

<b>Report to:</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date:</b>	22 October 2019
<b>Executive Member /</b>	Councillor Feeley – Executive Member for Lifelong Learning, Equalities, Culture and Heritage
<b>Reporting Officer:</b>	Tim Bowman, Assistant Director, Education
<b>Subject:</b>	<b>END OF KEY STAGE DATA (UNVALIDATED) AND EDUCATION PRIORITIES 2019 – 20</b>
<b>Report Summary:</b>	The following report sets out the headline figures for Tameside at each assessment point, the performance against priorities, and next steps.
<b>Recommendations:</b>	That the Board note the content of the report and that the education priorities remain as laid out in 7.5.
<b>Corporate Plan:</b>	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
<b>Policy Implications:</b>	There are no policy implications to this report.
<b>Financial Implications: (Authorised by the statutory Section 151 Officer)</b>	There are no financial implications to this report.
<b>Legal Implications: (Authorised by the Borough Solicitor)</b>	It is important that the Board receives data so it can ensure resources are properly allocated to priorities and review why and how challenges exist and how they can be overcome.
<b>Risk Management:</b>	There are significant reputational risks to the Council if it does not monitor and challenge schools' performance and standards effectively, and intervene where appropriate.
<b>Access to Information:</b>	The background papers relating to this report can be inspected by contacting Dean McDonagh, School Performance Analyst, Jane Sowerby, Lead Primary School Performance and Standard Officer or Tony Shepherd, Head of Improvement & Partnerships.
<b>Background Information:</b>	The background papers relating to this report can be inspected by contacting  Telephone: 0161 342 2928  e-mail: <a href="mailto:dean.mcdonagh@tameside.gov.uk/">dean.mcdonagh@tameside.gov.uk/</a>  e-mail: <a href="mailto:jane.sowerby@tameside.gov.uk/">jane.sowerby@tameside.gov.uk/</a>  e-mail: <a href="mailto:tony.shepherd@tameside.gov.uk/">tony.shepherd@tameside.gov.uk</a>

## 1. INTRODUCTION

1.1 The following report sets out the headline figures for Tameside at each assessment point, with an additional focus on education priorities.

1.2 **Headlines:**

- At the end of EYFS the gap between pupils achieving a good level of development in Tameside and pupils nationally has narrowed from 5.7% to 4.9%
- KS1 results in reading, writing and maths remain similar to 2018, but there are improvements for boys in each and the gap to national narrowed by 1% in writing.
- At KS2, the percentage of pupils achieving the expected standard in reading, writing and maths combined (RWM EXS+) remained at 63% (unvalidated) and is likely to rise to 64% once data is validated.
- KS2 progress scores in reading, writing and maths are above average with reading and maths improving year on year.
- Twenty-one vulnerable schools were the focus of support brokered by the LA. These schools improved at a faster rate (2% in KS2 RWM EXS+). Eight schools were LA maintained and 13 were Academies. Of the eight, the least vulnerable had an 8% increase and the most vulnerable had a 10% increase.
- Overall the above shows inconsistent improvement across phases and schools. Consequently, Tameside has not significantly narrowed gaps to national averages.
- The LA's strategy of developing a school to school model of improvement has been positively reviewed and is evidenced by outcomes.
- Consistent improvement will require further targeted support to significantly narrow gaps to national averages.
- The long-term priorities established in 2018/19 remain as priorities in 2019/20.

**2. EARLY YEARS FOUNDATION STAGE**

2.1 The percentage of pupils in Tameside achieving a good level of development (GLD) is currently 66.8% (up 1.1% from 65.7%) compared to a provisional national average of 71.7% (up 0.2% from 71.5%).

	2017	2018	2019
<b>Tameside</b>	66	66	67
<b>National</b>	71	71	72

2.2 The Greater Manchester average remained at 68% and the North West average remained at 69%. Tameside is currently 17th in the North West (alongside Bolton) having been 19th in 2019. In Greater Manchester, Tameside is 7th (having been 8th in 2018).

2.3 **In terms of gender:** The GLD for girls has increased by 3% from 73% to 76% meaning they are now 2% below the provisional national average for girls of 78%. The GLD for boys has decreased 1% from 59% to 58% meaning they are now 7% below the provisional national average for boys of 65%.

