

SERVICE DIRECTOR EDUCATION REPORT – EDUCATIONAL OUTCOMES

To: Children and Young People's Committee

Meeting Date: 21st January 2020

From: Jonathan Lewis - Service Director, Education
(Cambridgeshire and Peterborough)

Electoral division(s): All

Forward Plan ref: Not Applicable **Key decision:** No

Purpose: To inform the Children and Young People Committee about educational performance in 2019 across Cambridgeshire at the end of each Key Stage, up to and including Key Stage 4.

Recommendation: The Committee is asked to note the findings of this paper and comment as appropriate.

<i>Officer contact:</i>		<i>Member contacts:</i>	
Name:	Jonathan Lewis	Names:	Councillor Simon Bywater
Post:	Director of Education	Post:	Chair of Children and Young People's Committee
Email:	Jonathan.Lewis@cambridgeshire.gov.uk	Email:	Simon.Bywater@cambridgeshire.gov.uk
Tel:	01223 727994	Tel:	01487 831079

1.0	BACKGROUND
1.1	The Education Directorate reports annually to the Children and Young People Committee (CYP) on the performance of Cambridgeshire's maintained schools and academies in the end of Key Stage assessments and tests for the Early Years Foundation Stage (EYFS). EYFS data relates to tests at the end of Reception year and in Year 1 Phonics tests; Key Stage 1 (KS1) data relates to the end of Year 2; Key stage 2 (KS2) data relates to the end of Year 6; and Key Stage 4 (KS4) data relates to examinations in Year 10 and Year 11 (GCSEs or equivalent). The GCSE results given in this paper are provisional; the Department for Education is scheduled to release updated figures at the end of January.
1.2	<p>As a benchmark, children are expected to achieve:</p> <ol style="list-style-type: none"> 1. A Good Level of Development (GLD) by the end of their Reception Year, assessed using the Early Years Foundation Stage Profile (EYFSP). This means that they have reached the expected standard in all of the prime subject areas of the curriculum; 2. The expected standard in the Phonics Screening Check (PSC) by the end of Year 2 (age 7 years); 3. The Expected Standard or above (EXS+) in reading, writing and mathematics at the end of Year 2 (age 7 years); 4. The Expected Standard or above (EXS+) in reading, writing, mathematics and all of these subjects combined by the end of Year 6 (age 11 years); 5. The Expected Standard or above (EXS+) in Grammar, Punctuation and Spelling (GPS) by the end of Year 6 (age 11 years). 6. A GCSE Grade 4 or above for a standard pass and Grade 5 or above for a good pass.
1.3	This paper also explores the actions currently being taken to improve educational outcomes in Cambridgeshire.
1.4	The provisional data, across all key stages, is show in Appendix 1 over the last 4 year period. This report also includes more detailed analysis of the data for KS2 and KS4, the key headline measures, both of which are published at school level. All other data is not in the public domain at school level.
1.5	Outcomes are compared to the national average (National) and also compared to regional neighbour local authorities and statistical neighbour local authorities. The national ranking is out of 151 local authorities, while the regional neighbour local authorities and statistical neighbour local authorities statistical neighbour ranking is out of 11. The gap between performance in Cambridgeshire and our comparators is shown in the tables.
1.6	<p>Our statistical neighbour LAs are (in order of closest neighbours on statistical measures)</p> <ul style="list-style-type: none"> • Oxfordshire • Gloucestershire • Hampshire • Wiltshire • Bath and North East Somerset • West Berkshire

	<ul style="list-style-type: none"> • West Sussex • Hertfordshire • Worcestershire • South Gloucestershire
1.7	<p>Our regional neighbours are –</p> <ul style="list-style-type: none"> • Thurrock, • Southend • Essex • Hertfordshire • Suffolk • Norfolk • Bedford Borough • Central Bedfordshire • Peterborough
2.0	2019 Outcomes in Cambridgeshire
2.1	Primary outcomes in Cambridgeshire overall improved in 2019 but remain around (or just below) the level seen nationally.
	<u>Provisional Outcomes 2018: Early Years Foundation Stage Profile (Table 1):</u>
2.2	There has been a 4 year trend in improving rates of children achieving a good level of development, although the rate of increase has slowed this year and the gap to national has increased slightly. We remain behind both regional and statistical neighbours and our national rank remains below national average. Focus on improving outcomes in both early years' provision and schools remains a key focus of the local authority.
	<u>Provisional Outcomes 2018: Phonics Screening Check by the end of Year 2 (Table 2)</u>
2.3	Outcomes for Phonics at the end of year 2 in Cambridgeshire fell by 0.7% but this mirrored the national decline in overall number of children reaching the expected standard. The focus on improving reading is critical as it is a strong pre-determinate of outcomes in later education measures. However, the gap to both regional and statistical neighbour increased as their measures showed a lower rate of decline. Our ranking, both nationally, regionally, and by statistical neighbour are too low.
	<u>Provisional Outcomes 2018: End of Key Stage 1 (Table 3)</u>
2.4	In Key Stage 1, national performance saw declines across reading, writing and mathematics. There were improvements in reading in Cambridgeshire but small declines in writing and mathematics. Both regional and statistical neighbours saw their performance decline at a greater rate, so the gap between Cambridgeshire and its neighbours was reduced. However, outcomes in statistical neighbour local authorities remain significantly higher than in Cambridgeshire.

