wards in Tameside. The most deprived areas in Tameside are shown by the red (worst 5 %) and orange (most deprived 5-10%) colours on the map below:



**Map 2: National Indices of Multiple Deprivation (IMD) map for Tameside**

- 6.13 The deprivation attainment gap opens at an early age and widens throughout school life. Many children who are low attainers entering school go on to show low attainment throughout their school life.<sup>3</sup>
- 6.14 Not all children living in poverty reside in deprived areas.
- 6.15 Other countries' experience confirms the nature of the challenge in reducing the educational attainment gap between different groups of children. This issue is not unique to the UK.
- 6.16 The Organisation for Economic Co-operation and Development (OECD)<sup>4</sup> has recently published a study focusing on the impact of deprivation on achievement in common science assessments taken at 15 years of age. While the international average for pupils from deprived backgrounds is a 31% success rate, the rate is only 24% for England. The study concluded that the most successful countries were those with more equal societies, suggesting that all pupils stand to benefit from the improved performance of those from deprived backgrounds.

<sup>2</sup>The English Indices of Deprivation 2010. Communities and Local Government

<sup>3</sup>Variation in Pupil Progress 2003; data for Maintained Mainstream Schools. DFE.

<sup>4</sup>The Organisation for Economic Co-operation and Development (OECD).



6.17 The OECD research identified 3 key factors leading to good attainment:

- A sense of self-confidence among pupils that they are likely to succeed.
- A higher number of hours studied in school and at home.
- A strong motivation to succeed, driven by a pupil desire to develop rather than just pursue awards.

6.18 According to OECD smaller class sizes are not necessarily a core factor leading to high attainment. The home environment is seen as very important to instilling these qualities in young people. Children may be more likely to see examples of the above qualities in households where parents are highly educated and therefore earn a higher income.

### **The Statistical First Release: A National Perspective**

6.19 The Statistical First Release (SFR) provides 2009/10<sup>5</sup> information on attainment for GCSE and equivalent results by different pupil characteristics: gender, ethnicity, eligibility for free school meals (FSM), special educational needs (SEN) and Income Deprivation Affecting Children Index (IDACI), at National and Tameside level. The results reveal:

- Girls continue to outperform boys. 59 per cent of girls in mainstream schools achieved 5 or more A\*-C grades at GCSE or equivalent including English and Mathematics, compared to 51 per cent of boys.
- Chinese pupils are the highest attaining ethnic group. 75 per cent achieved 5 or more A\*-C grades at GCSE or equivalent including English and Mathematics GCSEs.
- 30 per cent of pupils eligible for FSM achieved 5 or more A\*-C grades at GCSE or equivalent including English and Mathematics, compared to 59 per cent of pupils not known to be eligible for FSM.
- 22 per cent of pupils with Special Education Needs (SEN) without a statement achieved 5 or more A\*-C grades at GCSE or equivalent including English and Mathematics, compared to 7 per cent of pupils with SEN with a statement, and 66 per cent of pupils with no identified SEN.
- Pupils resident in the least deprived areas, as defined by the Income Deprivation Affecting Children Index (IDACI), continue to outperform pupils in the most deprived areas.

### **Conclusions**

1. There is a strong link between educational attainment and life outcomes.
2. The home environment is seen as very important to instil qualities in young people to raise their attainment.
3. A pupil's individual characteristics can affect their attainment. Attainment gaps include: Girls outperform boys, pupils not on free school meals outperform those eligible for FSM and pupils with no identified SEN outperform SEN pupils.
4. An attainment gap between children from deprived and more affluent neighbourhoods has long been a national concern.
5. Understanding what works to address attainment gaps is important to inform how we should intervene.
6. A vulnerable child might not necessarily be in an underperforming school.

<sup>5</sup>DfE: GCSE and Equivalent Attainment by Pupil Characteristics in England, 2009/10

## Recommendations

1. That the Council continues to monitor deprivation levels in Tameside and ensure this information is used by education support teams.
2. That the Council and schools continue to identify and work with pupils from vulnerable groups whose attainment may be lower.
3. That the Council continues to work with schools that have a high proportion of pupils from socio-economically deprived backgrounds, whether they are a high performing or underperforming school.

# 7. Review Findings

## Tameside Educational Attainment

7.1 There are 97 schools in Tameside. Table 3 shows the numbers of schools in Tameside.

SCHOOL TYPE	TOTAL NUMBER IN TAMESIDE
Primary	74
Secondary	11
Special	5
Pupil Referral Units	3
Academy	4

**Table 3: Schools and numbers in Tameside**

7.2 Table four provides a summary of educational attainment in Tameside. National figures are also provided. Key stage 2 (KS2) and key stage 4 (KS4) are generally used to benchmark educational attainment in schools.

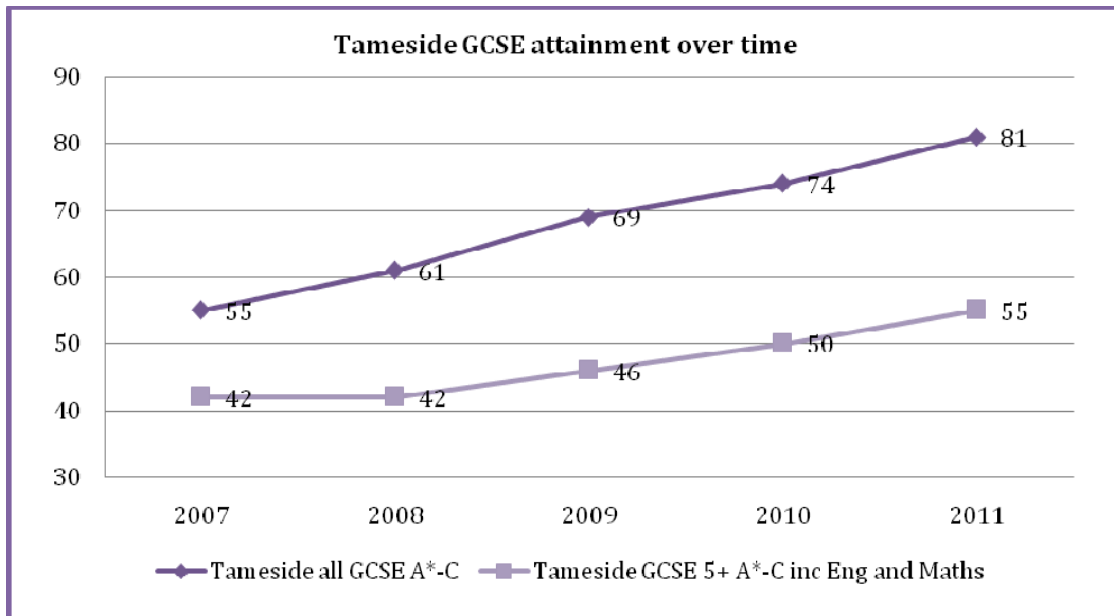
Level		2009		2010		2011	
		TMBC	National	TMBC	National	TMBC	National
<b>Key Stage 2 (% L4) (Ages 7-11)</b>	English	81	80	81	80	....	....
	Maths	79	79	81	80	....	....
	Science	89	88	74	74	....	....
	Progression : English (KS1-KS2)	85	82	87	84	87	87
	Progression : Maths (KS1-KS2)	82	81	85	83	89	86
<b>Key Stage 4 (% GCSE) (Ages 14-16)</b>	5 GCSE A*-C	69	70	74	76	81	78
	5 GCSE A*-C (including English and Maths)	46	51	49	55	55	56

