



Tameside Literacy Programme

Annual Progress Report - Year 2

1 September 2024—31 August 2025



Department
for Education

 **Tameside**
Metropolitan Borough

Contents

About Tameside Literacy Programme	3
Governance	5
Part 1: KS3 Literacy	6
Part 2: Year 3 and Beyond	15

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About Tameside Literacy Programme

In this report, we highlight the key activities and progress made in delivery year 2

Programme Aims

The Transforming Tameside Programme focuses on building a collaborative approach to literacy across Tameside Secondary Schools.

Aims:

- Improving reading capabilities of students
- Increased understanding and confidence in practitioners to identify and meet literacy needs of students
- Increased understanding of literacy curriculum and expectations between primary and secondary schools

Our Year in Numbers

5,108
pupils assessed

594
weakest readers have
received literacy
interventions

60
total hours of literacy
training

70
cascaded training
sessions in schools

16
schools participated

550
responses to literacy
survey

Governance

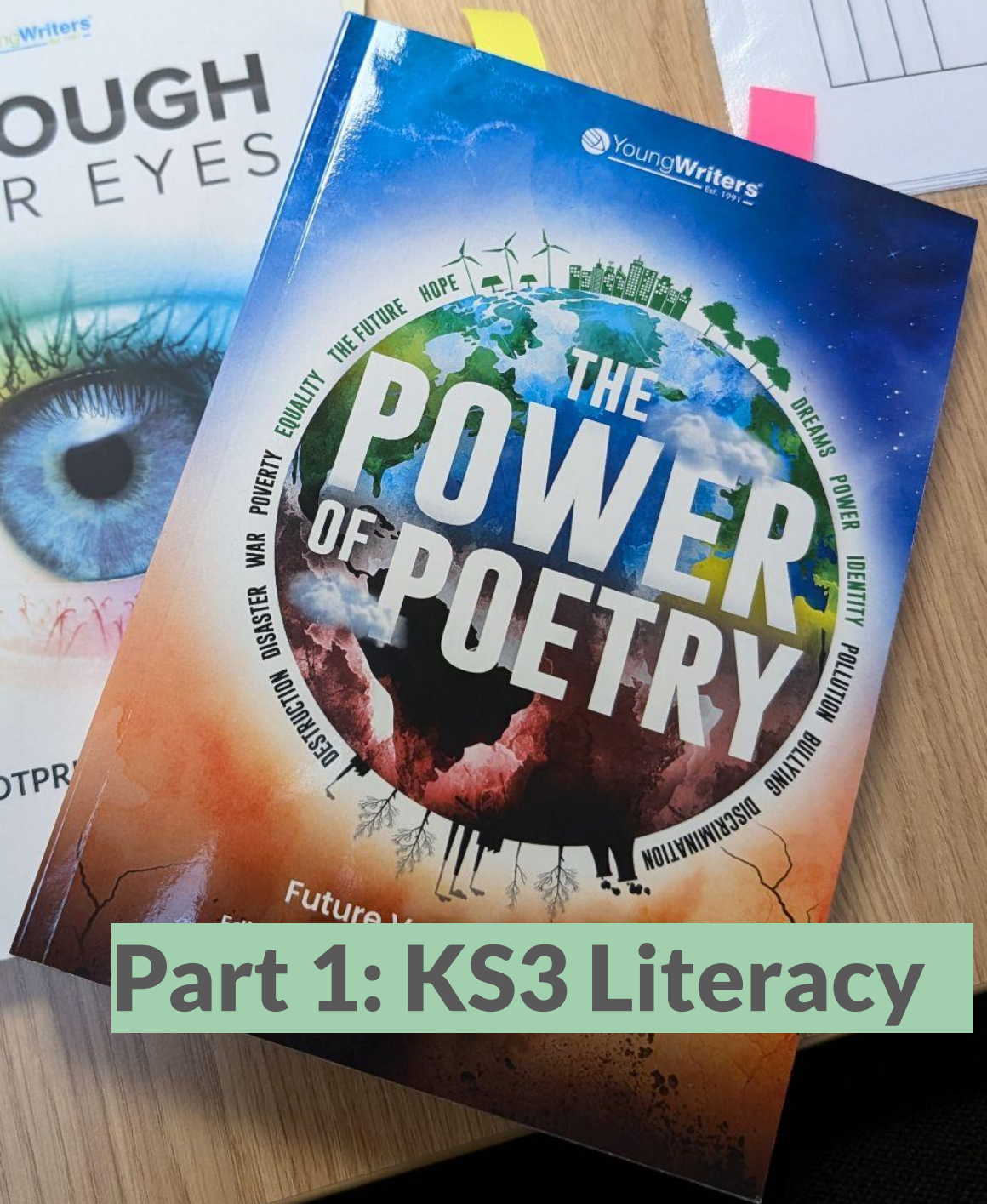
Within Tameside, the programme is overseen by a Steering Group, which, alongside Right to Succeed, is made up of members from three of our participating schools, a member from Tameside Metropolitan Borough Council and the Director of Pinnacle Learning Research School. The purpose of the group is to provide strategic oversight to the programme.