	<u>Final Outcomes 2018: End of Key Stage 2 (Year 6 – age 11 years) (Table 4)</u>																
2.5	Key Stage 2 reading, writing and mathematics combined outcomes improved at a rate slightly greater than seen nationally, but Cambridgeshire outcomes are still around 2.5% below national performance. Our national rank improved but the gap to both statistical and regional neighbour remains too high. Mathematics saw the most rapid increase (3.5%) with a minor improvement in writing (0.4%) and a decline in reading (1.8%). There was a decline nationally but at a lesser rate than in Cambridgeshire.																
2.6	<p>The outcomes for progress are shown below. All three measured improved although the gaps in both writing and mathematics remain significant against national.</p> <table><tr><th></th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>Cambridgeshire</td><td>+0.18</td><td>-0.79</td><td>-0.30</td></tr><tr><td>National</td><td>+0.03</td><td>+0.02</td><td>+0.03</td></tr><tr><td>Cambridgeshire 2018</td><td>+0.06</td><td>-0.95</td><td>-0.50</td></tr></table>		Reading	Writing	Maths	Cambridgeshire	+0.18	-0.79	-0.30	National	+0.03	+0.02	+0.03	Cambridgeshire 2018	+0.06	-0.95	-0.50
	Reading	Writing	Maths														
Cambridgeshire	+0.18	-0.79	-0.30														
National	+0.03	+0.02	+0.03														
Cambridgeshire 2018	+0.06	-0.95	-0.50														
2.7	<p>Further analysing these figures reveals the following:</p> <ul style="list-style-type: none">• Sixteen schools/academies have progress scores significantly below national progress in reading, writing and mathematics;• 68 schools/academies have negative progress scores in all three subjects;• 87 have negative progress scores in reading, including 29 with progress scores significantly below national;• 131 have negative progress scores in writing, including 53 with progress scores significantly below national; and• 108 have negative progress scores in mathematics including 57 with progress scores below national.																
2.8	<p>Further analysis of Key stage 2 (combined reading, writing and mathematics) is included in appendix 2 (tables A to G). The key issues arising from this data are as follows.</p> <p>Table A – Outcomes by Gender</p> <ul style="list-style-type: none">• There was significant higher number of boys than girls in this cohort (around 3% higher). Nationally boys perform a lower level than girls.• Boys performed nearly 10% lower than girls in Cambridgeshire – this is an ongoing challenge. <p>Table B and C – Outcome by District</p> <ul style="list-style-type: none">• Outcomes in South Cambridgeshire continue to be the highest across the county with Fenland continuing to be the most challenging.• Notably, Cambridge City and South Cambridgeshire perform above the Cambridgeshire average for children and greater depth, with only half of the proportion of children in Fenland achieving greater depth.• Pupil with English as an Additional Language (EAL) across all areas have improved year on year.• Outcomes in East Cambridgeshire and Fenland on the whole declined despite the investment in the area as a result of the Opportunity Area programme.• With the exception of East Cambridgeshire, outcomes for pupils with Free School Meals saw improvement.																