**Table 4: Key stage performance summary in Tameside (Percentages)**

7.3 Tameside schools demonstrated a long-term trend of improvement in all Key Stages. Over the last three years the results at the end of primary school and those at the end of

secondary school have been increasing at a faster rate than national figures. Data has not yet been published on the 2011 progress measures for secondary schools (equivalent to the primary school measures of progress).

- 7.4 The following graph demonstrates how GCSE attainment has improved year on year in Tameside.

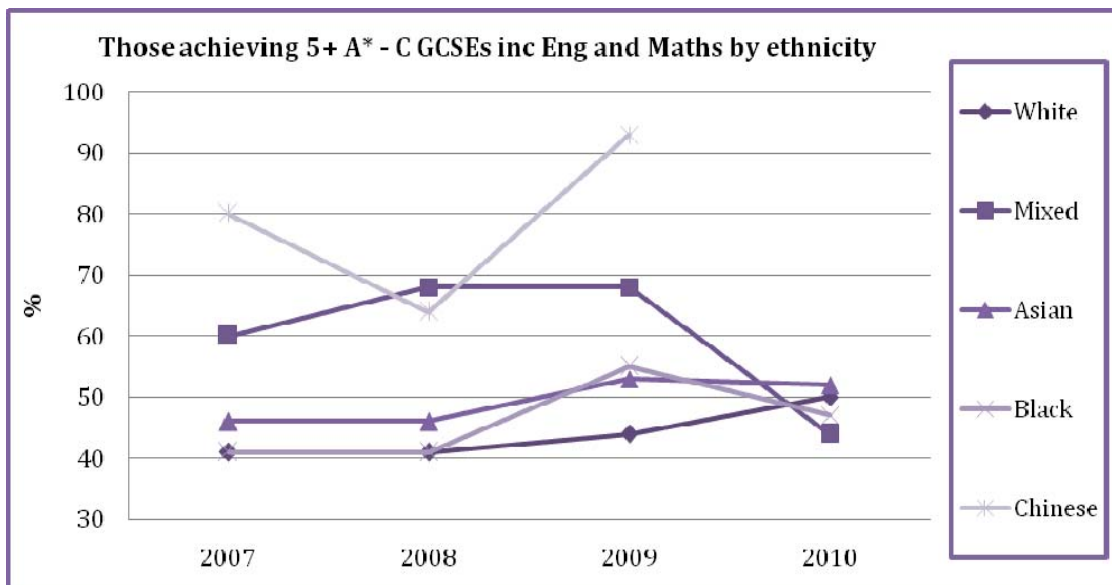


**Graph 5: GCSE results in Tameside**

- 7.5 In 2011 Tameside performed above the national average for overall 5+ A\*-C grades and was within 1% of the national level for 5 A\*-C including English and Mathematics.
- 7.6 Tameside has achieved its best GCSE attainment rate with provisional results rising by 7% to 81% for pupils achieving five or more A\*-C grades, 3% above the national average. Results for 5 or more A\*-C grades including English and Maths across the borough have also risen to 55%, up 5% on last year and in line with last year's national figure.
- 7.7 Increases are apparent in the majority of Tameside schools, most notably at Copley High School, New Charter Academy, Astley Sports College and West Hill School where the numbers of pupils achieving 5 A\*-C including English and mathematics indicate a rise of 10% or more in each school.

### **Ethnicity and Educational Attainment**

- 7.8 The graph below shows levels of achievement between different ethnic groups over time. Generally white pupils appear to have had a lower level of achievement than other ethnic groups, although, more recently in 2010, all ethnic groups seem to have achieved similar attainment levels.



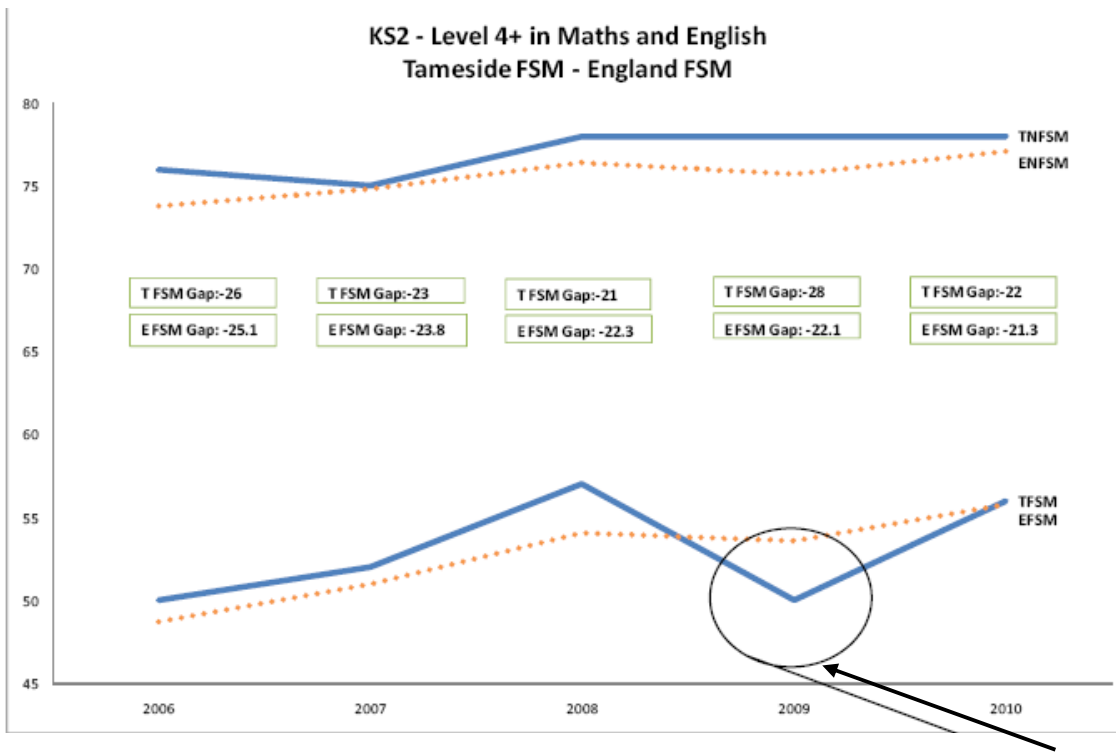
<b>Pupil Numbers</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>White</b>	2943	2946	2711	2629
<b>Mixed</b>	40	28	44	43
<b>Asian</b>	158	167	192	207
<b>Black</b>	17	17	11	15
<b>Chinese</b>	10	28	14	8

