

EDUCATION ATTAINMENT IMPROVEMENT BOARD

26 June 2018

Commenced: 3.00 pm

Terminated: 5.20 pm

Present: Councillors Feeley, Boyle, Robinson and M Smith

In Attendance:	James Thomas	Director of Children's Services
	Catherine Moseley	Head of Access and Inclusion
	Helen Mellor	Head of Pupil Support Service
	Joanne McLauchlan	Interim Head of School Improvement
	David Berry	Head of Employment and Skills
	Dean McDonagh	School Performance Analyst

Apologies for Absence: Councillors Ryan and Peet, Paul Jacques and Jon Murray

1 CHAIR'S OPENING REMARKS

The Chair welcomed everyone to this, her first meeting as Chair of the Education Attainment Improvement Board.

She explained that Jon Murray, Primary Head Teacher representative, had submitted his apologies for this meeting and informed her that he was stepping down from his role on the Board, due to other commitments.

The Director of Children's Services further explained that a replacement Primary Head Teacher representative would be sought prior to the next meeting of the Board and the possibility of appointing a Secondary Head Teacher representative would also be explored.

2 DECLARATIONS OF INTEREST

There were no declarations of interest submitted by Members of the Board.

3 MINUTES

The Minutes of the Education Attainment Improvement Board held on 27 March 2018 were approved as a correct record.

4 FORWARD PLAN 2018/19

The Director of Children's Services submitted a forward plan setting out a proposal for a structured approach to the work of the Education Attainment Improvement Board which addressed the strategic priorities for education and lifelong learning in Tameside.

It was explained that the forward plan would need to be developed and amended through the year in response to issues arising.

RESOLVED

That the Forward Plan, as detailed in the report, be approved, with the opportunity to make further amendments throughout the course of the year.

5 SUMMARY OF EDUCATION

Consideration was given to a report of the Interim Head of School Improvement, providing an overview of key school improvement information and challenges for the borough. It also detailed the Local Authority's educational performance in 2017.

It was explained that there were 97 schools in the Borough:

- 76 primary schools – of which 17 were academies;
- 15 secondary schools – of which 9 were academies
- 1 PRU; and
- 5 special schools – of which 1 was an academy.

Currently, 93% of pupils were in good or outstanding primary schools (3 schools were yet to be inspected due to being either new schools or a recently opened sponsor led academy). 71% of pupils were in good or outstanding secondary schools (1 school was yet to be inspected as it was a recently opened sponsor led academy).

Of the 74 primary schools with an inspection judgement attached to them; 5 were outstanding, 64 were good and 5 required improvement.

Of the 14 secondary schools with an inspection judgement attached to them; 3 were outstanding, 7 were good, 2 required improvement and 2 were inadequate.

Of the special schools with an inspection judgement attached to them; 2 were outstanding, 2 were good and 1 required improvement.

The report gave details of pupil attainment in the following areas:

- Early Years Foundation Stage (EYFS);
- Year 1 phonics;
- Key Stage 1;
- Key Stage 2; and
- Key Stage 4.

Attainment and progress of disadvantaged pupils in Tameside was presented including comparison with other pupils nationally.

The progress of SEN pupils benchmarked against all pupils nationally were also detailed and discussed.

Overall, the report identified the following conclusions/priorities:

- Continuing improvements in EYFS to narrow the attainment gap further and increase the number of pupils who were school ready;
- In KS1, continued upward trajectory to come closer to (or even meet) national averages for reading, writing and maths;
- In KS2, improve progress in reading and maintain the pace of progress in writing and maths, and
- In KS4:
 - Continue to increase the number of pupils achieving strong passes in English and Maths;
 - Increase Attainment 8; and
 - Increase the progress pupils make between KS2 and KS4.

In respect of Service Plan priorities, it was reported that Children and young people would experience high quality educational experiences in all Tameside schools so that they gained the skills they needed to succeed in life, learning and work. The Local Authority would build capacity in the system by:

- Establishing the LA team for school improvement – substantive, commissioned and interim combo at present;
- Developing robust processes and practices which ensured intelligence about schools' performance was systematically gathered analysed and effectively shared in ways which could inform targeted interventions in underperforming schools;
- Evolving partnerships with schools and other providers to create a truly effective and inclusive school to school improvement model of practice; and
- Improving outcomes in all Key Stages; with special cross-directorate focus on achieving improvements for SEN and disadvantaged learners.

Detailed discussion ensued with regard to the information contained in the report and the progress of all pupils in Tameside. In response to comments from Members with regard to 'school readiness' of Reception pupils, the Interim Head of School Improvement reported an improvement in this area over the last 3 years.

In response to a query from Members, it was acknowledged that the data provided in the report was almost a year old and that up-to-date information was currently being collated, with provisional 2018 primary schools data expected in July and provisional 2018 GCSE results available at the end of August.

RESOLVED

That the content of the report be noted.

6 SCHOOL ADMISSIONS ANNUAL REPORT

The Head of Access Services presented a report outlining the successes of the School Admissions Team in allocating school places and shared the annual report to the School Adjudicator.

It was reported that, with regard to Primary School allocations for September 2018, 93.5% first preferences had been allocated compared to 91% in 2017. This was the fifth successive year that the percentage of applicants receiving their first preference school had increased. Overall, 98.1% of applicants had been allocated one of their preferences compared with 97.6% last year and only 38 applicants had not got any of their preferences.

In respect of Secondary School allocations, it was reported that 84.6% first preferences had been allocated compared to 82.6% last year. Overall, 96.4% of applicants had been allocated one of their preferences compared with 95.5% last year.

Tables displaying comparative data since 2015 for both primary and secondary school allocations in Tameside were detailed in the report.

A copy of the 2018 report to the School Adjudicator was appended to the report for Members information. It highlighted that the school admissions system in Tameside was effective at placing pupils, particularly the most vulnerable pupils.

RESOLVED

That the content of the report and the 2018 report to the School Adjudicator, be noted.

7 ADULT EDUCATION 2018

A report of the Head of Employment and Skills was submitted providing an update on the performance of Adult Community Education in the Ofsted Inspection which had taken place on 26 February to 1 March 2018. The service had moved up a grade to '2' or 'Good' from '3' or 'Requires Improvement' and set outline actions to move to being an 'Outstanding' provider.

It was reported that Ofsted had found that effective leadership and management since the last inspection had been a key driver for improvement of teaching, learning, assessment and outcomes.

The Adult Community Education Service would pursue continual improvement and was targeting to be a Grade '1' or 'Outstanding' service within the next three years. The journey to outstanding would require continued improved performance and commitment to excellence across all aspects of the service. The Ofsted report (attached as an appendix to the report) provided a basis for the Quality Improvement Plan, a wider piece of work that enabled the service to drive improvements identified throughout the year with learners and specifically in the Annual Self-Assessment Report. Improvement work would be led by the multi-agency Governing Board of ACE chaired by the Executive Member for Lifelong Learning, Skills and Employment.

Key areas for improvement raised by Ofsted and initial/existing actions in response, were detailed in the report.

The Chair thanked the Head of Employment and Skills and his team for their hard work.

RESOLVED

That the content of the report be noted and the improvement journey set out in the report from 'Good' to 'Outstanding', be supported.

8 URGENT ITEMS

The Chair reported that there were no urgent items received for consideration at this meeting.

CHAIR