	<p>Table D – Outcome by Season of Birth</p> <ul style="list-style-type: none"> The season of birth continues to influence outcomes at the end of key stage 2. As expected, summer born children perform at a lower level than other seasons although the gap to autumn born (at 8.8%) is too large. This statistic has been shared with Headteachers to allow them to challenge outcomes for summer born children across their school. <p>Table E – Service Children</p> <ul style="list-style-type: none"> Service children outperform other children at the end of Key Stage 2. This is supported through additional funding via the pupil premium. <p>Table F – 2019 KS2 Outcomes (Combined) by IDACI (Income Deprivation Affecting Children Index)</p> <ul style="list-style-type: none"> The majority of children in Cambridgeshire live in above average social economic areas. In the lowest socio-economic band, performance is significantly below Cambridgeshire average (21.9%) which is too large. Pupils in this band in Peterborough perform around 10% higher. It is concerning that Cambridgeshire needs to get into the seventh decile before exceeding national average. <p>Table G - Outcomes (Combined) by School Status</p> <ul style="list-style-type: none"> 57.5% of children were educated in LA maintained schools at the time of the KS2 assessments. Performance in maintained schools is 7.4% higher than in academies. This may however reflect the challenge of early academy schools or those that have become academy due to poor performance over time. The aspiration is for all children to succeed and a focus on status is irrelevant especially where outcomes are low. Schools will be challenged on an individual basis regardless of status.
	<u>Provisional Outcomes 2018: End of Key Stage 4 (Year 11 – age 16 years) (Table 5)</u>
2.6	<p>In Key Stage 4, Outcomes in the basic measures (strong pass in English and mathematics) Progress 8 have provisionally improved significantly and are both above national. Both measures place Cambridgeshire in the top quartile for performance as well as in regional and statistical neighbour rankings, where we are also top quartile. Our Progress 8 figure is the highest in both groupings.</p>
2.7	<p>Further analysis of Key stage 4 outcomes included in appendix 2 in tables H to M. The key issues from these are –</p> <p>Tables H and I – Strong Pass / Progress 8 outcomes by group –</p> <ul style="list-style-type: none"> Girls continue to outperform boys for attainment although both groups have improved year on year. Progress 8 for boys remains negative but continues to improve. Free School Meal and SEND support outcomes have improved for both attainment and progress. EAL Progress 8 figures are significantly stronger than non-EAL although the cohorts are relatively small (about a 10% of the non-EAL cohort) Performance for children with EHCP (Education Health and Care Plans) has not improved and remains very low (in line with national). <p>Table J and K - Strong Pass / Progress 8 outcomes by district –</p> <ul style="list-style-type: none"> Attainment and progress is strongest in Cambridge City and South Cambridgeshire.

	<ul style="list-style-type: none"> Performance figures for disadvantaged pupils in Huntingdonshire are the lowest out of all areas for progress. EAL outcomes for pupils in South Cambs for progress exceed 1 (i.e. pupils achieve at least one grade higher than equivalents at the end of the Key Stage 2) <p>Table L – Destination Data</p> <ul style="list-style-type: none"> The data presented is a year behind due to publishing timescales. Disadvantaged pupils are around 8% less likely to be in education or employment after leaving KS4. <p>Table M - GCSE Basics Measure by IDACI</p> <ul style="list-style-type: none"> The distribution of success mirrors closely the deciles for IDACI.
	<u>Outcomes for Disadvantage Pupils</u>
2.8	<p>Outcomes for disadvantaged pupils improved in the:</p> <ul style="list-style-type: none"> KS1 RWM by 3 percentage points compared with a 1 percentage point rise nationally. (Cambridgeshire 41.1% Expected Standard or higher; England 51.2%). (Note that the outcomes for disadvantaged pupils in Cambridgeshire improved at a faster rate than seen nationally in both writing and mathematics and declined at a slower rate than that seen nationally in reading). KS2 RWM by 3 percentage points compared with a less than 1 percentage point fall nationally. (Cambridgeshire 40.9% Expected Standard or higher; England 49.8%). (Note that the outcomes for disadvantaged pupils in Cambridgeshire improved in each individual subject whereas nationally disadvantaged outcomes fell by around 1 percentage point in each.)
2.9	<p>However, outcomes for disadvantaged pupils declined in:</p> <ul style="list-style-type: none"> The Early Years Foundation Stage by 2 percentage points compared with a 1 percentage point fall nationally. (Cambridgeshire 47.9% GLD; England 56.5%) Year 1 Phonics fell but at the same rate as seen nationally – both by 2 percentage points to 62.6% WA in Cambridgeshire and 70.7% in England.
2.10	Overall, the outcomes for disadvantaged children are improving but continue to be an issue locally and nationally.
3.	Improving Educational Outcomes in Cambridgeshire
3.1	<p>The emerging vision for education in Cambridgeshire has been developed in the context of the changing landscape of Education and the role of the local authority. It can be outlined as being:</p> <ul style="list-style-type: none"> We need to set the highest expectations for both the education leaders but also for local authority services. National averages are not what we need to aim for – we need to be better than our peers. Every child has access to a great school place in their community – they are all our children. We must be able to look outside of the area and support best practice coming to the area. The education system in Peterborough needs to be built upon true partnerships, working together for improvement. This means we know our strengths and weaknesses and everyone agrees on how we move forward together.