**Graph 6: GCSE results by Ethnicity**

- 7.9 With regards to ethnicity the Tameside picture is broadly similar to that of England, with white working class boys underperforming in particular. Only 35% of Tameside pupils in this same group achieve 5 A\*-C GCSEs.
- 7.10 In 2010, the rate for Tameside pupils with English as a second language is higher, at 48%. Pupils from South Asian background generally perform better than average (although this cohort is smaller).

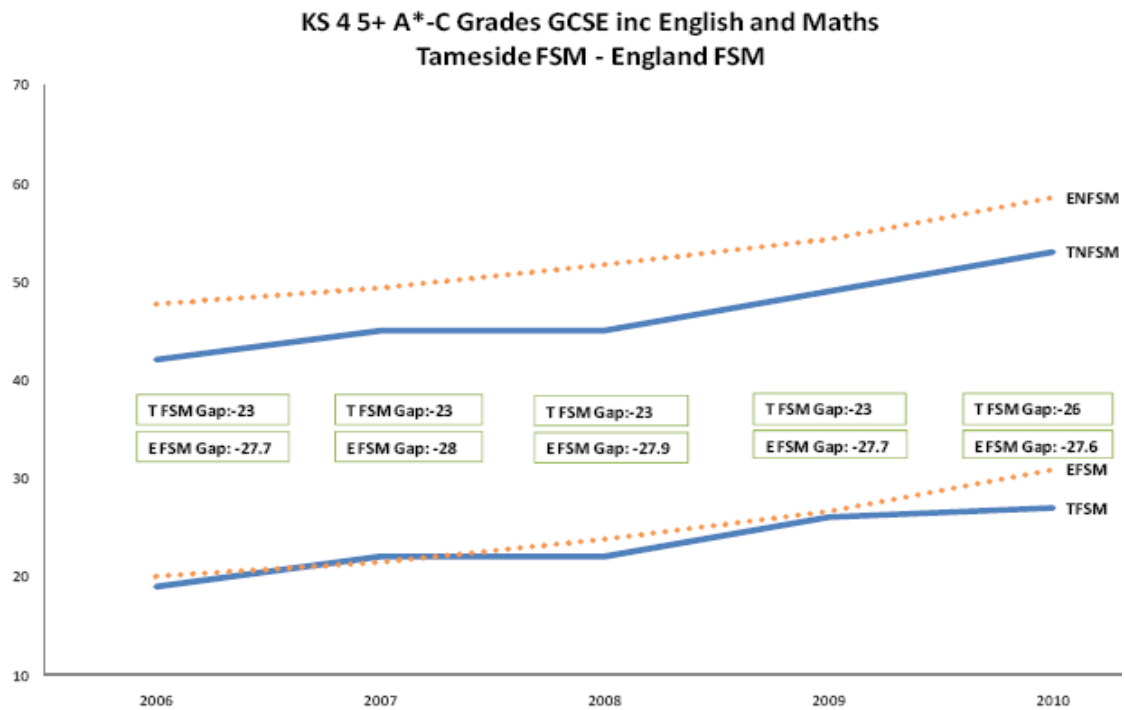
### **Educational Attainment and Deprivation in Tameside**

- 7.11 FSM can be used as a proxy measure of deprivation. Eligibility for this benefit is dependent on parents/guardians receiving other particular benefits. In Tameside, 21% of primary school children (3,743 pupils) and 15% of secondary school children (1,512 pupils) receive free school meals. Among Tameside's two academies, 28% receive free school meals. 31% of special school pupils receive free school meals (FSM).
- 7.12 Graphs 7 & 8 show the level of attainment between pupils on free school meals (FSM) and those not on free school meals (NFSM). The graphs present England figures (i.e. EFSM and ENFSM) and also Tameside figures (i.e. TNFSM and TFSM). There has been a pattern of improvement at KS2 and KS4 for those families receiving FSM.
- 7.13 Graphs 7 & 8 show that at KS2 and KS4 pupils not on FSM perform better than pupils on FSM, this following the national trend. The boxes outlined in green present the gap between NFSM and SFM.



The largest gap between Tameside FSM and NSFMS since 2006. In 2010 however we see an improvement, where both Tameside FSM and NSFMS perform better than the England average.