The Tameside Working Group consists of a member from each of the 16 participating schools and meets regularly. The Working Group is chaired by a member from one of the participating schools and feeds into the Steering Group.

Watch our Transforming Tameside: Celebrating Impact in Literacy video



Programme:	
Activity/Event:	
Date of Activity/Event:	
Designated Right to Staff Member:	
A community programme study interviews at Cop social media channels	



Part 1: KS3 Literacy

KS3 Literacy

Aims

- Improving reading capabilities of students
- Increased understanding and confidence in practitioners to identify and meet literacy needs of students
- Increased understanding of literacy curriculum and expectations between primary and secondary schools

What we have done

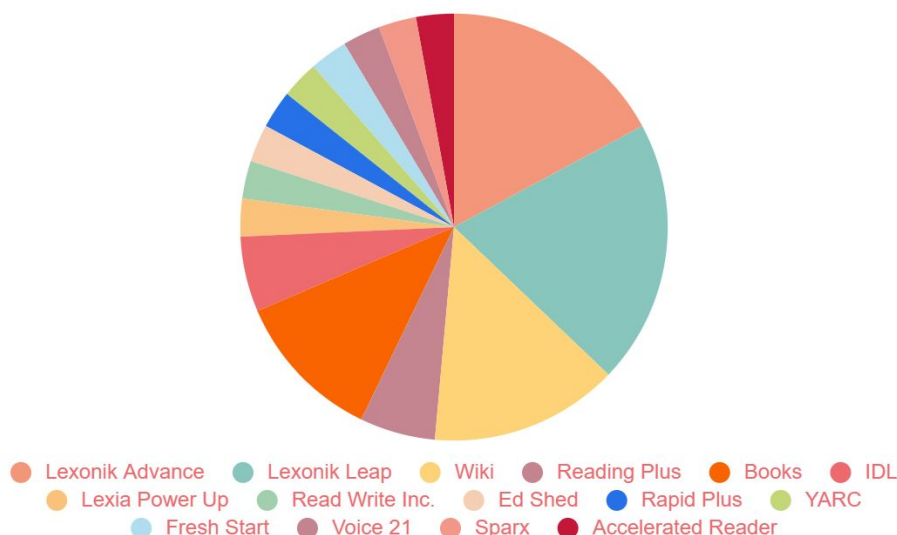
Over year 2 we have addressed the above 3 aims through provision of high quality CPD to develop the universal offer for literacy and funding support to provide interventions for the weakest readers as the additional and extra offer above the universal.

Intervention Funding

To support the weakest readers, (stanine 1 and 2), across Tameside, participating schools received funding for literacy interventions. A total of 15 diagnostic tools, learning resources and intervention packages were purchased.

Within Tameside 594 pupils, 89% of stanine 1 and 2 pupils across Year 7 and 8 (91% of Year 7 pupils and 88% of Year 8 pupils) received an intervention via the programme.