	<ul style="list-style-type: none"> • Every vulnerable and disadvantaged pupil should receive the support they need. • Peterborough needs an education vision that will attract education professionals to the city, ensuring a sustainable supply of good quality teachers, leaders and multi-academy trusts. • We should be proud of what we do and the success we have together.
3.2	Member involvement in school improvement has significantly increased over the past year with the Chair of the Children and Young People Committee meeting regularly with the Director for Education, the Head of the School Intervention Service, and attending whole staff briefing events. The Chair of the committee is made fully aware whenever a school is causing concern, or when specific issues arise in schools. He challenges officers to ensure that the right action is being taken. Equally the Chair of the Children and Young People Committee is made aware of all good news stories and celebrates success with individual schools.
3.3	The Education Achievement Board meets termly to scrutinise school data and challenges actions taken by officers. The Board discusses schools causing concern and knows the issues schools are facing in each area. Board members have had a particular focus on scrutinising the work officers are doing with schools to improve outcomes for disadvantaged pupils.
3.4	A briefing will be held in the spring on the role of local members in school improvement. Members have a key role to play in their local schools.
	<u>Improving Leadership of Schools</u>
3.5	Improvements have been made in the way advisers work with school governing bodies. A restructure of the School Governance Team across Cambridgeshire and Peterborough means there are now a Lead Governance Advisers in each area and a Strategic Lead for Governance leading the work. The team now attends governing body meetings, scrutinises minutes, carries out Governance Reviews, and advises governing bodies on how to improve. The team is developing an approach to fill the vacancies in governing bodies; this will be a priority for the new year. We have implemented Interim Executive Boards in three schools and these schools are now making good progress. Attendance at termly briefings has been good with governors receiving key messages through these briefings.
3.6	Improvements have been made in the leadership of schools over the past year as we have encouraged governing bodies to address underperforming head teachers. We have worked with governors and head teachers to identify weaknesses in leadership by carrying out Leadership Reviews in schools and by strengthening the Headteacher Performance Management Procedures. This has resulted in improved leadership and opportunities to appoint new head teachers. The system for head teacher recruitment has been improved, with stronger advice given to governors during the recruitment process. In cases where the governing body recruitment panel has not taken on board Local Authority advice, we have written to governors expressing our concerns.
3.7	Subject leaders of English and mathematics in schools are receiving in-school support from the English and Maths team who have visited one hundred and three schools over

	the past year. Subject leaders also attend the termly subject leaders' briefings, receive termly bulletins and up to date advice and share good practice through the team Twitter account and Knowledge Hub. The next priority is to improve leadership of foundation subjects (all other subjects apart from English and mathematics).
	<u>Schools Causing Concern</u>
3.8	Every local authority maintained school has received an Annual Monitoring Visit this year, carried out by one of the Primary Advisers. This visit has included a meeting with the Headteacher and Chair of Governors and a tour of the school. The school then receives a written report. In a small number of cases it has been necessary to arrange a further visit. In this way we are ensuring that support is given to schools before they decline.
3.9	The number of primary schools causing concern has reduced from thirteen (last year) to seven (at present). The number of schools categorised as needing high support (i.e. at risk moving down an Ofsted grade) is fourteen. Local authority schools in this category receive visits from the Primary Adviser at least monthly and sometimes fortnightly; this ensures that improvements are being made swiftly.
3.10	Schools Causing Concern termly meetings are held, where members from all teams in Education come together to discuss every school and academy. These meetings have led to an increased knowledge about schools and the issues they are facing, enabling improved support and challenge. We now have a wealth of data upon which to draw at these meetings.
3.11	The monthly management group meeting with EPM (the HR provider to the majority of Local Authority maintained schools) has enabled a more joined up approach to rapidly addressing concerns around schools' HR issues.
3.12	Letters were sent to schools where there were concerns about low end of Key Stage 2 results in July 2019, thirteen in total. There were a number of schools (sixty-three) who did particularly well and improved their results who received letters of congratulations.
3.13	Where there are concerns about academies, these have been raised with the Regional Schools Commissioner's Office and they have addressed the issues.
	<u>Ofsted Inspections</u>
3.14	Since September 2018 there have been sixty-nine Inspections. Sixteen schools/academies have improved, eleven have declined and thirty eight have maintained their previous rating.
3.15	At the time of writing, there has been only one Local Authority maintained school inspected under the new framework and this school moved from "Requires Improvement" to "Good". Four academies have improved, two declined and seven stayed the same.
3.16	The percentage of good and outstanding schools in Cambridgeshire is: Primary 81.2% and Secondary 90.3%.