**Graph 7: Key stage 2 performance between pupils on free school meals and pupils not on free school meals**

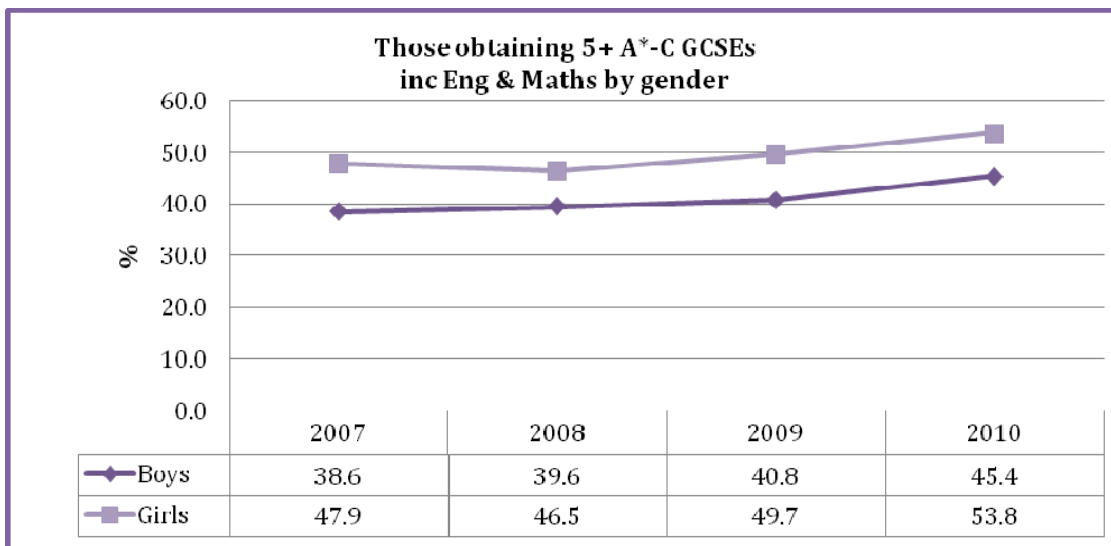


**Graph 8: Key stage 4 performance between pupils on free school meals and pupils not on free school meals**

- 7.14 Pinfold Primary School has one of the highest percentages of FSM pupils but is one of the best performers in Tameside. This contradicts the national and local trend whereby those on FSM under achieve compared to those NSFMs. The Panel met with the head teacher of Pinfold to explore initiatives to raise attainment. This is discussed in section 7.11.
- 7.15 In Tameside, as children in deprived areas get older they fall further behind (graphs 7 & 8). This follows the national trend. Therefore, many of these children are missing the opportunity to obtain higher level qualifications, (GCSEs A\*-C) which are crucial in accessing higher education or better job opportunities.
- 7.15 Pupils receiving free school meals achieve lower grades than children not on free school meals at key stage 2 and GCSE levels. In Tameside, 27% of pupils on free school meals achieve 5 or more GCSEs at A\*-C, including English and Maths. This is lower than the national figure for pupils on free school meals, at 30%.
- 7.17 At Key Stage 2 English and Maths, free school meal pupils in Tameside perform at the national average. However, overall, at all levels, pupils on free school meals achieve lower grades than their classmates.
- 7.18 FSM rates may fluctuate widely because pupils with FSM are a small cohort of the population, and this population may be sensitive to policy and economic changes. In particular, the number of pupils with FSM may rise temporarily during an economic downturn, which may affect progression rates.

### Gender and Attainment

- 7.19 In Tameside, at all key stages girls' attainment outperforms boys. This follows the national trend. The following graph shows GCSE results for boys and girls:



**Graph 9: GCSE results by Gender**

## Conclusions

7. Tameside attainment gaps between certain groups of children i.e. ethnicity, gender and social status, mirror national trends.
8. Tameside schools have demonstrated a long-term trend of improvement in all key stages.
9. In Tameside as children in deprived areas get older they fall further behind.
10. Pinfold Primary School has one of the highest percentages of FSM pupils but is one of the best performers in Tameside.

## Recommendations

4. That all the borough's schools learn from schools such as Pinfold School, where the FSM educational attainment gap is successfully closing.

### **The Role of the Local Authority in Raising Educational Attainment**

- 7.20 The Education Act 1996 outlines the duty of Local Education Authorities to promote high standards in primary and secondary education. A local education must ensure that their functions relating to the provision of education (so far as they are capable of being so exercised) exercised by the authority with a view to promoting high standards.
- 7.21 The Ofsted profile of Local Authorities focuses on frontline services. Standards in schools are a key measure in the judgement of schools' effectiveness. This inspection judgement contributes to the Annual Children's Service Rating. Examination results are an important measure in the Annual Ofsted Rating of the Council's Children's Services.
- 7.22 The Council will no longer receive funding to support school improvement via Department for Education Standards Fund Grant allocations. Funding streams available to support schools to increase levels of attainment at all key stages will mainly come from the Dedicated Schools Grant. Schools will now have to 'buy in' to Local Authority support.
- 7.23 The local authority's School Improvement Team monitors the performance of all schools on an annual basis. Previous years' results are considered and, where concerns arise support is put in place. Previously, the authority would deliver the support directly. However, in view of changes to government funding and consequent reductions in school improvement officers, support is brokered between schools. This involves schools working in partnership to share expertise.
- 7.24 The previous school improvement partner (SIP) programme provided a direct link between schools and the local authority and contributed to raising educational attainment.

### **The Role of School Governors in Raising Educational Attainment**

- 7.25 The responsibility of governors is to provide strategic direction and decision making for schools, whilst working alongside the head teacher and senior leadership team. The authority provides induction training to newly appointed governors. The Council issues termly training and 'The Tameside Governor' brochure is distributed to provide updates to education legislation and improvements. Training information is aimed to develop the skills of all governors. Training is voluntary and therefore uptake varies widely across schools.
- 7.26 A governing body can help improve attainment by promoting a culture that sets high standards of educational attainment. Governors monitor school performance data and benchmark the data in comparison to other schools. If concerns are identified then governors would include suitable actions in the school's improvement plan.

- 7.27 Governors play a crucial role in the recruitment of headships and the senior leadership team. The governors are provided with support from the local authority during this process. An independent job description and appointment criteria for each school is used to ensure high quality staff are appointed.

#### **Conclusions**

11. A local education authority shall ensure that their functions promote high standards in attainment.
12. In view of changes to government funding and deletion of school improvement officers, support is now brokered between schools.
13. Governors play a key role in raising educational attainment in schools. Skills training for governors are not compulsory; therefore uptake across schools in Tameside varies.

#### **Recommendations**

5. That the local authority promotes training to increase voluntary participation to increase governors' knowledge of good practice to raise attainment.
6. That the Council continues to support governors and head teachers to appoint effective leaders into key leadership posts.
7. That a governing body could consider having a nominated governor who would keep abreast of good practice and initiatives to raise educational attainment.

#### **Initiatives to Raise Educational Attainment in Tameside**

- 7.28 Evidence from UK academics on the relationships between adult economic outcomes and key influences during adolescence – schooling, family background and local area – find that family background factors have a strong influence on attainment. Schooling variables are the next most important. The local area has the smallest effect<sup>6</sup>.
- 7.29 A significant range of programmes to support early reading and writing have impacted on children's attainment. The 'Every Child a Reader' scheme in Tameside has helped to raise literacy standards.
- 7.30 Evidence suggests that there are higher numbers of pupils with reading difficulties and mild learning difficulties from deprived families. The link may not be causal but there is a correlation. Local initiatives have a focus on improving parent skills and confidence in these areas.
- 7.31 It was reported that Government funding for 'Every Child a Reader' has been stopped. The Pupil Premium will pay £430 a year directly to schools for each looked-after child and pupil on free school meals. The Panel was informed that schools such as West Hill have employed this funding to increase availability of one-to-one tuition and fund extra English and Maths teachers.
- 7.32 Tameside MBC is undertaking and supporting work in schools to develop strong leadership and high quality teaching. Initiatives including Aim Higher and City in the Community,

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<sup>6</sup>Burgess, S, Gardiner, K and Propper, C (2001) Growing up: School, family and area influences on adolescents' later life chances. Centre for Analysis of Social Exclusion Paper 49. London.



based at Denton Community College, have been invaluable in engaging with families. Schemes such as 'Wallflower to Wonder Woman' at Two Trees/Denton Community College and parenting programmes through Tameside MBC's Youth & Families Team are pivotal to building a family environment that fosters high educational attainment.