**3. YEAR 1 PHONICS**

3.1 The overall percentage of pupils working at expected in phonics is 78% having been 79% in the previous year. The provisional national average currently remains at 82% meaning the gap to national has increased by 1%.

	2017	2018	2019
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<b>Tameside</b>	<b>79</b>	<b>79</b>	<b>78</b>
<b>National</b>	<b>81</b>	<b>82</b>	<b>82</b>

- 3.2 The Greater Manchester average declined from 82% to 80% (1% decline due to rounding) and the North West average declined 1% from 82% to 81%. Tameside is currently joint 20th in the North West) having been 19th in 2019. In Greater Manchester, Tameside remains in joint 9<sup>th</sup>.
- 3.3 **When broken down by gender:** The percentage of boys working at expected has decreased from 76% to 74% with the provisional national average being 79% - the same as the national average in 2018 – meaning the gap between boys in Tameside and boys nationally has widened.
- 3.4 The percentage of girls working at expected remains at 83% with the provisional national average being 86% - the same as in 2018.

#### 4. KEY STAGE ONE

- 4.1 73% of pupils achieved the expected standard in reading. The provisional national average remained at 75%. Both the provisional Greater Manchester and North West averages were 73%, though the North West average has taken a 1% decline from 73% to 74%. Tameside is 4th in Greater Manchester, having been joint 5th in 2018 and remains in 11th in the North West.
- 4.2 67% of pupils achieved the expected standard in writing which again, though the same as last year, is closer to national as the provisional national average has declined from 70% to 69%. Both the provisional Greater Manchester and North West averages remained at 67%. Tameside is 6th in Greater Manchester, having been joint 5th in 2018 (alongside Salford, Manchester and Bury), and is 12th in the North West having been 14th in 2018.
- 4.3 74% of pupils achieved the expected standard in maths, which is an increase of 1%. The provisional national average has currently has remained at 76%. Both the provisional Greater Manchester and North West averages remained at 74%. Tameside is 6th in Greater Manchester, having been 5th in 2018, and is joint 10th in the North West having been 18th in 2018.

All	Reading EXS+			Writing EXS+			Maths EXS+		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
<b>Tameside</b>	72	73	73	65	67	67	72	73	74
<b>National</b>	76	75	75	68	70	69	75	76	76

- 4.4 The results have shown big improvements with boys, although consequently the results of girls have decreased.
- 4.5 69% of boys achieved the expected standard in reading – an increase of 3% on 2018 - compared to a provisional national average for boys of 71% (the same as in 2018). The percentage of girls at the expected standard in reading has decreased by 3% from 79% to 76%. The provisional national average for girls is 79% - a decrease of 1% on 2018.
- 4.6 62% of boys achieved the expected standard in writing – an increase of 4% on 2018 - compared to a provisional national average for boys of 63% (the same as in 2018). The percentage of girls at the expected standard in writing has decreased by 4% from 76% to 72%. The provisional national average for girls is 76% - a decrease of 1% on 2018.

- 4.7 73% of boys achieved the expected standard in maths – an increase of 3% on 2018 - compared to a provisional national average for boys of 75% (the same as in 2018). The percentage of girls at the expected standard in maths has decreased by 2% from 76% to 74%. The provisional national average for girls is 79% - the same as 2018.
- 4.8 The gaps in each subject between girls in Tameside and girls nationally are now wider than boys in Tameside and boys nationally.

Boys	Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
<b>Tameside</b>	67	66	69	57	58	62	70	70	73
<b>National</b>	71	71	71	62	63	63	74	75	75