RtS funded Literacy Interventions



One Literacy Lead shared,

"[a pupil] joined us at the start of Year 7; his Primary School had fed back to us that he struggled with his reading and was in need of intervention for phonics, fluency and comprehension. He didn't sit his KS2 SATs in English. On arrival his initial reading age was 7 years 7 months. After 9 months of intensive reading intervention where we worked on his phonic knowledge, fluency, comprehension and built up his vocabulary, he was re-tested and his new reading age was 15 years 10 months old."

Copley Academy

Copley Academy is one of our education partners and have now been delivering intervention strategies for the last two years.

On average, 20% of Year 7 pupils arrive at Copley with a reading age of below 8 years old. Due to previous negative experiences with literacy interventions some pupils were reluctant to take part in new interventions, proving a challenging environment.

However, since joining the KS3 Literacy programme the staff have benefitted from bespoke literacy strategies that support their students based on the needs identified by assessments taken by the pupils at the start of the programme.

Watch our Transforming Tameside Copley Academy video



High Quality CPD Sessions to Develop the Universal Offer

We have worked closely with Pinnacle Learning Research School in order to provide high quality CPD to the Literacy Leads using a Train the Trainer model so that they can support the training of the other staff in their schools. The sessions over this year have focussed on:

- Universal literacy provision - focusing on a school's universal offer and using data to inform this
- Monitoring and evaluation of targeted interventions
- The effective deployment of teaching assistants to improve literacy outcomes

"The amount of collaboration between schools is so uplifting to be part of. It feels overwhelming at times to change whole school culture, but being part of a larger project is very empowering." Tameside Literacy Lead

Louise Astbury, Director of Pinnacle Learning Research School, highlighted the importance of collaboration in Tameside in an article written for the Research Schools Network: [Unlocking Futures Through Literacy](#)

"The project in Tameside stands as a testament to the power of collaborative efforts in transforming literacy outcomes. By addressing foundational issues, implementing targeted interventions, and fostering a culture of continuous improvement, these schools are empowering students with the essential reading skills needed for success both in and beyond the classroom."

Professor Jessie Ricketts, Director of Language and Reading Acquisition at Royal Holloway, and Estelle Bellamy, Director of Learning at FCAT, hosted a CPD session on Reading assessment and interventions, working with SENDCOs, understanding reading data and articulating this data to OFSTED.

“In terms of analysing and understanding reading data, it's been incredibly useful. Thank you for your invaluable insight and the opportunity to reflect and consider how we can make changes in our school.” Tameside Literacy Lead

Following on from feedback from Literacy Leads we held a collaborative data session with Literacy Leads from Rochdale. The aim of this session was to develop a greater understanding of progress data for stanine 1 and 2 pupils. After the session 100% of respondents said this session would directly affect their practice.

“The session made me more aware of looking at the in-year data and reflecting on if it would be possible for me to move students between strategies mid-year.” Tameside Literacy Lead

Working towards the third aim of the programme we held a combined primary and secondary session focussing on writing expectations at the point of transition. This was a session rooted in collaboration and discussion allowing professionals the time to learn from each other on how each stage supports their weakest learners through quality first teaching, interventions and universal strategies.

We will develop these transition links further in 2025/26 as some of the Tameside primary schools join the project.



Impact and Outcomes

Pupil Outcomes

Year 7

- Average SAS increase from 102.5 to 104.2
- 77% of stanine 1 and 2 children made progress (expected or above progress)
- 32% of stanine 1 and 2 children made higher or much higher progress
- Both boys and girls' average SAS increased (girls 103.8 to 105.4, boys 101.2 to 102.9)
- Pupils with English as an additional language increased by over 2 points from 100.4 to 102.5

Year 8

- From baseline in Sept 23 there has been an average SAS increase of almost 4 points
- 76% of stanine 1 and 2 children made progress (expected or above)
- 32% of stanine 1 and 2 children in Year 8 made higher or much higher progress
- Pupils with FSM have increased from 98.7 to 102.2 SAS points
- EAL pupils have increased by 5.3 SAS points

Teacher Development Outcomes

Literacy Leads distributed a staff literacy survey to all teaching and teaching support staff, which is intended to identify areas of strength and development related to cross-curricular literacy. The survey is divided into three sections:

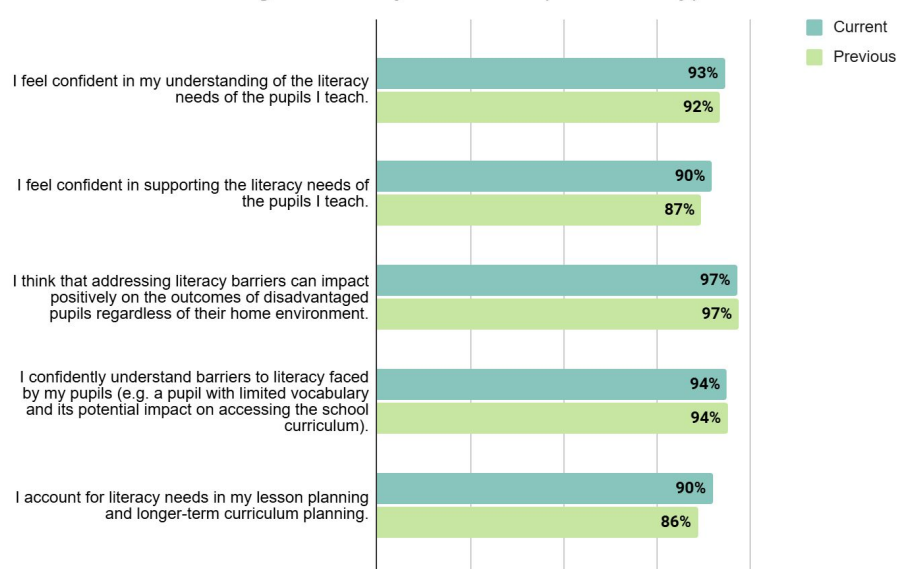
- Self-efficacy and beliefs
- School prioritisation
- Personal development and implementation

The survey was completed in Autumn 2023, Autumn 2024 and Summer 2025.

Highlights

- Staff agreement rates were highest for school prioritisation (89%) and self-efficacy and beliefs (85%).
- Staff strongly believed (97%) that addressing literacy barriers can impact positively on the outcomes of disadvantaged pupils regardless of their home environment.
- Agreement that the development of pupils' literacy skills is a priority for respondents' schools, departments and their own teaching was very high.

Agreement by statement (self-efficacy)



Conclusion

The literacy staff survey suggests that the profile of literacy has been increased in schools across the life of the project and that staff are now more in agreement that literacy is an important tool for improving outcomes in particular for the most disadvantaged pupils. Triangulating the literacy survey data alongside pupil outcomes and monitoring and evaluation visits suggests that teacher practice and confidence is improving and therefore impacting pupil attainment and progress.

Monitoring and Evaluation

As part of our partnership with the EEF and Research Schools, we committed to conduct a second set of monitoring and evaluation visits, with the purpose of gaining awareness of the development of literacy approaches used within schools, and to give practitioners valuable feedback and a progress measure.

The visits involved lesson observations across the school (cross-curricular), interviews with different members of staff including SLT, Literacy Leads, Middle Leaders and Heads of Departments. The visits found substantial evidence across the sample schools of changes to both staff knowledge and practice in the classroom:



Summary of Findings

- Strong focus on Tier 2 and 3 vocabulary teaching, with various strategies employed
- Structured talk is increasingly embedded, with role-based discussion and prompts helping students articulate ideas more clearly
- Guided reading is more widely used with practices such as modelling, questioning, and reciprocal reading and pupil confidence is increasing
- Progress has been made in refining and targeting interventions and one school has introduced pupil reading profiles for targeted support
- Increased library engagement and enrichment activities, with more students participating in reading-related events
- Scaffolding strategies and modelling are supporting students across subjects, particularly in linking reading to writing tasks
- Lesson visits across the six schools revealed encouraging progress in the classroom application of literacy strategies
- Teachers are increasingly using techniques aligned with whole-school training and positive learning behaviours were observed
- Progress in literacy implementation is evident, with increased teacher confidence, structured strategies, and student engagement

Next Steps

- Integrate literacy strategies consistently into curriculum planning and classroom practice
- Ensure that whole-school training is followed up with monitoring and support
- Share reading data more widely across departments
- Train staff in interpreting NGRT data and use intervention plans to support pupils beyond English



Part 2: Year 3 and Beyond

Our approach to sustainability

Building on our work to date, we've set out what we expect to achieve during the delivery years of our programme and how this builds towards achieving the 10-year ambition, embedding the principles of collective working and locally-led decision making.