- 7.33 Extra-curricular activity such as music lessons equips pupils with skills to improve attainment. Good examples include Manor Green which offers extra-curricular activity to develop young people's self-confidence and motivation. Disadvantaged groups are encouraged to participate.
- 7.34 Consultation with parents has focussed on satisfaction with school such as their child feeling happy at the school, rather than the expectations of parents and pupils about what they could achieve. Some consultation of this nature is conducted through Special Educational Reviews. There is no link between high performing schools and stronger Parent Teacher Associations (PTAs). However, empowered PTAs are consistent with good governance in schools.
- 7.35 Higher performing schools have strong 'pupil councils' with the ability to explore the quality and nature of teaching. Pupils in such schools feel involved in the educational process and outcomes for deprived pupils appear to be better than in schools with pupil councils with a narrower focus.
- 7.36 Tameside is developing partnerships with some universities. Salford University is delivering degree courses at Ashton Sixth Form College to offer residents the opportunity to study for degrees in Tameside. Course portfolios are growing. Manchester University is working with Denton Community College.
- 7.37 Schools offer vocational curriculum courses to pupils. Such courses help to develop important life skills and have helped less academic children achieve. There are currently over 100 courses to choose from which provide certification equivalent to GCSE. However, the government is intending to reduce the numbers which have GCSE equivalence.

#### **Conclusions**

- 14. The role of parents in educational attainment is important. A range of family characteristics appear to matter.
- 15. Mentoring programmes in the borough and 1-to-1 tuition have been successful (e.g. West Hill) and are important to improve confidence and motivation in areas where a deprived pupil might struggle.
- 16. City in the Community and similar schemes are very useful to engage with families/parents who may not welcome intervention from schools.
- 17. Pupils from deprived backgrounds are encouraged to participate in extra-curricular activities.
- 18. Parental consultation is often based on the satisfaction/happiness of their child at school rather than expectations on how their child can achieve.

## Recommendations

8. That Pupil Premium funding is used towards delivering extra curricular activities to raise educational attainment.
9. That secondary schools should consider offering summer schools and Easter revision sessions.
10. That future parental consultation should focus on both, parents' expectations of their child's potential to achieve and satisfaction with the school.
11. That in cases of poverty local integrated services should work together to raise parents' skills, employment prospects, and awareness of possible benefit entitlements to raise household incomes.

## Greater Manchester Challenge and Deprivation

- 7.38 The impact of socio-economic circumstances on educational attainment was more marked in the UK than in any other of the 52 countries considered (OECD, 2007). In 2007 the Greater Manchester Challenge (GMC) three-year programme was launched to raise educational outcomes for all children and young people in Greater Manchester. The aim was to narrow the gap in achievement between learners from disadvantaged and non disadvantaged backgrounds.
- 7.39 In 2007 Greater Manchester's GCSE 5 + A\*-C grades, including Maths and English was 44%, below the national average of 46%. By the third year of the programme in 2010 this had increased to 54%, above the national average of 53%. It was noted that despite improvements in attainment across Greater Manchester, certain groups of children are being left behind.
- 7.40 10 Greater Manchester Councils were involved in the programme. 160 schools, including primary, secondary and special educational needs were identified as 'keys to success' schools. These were the most underperforming schools. In Tameside, approximately 15 primary and 6 secondary schools were involved.
- 7.41 Experienced head teachers from successful schools were matched with 'keys to success' schools to offer support to raise attainment levels. During the second and third years of the GMC programme rapid improvements in 'keys to success schools' attainment took place. As a group the percentage of pupils achieving GCSE 5 + A\*-C grades, including Maths and English, improved by 14% compared to 7% nationally.
- 7.42 Local businesses including Marks and Spencer, Siemens, Sports and Performing Arts organisations worked with pupils to develop life chances. Further initiatives included work in collaboration with universities to provide careers guidance and to raise awareness of the university application process.
- 7.43 The lessons learned from the Greater Manchester Challenge programme:
- Schools have untapped expertise that they can use to improve themselves.
  - Schools with poor performing areas can be matched with better performing schools, like for like. For example, a primary school with poor performing literacy matched to a secondary school with excellent performing literacy.
  - School Partnerships are a powerful means of fostering improvements, particularly in challenging circumstances.
  - Cross-border collaboration can provide an effective mechanism for encouraging innovation. Mixing communities and faith groups develops social cohesion.

- Mutual benefits were seen for both the 'keys to success' schools and the matched improver schools. Successful head teachers are motivated by the idea of taking on improvement roles with other schools.
- There is a need for some form of local coordination. The Local Authority should facilitate and encourage collaboration between schools.

7.44 'Keys for success' schools were selected. The criteria were a poor performing school with a poor OFSTED inspection. These were identified in negotiation with the local authority.

### **Parental expectations**

7.45 Working class parents may place different values on education, or have different expectations of it. While parents want the best for their children, working class parents may not automatically expect certain outcomes in the same way as middle class parents. Parents' expectations set the context within which young people develop, shape their own expectations and provide a framework within which decisions are taken.

7.46 Working class parents may have less personal knowledge, fewer skills and contacts to help their children effectively; children may not have role models within their immediate families who have succeeded in education.

7.47 A recent study suggested that "if the parenting involvement practices of most working class parents could be raised to the levels of the best working class parents in these terms, very significant advances in school achievement might reasonably be expected"<sup>7</sup>.

7.48 Differences in social mobility between ethnic groups (especially Chinese and Indian) shows that some minority ethnic groups are more likely to be upwardly mobile than their white counterparts, in part due to parental aspirations, support and the value placed on education.

### **Parental involvement**

7.49 The home learning environment is just as influential in disadvantaged households as in more affluent environments – but good practice is less likely amongst poorer families.

7.50 Parental involvement, in particular, 'at home good parenting' has a significant impact on achievement across all social classes and ethnic groups.<sup>8</sup>

### **Conclusions**

19. Cross border partnership working between schools creates innovation and is successful in raising educational attainment across all groups of children.
20. Despite improvements in attainment across Greater Manchester, groups of children are being left behind.
21. Parental expectations and involvement are essential to set the context within which young people develop.