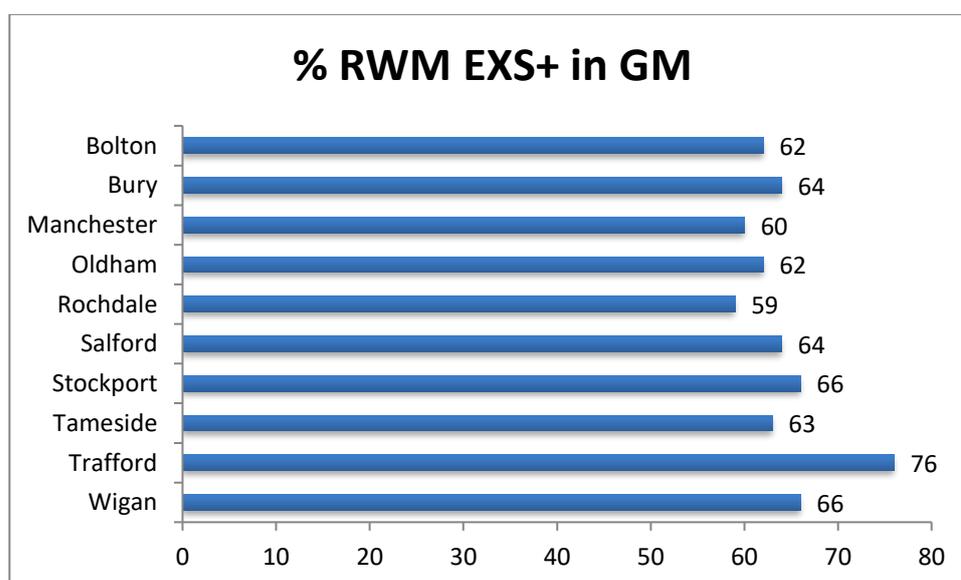
Girls	Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
<b>Tameside</b>	77	79	76	72	76	72	74	76	74
<b>National</b>	80	80	79	75	77	76	76	77	77

## 5. KEY STAGE TWO

- 5.1 63% of pupils achieved the expected standard in reading, writing and maths combined in 2019 – the same as the unvalidated 2018 figure and 1% lower than the validated 2018 figure of 64%. The provisional national average is 65% meaning the gap between Tameside and national is 2%. The North West average has declined from 1% from 65% to 64%.

	2017	2018	2019
<b>Tameside</b>	60	63	63
<b>National (unvalidated)</b>	61	64	65

- 5.2 The North West average declined from 65% to 64% whilst the Greater Manchester average remained at 64%. Tameside remains in 12th (alongside Knowsley and Lancashire), and remains in 6th in Greater Manchester.



5.3 In terms of gender, whilst the percentage of boys achieving the expected standard has remained at 58%, the percentage of girls achieving the expected standard has declined by 1% - 69% of girls achieved the expected standard compared to 70% in 2017.

5.4 **Reading.** There has been a 2% decrease in the percentage of pupils achieving the expected standard in reading: 71% of pupils achieved the expected standard compared to 73% in 2018, though the provisional national average for reading has also decreased by 2%% from 75% to 73% meaning Tameside remains 2% below the national average.

	2017	2018	2019
<b>Tameside</b>	70	73	71
<b>National</b>	72	75	73

5.5 **Writing.** There has been a 1% decrease in the percentage of pupils who achieved the expected standard in writing; 78% achieved the expected standard compared to 79% in 2018. The provisional national average is 78% - the same as the national average for 2018.

	2017	2018	2019
<b>Tameside</b>	77	79	78
<b>National</b>	76	78	78

5.6 **Maths.** There has been a 2% increase in the percentage of pupils who achieved the expected standard in maths; 78% of pupils achieved the expected standard in maths compared to 76% in 2018. The provisional national average has increased by 3% from 76% to 79%.

	2017	2018	2019
<b>Tameside</b>	• 74	• 76	• 78
<b>National</b>	• 75	• 76	• 79

5.7 Progress scores. Progress scores in each subject have improved with Reading and Maths improving year on year.

Reading Avg Progress Score						
	2017	2018	2019	+/- 2018	+/- NA	Trend
<b>Tameside</b>	-0.2	0.0	0.5	↑ 0.5	↑ 0.5	
<b>National</b>	0.0	0.0	0.0	→ 0.0	-	-

Writing Avg Progress Score						
	2017	2018	2019	+/- 2018	+/- NA	Trend
<b>Tameside</b>	0.3	0.3	0.4	↑ 0.1	↑ 0.4	
<b>National</b>	0.0	0.0	0.0	→ 0.0	-	-