Overarching plans

Continuing the momentum and energy of the programme to grow impact	Embedding place-based change principles of collective ambition	Increasing the capacity of individuals and organisations	Continue to learn and evaluate and share that knowledge for continuous improvement	Creating the blueprint and conditions for long-term legacy and sustainability
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KS3 Literacy

CPD literacy opportunities

Continued support for targeted intervention strategies

Monitoring and evaluation visits

NGRT baseline for incoming Year 7

Working Collectively to Effect Change

Right to Succeed supports communities in areas of high deprivation to work collectively to give children and young people the best start in life.

We do this because we believe every child deserves the right to succeed, no matter where they live. We bring together residents, professionals and decision-makers to co-design a programme that is bespoke to the needs of the local community. We call this way of working *place-based change*.

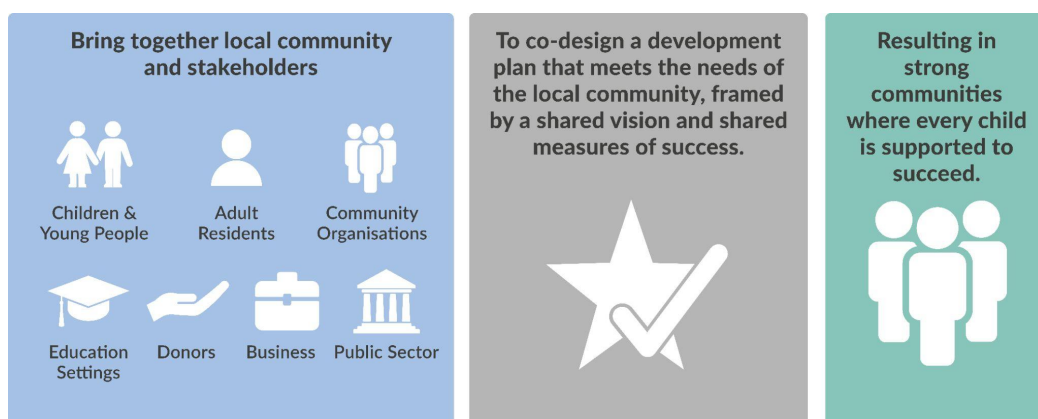
How we Work

Our Theory of Change

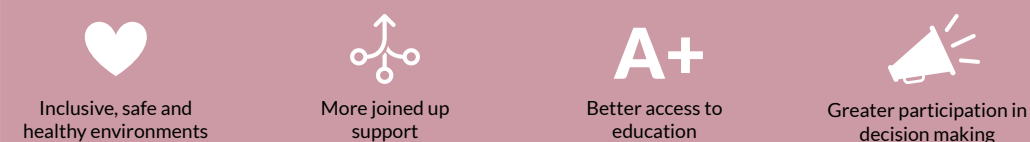
Our Theory of Change sets out the steps that we take in order to effect change.

The target beneficiaries are the children and young people living in the communities

Together with Local Residents, Professionals and Leaders, we:



Our work ultimately benefits children and young people by creating:



Thank you to our Programme Partners

Schools

Alder Community High School
All Saints Catholic College
Audenshaw School
Copley Academy
Denton Community College
Droylsden Academy
Fairfield High School for Girls
Great Academy Ashton
Hyde High School
Laurus Ryecroft
Longdendale High School
Mossley Hollins High School
Rayner Stephens High School
St Thomas More RC College
Thomas Ashton School
West Hill School

External Partners

Department for Education
Tameside Metropolitan Borough Council
Education Endowment Foundation
Pinnacle Learning Research School

Delivery Partners

GL Assessment
Pinnacle Learning Research School

Funders

Department for Education (DfE)



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