<sup>7</sup>Desforges and Abouchaar (2003): The impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment; A literature review DfES Research Report 433

<sup>8</sup>Desforges and Abouchaar (2003) The Impact of Parental Involvement, parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review DfES Research Report No. 433

## **Recommendations**

12. That the Council and schools develop strong partnerships with universities.
13. That the Council promotes the good practice as identified by The Greater Manchester Challenge.
14. That schools consider that staff inductions should include information around educational attainment to set expectations and to develop equality across all groups of pupils.
15. That programmes to improve young children's literacy and numeracy should also focus on parents' confidence and skills in these areas.

## **Self Improving School System**

- 7.51 The National College for School Leadership (NCSL) is promoting self improving school systems. The NCSL is collating a pilot of schools nationally to learn from the experiences of three areas of the country in piloting new and innovative approaches to building area-wide collaboratives. This will explore areas such as networks of schools to broker support from National Leaders in Education, Local Leaders in Education to help schools lead innovation, to share data on pupil performance and use this to offer peer challenge and to share what is working well to develop significant leadership capacity to support a financially self-sustaining model. The lessons learned from the pilot should be captured by March 2012.
- 7.52 The Council is developing a local "self-improving school system" to reflect the national expectation that schools themselves will take more responsibility for bringing about improvement across the whole education system. School-to-school support will play an increasingly important role in bringing about improvement, and reflects the huge reduction in centrally employed school improvement staff.

## **Greater Manchester School Improvement Partnership Board**

- 7.53 A cross-local authority infrastructure for school to school support and continuous professional development has been established. The infrastructure includes 16 pilot Teaching Schools, 162 National Leaders of Education and Local Leaders of Education and 104 Specialist Leaders of Education.
- 7.54 The infrastructure will be known as "By Schools for Schools: The Greater Manchester Partnership". Greater Manchester has also established a pan-Manchester School Improvement Board, with local authority, head teacher, National College, higher education and DfE representation. The role of the Board is to coordinate collaborative school improvement support across the city region and provide a framework for driving further improvement.
- 7.55 School to school resource is therefore being established which is available for local areas to commission to support the implementation of their plans for schools causing concern.

## **By Schools for Schools**

- 7.56 The 'By Schools for Schools' initiative being developed across Greater Manchester aims to support the NCSL self improving system. The initiative will link into The Greater Manchester School Improvement Partnership Board.
- 7.57 Following the Greater Manchester Challenge local authorities have been encouraged to develop an education system that is constantly seeking innovation and new ways of working to improve attainment levels. 'By Schools for Schools' initiative which will continue

to deliver the work around the partnering of schools across Tameside and Greater Manchester as it has been a demonstrable success so far.

- 7.58 The Greater Manchester Partnership 'By Schools for Schools' will develop clusters of schools in Greater Manchester to deliver and commission services to raise educational attainment. There are 19 head teachers involved and the partnership will continue in delivering the lessons learned from the Greater Manchester Challenge. This will support the Department for Education White Paper "The Importance of Teaching" that pledges for every school to have access to the support it needs through National and Local Leaders of Education, Teaching Schools and leading teachers, or by working in partnership with a strong team.
- 7.59 The initiative is just starting out and research is underway as to how the group will operate. Examples of initiatives to raise attainment will include:
- National and Local Leaders in Education
  - Specialist Leaders of Education
  - Teaching Schools
  - Teaching & Learning Programmes
  - Head teacher Coaching
  - Strategic Analysis
  - Hubs/ knowledge Schools
  - Research Teams
  - Families of Schools
  - Other partners/ providers
  - Training
- 7.60 Some schools were reluctant to become involved in the Greater Manchester Challenge, particularly under performing schools. This may have been due to lack of awareness of the Greater Manchester Programme, the culture within a school, staff difficulties or schools not having the resources to dedicate to the programme.
- 7.61 By Schools for School could widen the knowledge and skills pool in Tameside by looking across Greater Manchester.

### **Conclusions**

22. The Council is developing a local "self-improving school system" to reflect the national expectation that schools themselves will take more responsibility for bringing about improvement across the education system. The Council will continue to play a key role in supporting underperforming and vulnerable schools to raise educational attainment.
23. Self improvement systems will use school to school support, this arrangement, as proven by the Greater Manchester Challenge, has been the most successful in raising educational attainment.
24. By Schools for Schools is an initiative that will aim to continue in delivering lessons learned from the Greater Manchester Challenge across Greater Manchester.
25. By Schools for School could widen the knowledge and skills in Tameside by looking across Greater Manchester.
26. Further work is required to encourage under-performing schools to come forward and engage in raising educational attainment across Greater Manchester.

## Recommendations

16. That the Council supports schools to participate in school 'self-improving systems'.
17. That all schools aim to support self-improvement systems based principally on school to school support.

## Case Studies

### Astley Sports College – Raising Educational Attainment

- 7.62 In April 2009, OFSTED placed Astley Sports College under a 'notice to improve'. Significant improvements have been made at the school since then, thus they are no longer under the 'notice to improve'. This year Astley has seen the highest number of students achieve 5 A\*-C GCSE grades including English and Maths. Attendance has significantly improved in the last year.
- 7.63 This year, 14% of pupils were eligible for free school meals (FSM). This is likely to increase to 30% over the next four years. In January 2010 a single queuing system was introduced for all pupils regardless of whether they are on FSM. In the past those on FSM had to queue separately. This change has resulted in the FSM uptake rising from 60% to 90% of pupils who are entitled to receive. The Panel heard that the largest single contributory factor in raising educational attainment is strong leadership that drives excellent standards throughout the entire school.
- 7.64 Astley has adopted initiatives so that every pupil is given the best possible life chances, regardless of their background. Initiatives include:
  - High expectations and no excuses – to never condemn a child to failure because of their situation; to have the belief that every child can achieve academic success.
  - Encouragement – to reward effort not just achievement; to provide constructive feedback and tell pupils they can achieve.
  - Better values and norms – to introduce a uniform/ dress code to equip pupils with the moral norms expected within the workplace.
  - Cultivate aspiration – to involve pupils and parents in consultation to raise aspirations and self esteem.
  - High standards of teaching and leadership – to provide excellent teaching standards. Model teachers can instil confidence and motivate fellow teachers.
- 7.65 Innovative initiatives have included revision sessions where pupils have take away pizza whilst revising and local employers attend the school to talk to pupils about their careers.
- 7.66 The head teacher of Astley School is part of a cluster group for head teachers. Secondary head teachers meet to look at the quality of teaching and to share expertise across schools to raise attainment.

## Conclusions

27. High quality leadership and teaching standards are paramount to raise educational attainment.
28. Cluster groups and partnership working between schools are effective in raising educational attainment.
29. Encouragement should be given by rewarding effort not just achievement.