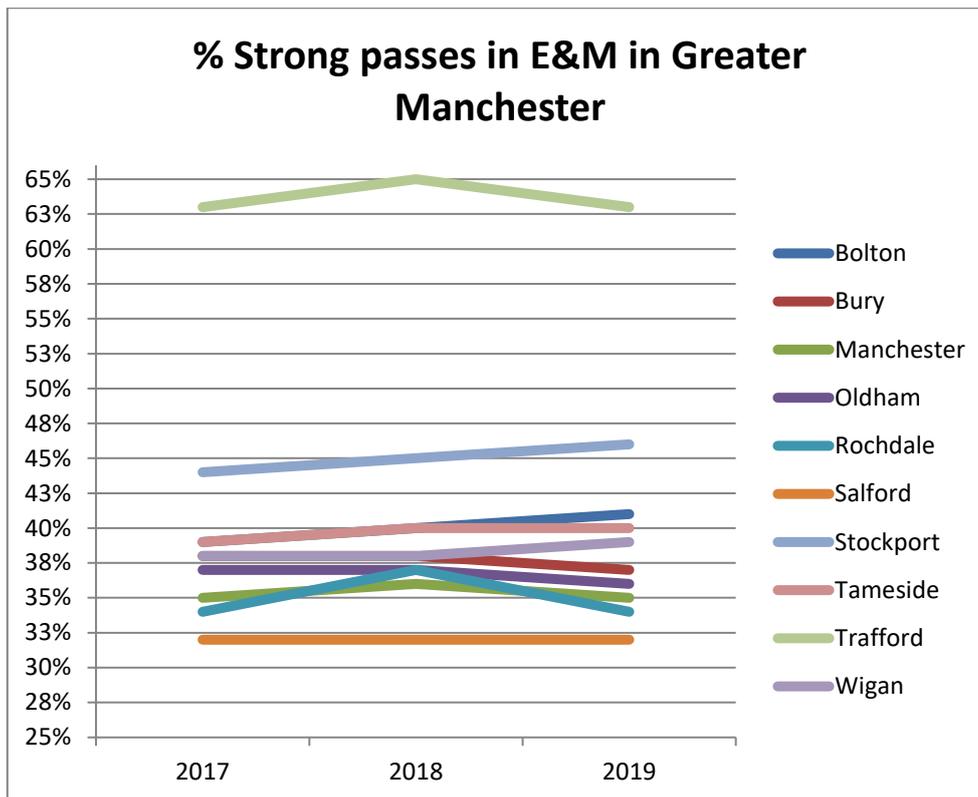
Maths Avg Progress Score						
	2017	2018	2019	+/- 2018	+/- NA	Trend
<b>Tameside</b>	0.2	0.5	0.7	↑ 0.2	↑ 0.7	
<b>National</b>	0.0	0.0	0.0	→ 0.0	-	-

5.8 **Impact of focused support at KS2.** Twenty one of our schools were categorised as category 3 or 4 and these schools were the focus of our support this year:

- The average KS2 RWM EXS+ of these 21 schools has improved to 55% in 2019 having been 53% in 2018.
- 70% of our category 3 schools have improved outcomes (9 of 13 schools) and 50% of our category 4 schools have improved outcomes (4 of 8 schools).
- When broken down by local authority maintained schools and academies, category 3 LA schools had a 8% increase in the average RWM EXS+ figure (from 47% to 55%). All 5 LA category 3 schools have improved results compared to 4 of 8 category 4 academies.
- 2 of 3 LA category 4 schools had improved results resulting in a 10% increase in the average RWM EXS+ figure in 2019 from 47% to 57%.