## Recommendations

18. That plans be put into place to ensure that the school improvement team, governor support services, human resources and schools are working co-operatively and in collaboration to ensure head teachers and governing bodies are competent in delivering excellent standards of teaching to raise educational attainment.
19. Extend existing training on raising standards of teaching, taking a proactive approach, targeting 'lower achieving' schools or identified cases of underperforming pupils from vulnerable groups.

### Pinfold Primary School

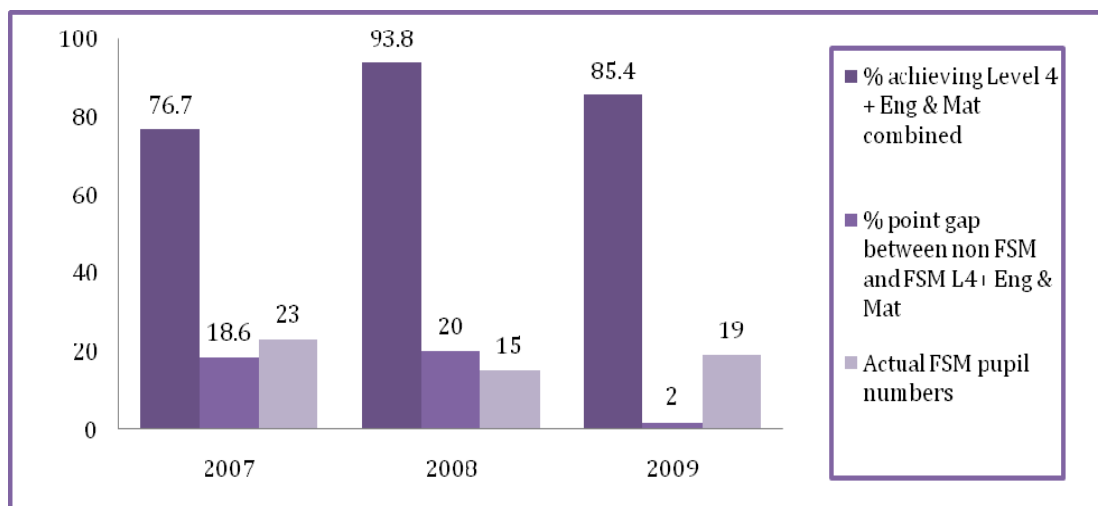
7.67 The work of Pinfold School in raising educational attainment and closing the gap between those pupils on FSM and those not on FSM can be regarded as a role model for other schools to base initiatives to close the deprivation attainment gap.

7.68 Pinfold primary school is located in Hyde Godley Ward, one of the 5% most deprived wards in Tameside. The following table present pupil background information at January 2010:

%FSM	% SEN	% English First Language	White' Ethnicity
44.2%	20.6%	96.0%	95.0%

**Table 10: Pupil Backgrounds**

- 7.69 The following graph shows:
- the percentage of pupils achieving Level 4 + Eng. and Maths (KS2)
  - the percentage point gap of achievement between those claiming FSM and not
  - the number of pupils on FSM each year



**Graph 11: KS2 English and Maths. A comparison of free school meals and non free school meals**

7.70 It is clear from the graph above that over time, the gap in KS2 attainment between those on FSM and not on FSM significantly decreased from 20 percentage points in 2008 to just 2 percentage points one year later in 2009.

7.71 Head teachers play a pivotal role in instilling an inclusive and high achieving culture in schools. The appointment process can be strengthened and governors given more support in their considerations. Governors may lack the experience or skills to make the best

appointment. However, many governors are actively engaged and can build experience over time with the right training and development.

- 7.72 While leadership is very important, there is no single measure that will solve the attainment gap. Rather, 'the aggregation of small gains' is a central characteristic of successful schools.
- 7.73 A clear and shared purpose throughout the whole school that the core business is teaching reading, writing and arithmetic. At Pinfold, there is an emphasis among staff that they are producing 'citizens' with all the basic skills needed to contribute to society. Alongside this, a broad, varied and interesting curriculum is also required to expose children to a range of opportunities to succeed.
- 7.74 Confidence, enthusiasm and high morale among staff and children can become second nature. Children and staff are consistently reminded that they are doing well and this in turn creates a successful learning environment.
- 7.75 A clear system for charting progress and bringing about improvement is important. At Pinfold all children are monitored on a range of criteria ensuring a synoptic view of progress and that any issues are picked up appropriately. Pinfold looks beyond special educational needs and includes a broad spectrum of needs in its considerations.
- 7.76 The quality of teaching is critical; time and money should be invested in training staff. This will build capacity and flexibility in the school's teaching staff, having a positive impact on learning.
- 7.77 One-to-one interventions have been proven to make a big difference for children struggling with reading. At Pinfold, reading recovery is supported by trained parent volunteers. Identifying and implementing policies to directly affect parenting and other social factors is challenging.
- 7.78 School leaders should be aware of local issues and know the characteristics of the area and families they serve. However, this should not result in differential treatment in class. Effective schools are aware of and sympathetic to children's challenging circumstances but emphasise that once they are in school they are there to learn. Schools should foster high expectations among staff, parents and children.
- 7.79 An attractive physical environment in the school is important. Displaying children's work and successes can instil pride and inspire higher achievement.
- 7.80 Any gap should be closed early. Children may start school with poor confidence in their academic ability. The early years of a child's journey through school are an excellent opportunity to challenge such misconceptions.
- 7.81 Pinfold's facilities are now 10 years old but are well looked after, in accordance with the provisions of a PFI contract. Investment in IT equipment is important and enables more creative teaching and an opportunity for children to build essential computer skills.

### **Conclusions**

30. Children may start school with poor confidence in their academic ability. The early years of a child's journey through school are an excellent opportunity to challenge such misconceptions.
31. Investment in IT equipment can result in creative teaching and enables children to develop IT skills.

### **Recommendations**

20. That the Council promotes early years initiatives to instil confidence building.
21. That the Council and schools better promote and progress initiatives helping parents and families to progress with basic skills, financial management,



parenting and general life skills.

22. That schools continue to develop strategies to invest in training staff. This will build capacity and flexibility in the school's teaching staff.

### **Building Schools for the Future (BSF)**

- 7.82 The Government's 2003 Building Schools for the Future programme was aimed to bring all of England's secondary buildings to 21st Century standards and to transform learning and teaching environments. Within Tameside, a £200 million investment was confirmed to develop 14 new schools. During 2011 five new schools have been built: Mossley Hollins, St Damian's, New Charter Academy, Samuel Laycock and White Bridge College. All others currently under construction are due to open around January 2012.
- 7.83 Pupils were involved in the design and construction stages. This developed work experiences and opportunities for life chances through shadowing project management, construction, and building meetings.
- 7.84 Although it is early days, BSF schools are seeing an increase in pupil attendance, attainment, and aspiration. There is also increased motivation amongst staff. Concerns were raised in relation to older schools in the borough. It appears that the learning environment is important for the attainment of all pupils but that schools such as St Thomas More are performing well despite having older facilities.

### **Conclusions**

32. The learning environment is important for the attainment of all pupils but schools such as St Thomas More are performing well despite having older facilities.

### **Recommendations**

23. That Tameside Council monitors attainment in all BSF schools across all ages and groups to explore the effects of new facilities on attainment over the long term.
24. That BSF schools are encouraged to share resources with other schools.

## **8. Conclusions**

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1. There is a strong link between educational attainment and life outcomes.
2. The home environment is seen as very important to instil qualities in young people to raise their attainment.
3. A pupil's individual characteristics can affect their attainment. Attainment gaps include: Girls outperform boys, pupils not on free school meals outperform those eligible for FSM and pupils with no identified SEN outperform SEN pupils.
4. An attainment gap between children from deprived and more affluent neighbourhoods has long been a national concern.
5. Understanding what works to address attainment gaps is important to inform how we should intervene.
6. A vulnerable child might not necessarily be in an underperforming school.

7. Tameside attainment gaps between certain groups of children i.e. ethnicity, gender and social status, mirror national trends.
8. Tameside schools have demonstrated a long-term trend of improvement in all key stages.
9. In Tameside as children in deprived areas get older they fall further behind.
10. Pinfold Primary School has one of the highest percentages of FSM pupils but is one of the best performers in Tameside.
11. A local education authority shall ensure that their functions promote high standards in attainment.
12. In view of changes to government funding and deletion of school improvement officers, support is now brokered between schools.
13. Governors play a key role in raising educational attainment in schools. Skills training for governors are not compulsory; therefore uptake across schools in Tameside varies.
14. The role of parents in educational attainment is important. A range of family characteristics appear to matter.
15. Mentoring programmes in the borough and 1-to-1 tuition have been successful (e.g. West Hill) and are important to improve confidence and motivation in areas where a deprived pupil might struggle.
16. City in the Community and similar schemes are very useful to engage with families/parents who may not welcome intervention from schools.
17. Pupils from deprived backgrounds are encouraged to participate in extra-curricular activities.
18. Parental consultation is often based on the satisfaction/happiness of their child at school rather than expectations on how their child can achieve.
19. Cross border partnership working between schools creates innovation and is successful in raising educational attainment across all groups of children.
20. Despite improvements in attainment across Greater Manchester, groups of children are being left behind.
21. Parental expectations and involvement are essential to set the context within which young people develop.
22. The Council is developing a local "self-improving school system" to reflect the national expectation that schools themselves will take more responsibility for bringing about improvement across the education system. The Council will continue to play a key role in supporting underperforming and vulnerable schools to raise educational attainment.
23. Self improvement systems will use school to school support, this arrangement, as proven by the Greater Manchester Challenge, has been the most successful in raising educational attainment.
24. By Schools for Schools is an initiative that will aim to continue in delivering lessons learned from the Greater Manchester Challenge across Greater Manchester.
25. By Schools for School could widen the knowledge and skills in Tameside by looking across Greater Manchester.

26. Further work is required to encourage under-performing schools to come forward and engage in raising educational attainment across Greater Manchester.
27. High quality leadership and teaching standards are paramount to raise educational attainment.
28. Cluster groups and partnership working between schools in Tameside and also cross border schools are effective in raising educational attainment.
29. Encouragement should be given by rewarding effort not just achievement.
30. Children may start school with poor confidence in their academic ability. The early years of a child's journey through school are an excellent opportunity to challenge such misconceptions.
31. Investment in IT equipment can result in creative teaching and enables children to develop IT skills.
32. The learning environment is important for the attainment of all pupils but schools such as St Thomas More are performing well despite having older facilities.

## 9. Recommendations

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1. That the Council continues to monitor deprivation levels in Tameside and ensure this information is used by education support teams.
2. That the Council and schools continue to identify and work with pupils from vulnerable groups whose attainment may be lower.
3. That the Council continues to work with schools that have a high proportion of pupils from socio economic deprived backgrounds, whether being a high performing or underperforming schools.
4. That all the borough's schools learn from schools such as Pinfold School, where the FSM educational attainment gap is successfully closing.
5. That the local authority promotes training to increase voluntary participation to increase governors' knowledge on good practice to raise attainment.
6. That the Council continues to support governors and head teachers appoint effective leaders into key leadership posts.
7. That a governing body could consider having a self nominated governor who would keep abreast of good practice and initiatives to raise educational attainment.
8. That Pupil Premium funding is used towards delivering extra curricular activities to raise educational attainment.
9. That Summer schools and Easter revision sessions are made available for high schools and sixth form centres in the borough.
10. That future parental consultation should focus on both, parents' expectations of their child's potential to achieve and satisfaction with the school.
11. That in cases of poverty local integrated services should work together to raise parents skills, employment prospects, and awareness of possible benefit entitlements to raise

household incomes.

12. That the Council and schools develop strong partnerships with universities.
13. That the Council promotes the good practice as identified by The Greater Manchester Challenge.
14. That schools consider that staff inductions should include information around educational attainment to set expectations and to develop equality across all groups of pupils.
15. That programmes to improve young children's literacy and numeracy should also focus on parent's confidence and skills in these areas.
16. That the Council supports schools to participate in school self-improving systems such as 'By Schools for Schools'.
17. That all schools aim to support self-improvement systems based principally on school to school support.
18. That plans be put into place to ensure that the school improvement team, governor support services, human resources and schools are working co-operatively and in collaboration to ensure head teachers and governing bodies are competent in delivering excellent standards of teaching to raise educational attainment.
19. Extend existing training on raising standards of teaching, taking a proactive approach, targeting 'lower achieving' schools or identified cases of underperforming pupils from vulnerable groups.
20. That the Council promotes early year initiatives to instil confidence building.
21. That the Council and schools better promote and progress initiatives helping parents and families to progress with basic skills, financial management, parenting and general life skills.
22. That schools continue to develop strategies to invest in training staff. This will build capacity and flexibility in the school's teaching staff.
23. That Tameside Council monitors attainment in all BSF schools across all ages and groups to explore the effects of new facilities on attainment over the long term.
24. That BSF schools are encouraged to share resources with other schools.