## 6. KEY STAGE FOUR

- 6.1 **Attainment and Progress measures.** All GCSE subjects were graded at levels 1-9 for the first time in 2019. In previous years core subjects including English and maths received these grades.
- 6.2 Attainment has 4 key measures with those in bold being most relevant:
- **Attainment 8 (A8)**
  - Standard pass in English and Maths of 4+ (EM4+)
  - **Strong pass in English and Maths 5+ (EM5+)**
  - High grade in in English and Maths 7+ (EM7+)
- 6.3 Pupil progress between KS2 and KS4 is assessed by the **Progress 8 (P8)** measure, which will be available in October.
- 6.4 **National level attainment.** There has been a slight increase in the GCSE pass rate and the percentage of top grades this year in in England, Wales and Northern Ireland. From 2018 to 2019, the pass rate (5+) edged up 0.4 points to 67.3% and top grade (7+) rose 0.3 points to 20.8%. We are still waiting for national comparisons for the 4 key measures of attainment.
- 6.5 **Greater Manchester level attainment.** In terms of EM5+:
- Over the past 3 years there has been little movement.
  - Average for 2019 is 41% - the same as 2018 and 1% higher than 2017.
  - Tameside improved 1% in 2018
  - Trafford is a clear outlier.



- 6.6 **Tameside level attainment.** Attainment indicators show a static or marginally improving situation:
- **A8** has improved from 43.9 to 44.0,
  - EM4+ is up from 62% to 63%,
  - **EM5+** is the same at 40%.
  - Strong passes is up 1% to 59% for English and static at 46% for maths
- 6.7 **When broken down by gender.** **A8** for boys has increased by 1.2 from 41.1 to 42.3 whereas the **A8** for girls has declined by 1.4 from 47.0 to 45.6. Both boys and girls had **A8** figures which were more than 2 points below their corresponding national average.
- 6.8 The percentage of girls achieving a **strong pass in E&M** has declined 4% from 44% to 40% whereas the percentage of boys achieving a **strong pass in E&M** has increased by 2% from 37% to 39%. In 2018, both girls and boys were 3% below their corresponding national averages.
- 6.9 In English, there has been a 3% increase in the percentage of boys achieving a strong pass with 53% of boys achieving this compared to 49% in 2018. In contrast, there has been a 2% decline with 65% of girls achieving this compared to 67% in 2018. In 2018, girls were 1% below the national average for girls achieving a strong pass in English whereas boys were 3% below the national average for boys achieving a strong pass in English.
- 6.10 In maths, there has been a 3% increase in the percentage of boys achieving a strong pass with 48% of pupils achieving this compared to 46% in 2018. In contrast, there has been a 2% decline with 45% of girls achieving this compared to 47% in 2018. In 2018, girls were 2% below the national average for girls achieving a strong pass in maths whereas boys were 4% below the national average for boys achieving a strong pass in maths.

## 7. CONCLUSIONS

- 7.1 School and setting level data shows many improvements and some significant gains, however improvements remain inconsistent across the borough. Consequently, Tameside has not significantly narrowed gaps to national averages.
- 7.2 In comparison with North West LAs, Tameside is one of few to have improved GLD.
- 7.3 Phonics results are weak. Schools will be offered targeted support to improve this including partnership with the English Hub and Tameside Loves Reading phonics training.
- 7.4 Progress in reading at KS2, which has improved from 0 to 0.5, is statistically above average, and represents the impact of focused intervention, relationships and capacity through Tameside Loves Reading. Attainment is now a key focus as this sits below national in 2019
- 7.5 The LA focussed support for schools has had a positive impact on KS2 outcomes.
- 7.6 At KS4 Tameside has strengthening its position in comparison with North West LAs.
- 7.7 The LA's school strategy of developing a school to school model of improvement by working with partners and developing relationships has been positively peer-reviewed by GM colleagues and is evidenced by the improvement in schools receiving focused support.
- 7.8 Consistent improvement across schools will require further targeted support to significantly narrow gaps to national averages.
- 7.9 The long-term priorities established in 2018/19 remain as priorities in 2019/20:

### Service Priorities:

- Partnerships and Relationships
- Capacity and Stability

### Policy Priorities:

- Reading (with greater focus on Phonics)
- Attendance
- SEN Support
- Progression to Adulthood

### Performance Priorities:

- Boys (levelling up)
- Disadvantaged Learners

### The Early Years

- 7.10 Policy and performance priorities were determined by analysis of underperformance over time. Whilst there is evidence of improvement in Reading, Attendance, in Early Years and for Boys, significant improvement at a borough-wide level will require continued resource and strategic focus over time.

## 8. RECOMMENDATIONS

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