3.17	Schools have the opportunity to attend termly Ofsted update briefings where schools' experiences are shared and the framework discussed in detail. The new framework is encouraging schools to look more closely at the curriculum they offer pupils in their schools.
	<u>Improving the Quality of Teaching and Learning</u>
	Recruitment and Retention
3.18	This continues to be a high priority for Cambridgeshire. We have developed the Intern and Apprenticeship scheme where schools identify staff working in their schools who have the potential to become teachers. This year we have fourteen Apprentices and seven interns. The apprentices are receiving their training from the University of Birmingham and working in schools to gain practical experience. The Opportunity Area has funded twelve of the apprentices in East Cambs and Fenland.
3.19	The Teach in Cambridgeshire website has been further developed this year to enable schools to advertise their teaching vacancies free of charge and this is having some success in attracting candidates to the county. Officers have also attended recruitment fairs across the country and the Opportunity Area has worked on promotional materials for working in East Cambridgeshire and Fenland.
	Teaching of English and Maths
3.20	The decision was taken this year to reduce the number of courses on offer to schools and instead for the advisers to work with the staff in schools. This has made much more impact and of the 93 schools advisers worked with last year, 75% improved their results in 2019.
3.21	The approach to target individual schools where the results have not been as good as we would have liked has also worked well. There is a project for Year 1 and a separate project for Year 5. Teachers in these year groups come together with the advisers and the advisers work with the children in the schools whilst teachers observe. This has led to a greater understanding of how the children in these groups learn and what barriers they need to overcome. The plan is to follow these children throughout the next three years to ensure that they improve. In July 2019 all except one of the thirty-six schools which took part in these projects improved their outcomes from the previous year. Six academies joined the project.
3.22	Teachers and leaders were invited to a phonics conference with national expert speakers and were also taken to schools with good practice in London Boroughs to learn from colleagues. Sixteen schools (including seven academies) participated in the Phonics Project. Ten of these schools saw phonics results improve. Many of these schools have made changes which should see their results improve in 2020.
3.23	This year, we have more in depth data about how pupils answered each question in the end of key stage tests in reading and maths. This data has been carefully analysed and we have been able to determine what the strengths and weaknesses over the past three years have been in Cambridgeshire (weakness for higher attaining pupils: calculation,

	middle attaining pupils: all areas are lower than national apart from geometry, lower attaining pupils: calculation and statistics. Cambridgeshire pupils' strength in mathematics is geometry for all ability groups. We will be targeting a number of schools to work with the English and mathematics advisers on improving these specific areas.
3.24	The next step is to improve teaching in all other subject areas apart from English and mathematics. We are working with schools on their curriculum to ensure that it is tailored to the needs of their particular school. This has involved some joint working with PE, Outdoor Education and Personal, Social and Health Education (PSHE) teams.
	<u>Safeguarding</u>
3.25	Over the past three years the focus has been on improving the culture of safeguarding in Cambridgeshire schools. No local authority maintained Primary school has had safeguarding judged to be ineffective by Ofsted for two years. All local authority maintained schools have had a least one safeguarding review and these are followed up on a rolling programme.
	<u>Communication with Schools</u>
3.26	The weekly Schools Newsletter is popular with the majority of schools and this provides a means to update schools regarding forthcoming training and events, as well as important national news in Education. The newsletter also helps us celebrate success in individual schools.
3.27	The termly Headteachers' Forum meetings are very well attended and the evaluations are positive. Local authority maintained and academy schools attend these meetings from across the county where they will hear from eminent national speakers and often have the opportunity to work together in 'Families of Schools'. These 'Families' are groups of schools with similar size, context and number of Free School Meals pupils.
3.28	There has been an emphasis on ensuring officers visit schools and get to know the context in which leaders are operating. The Director of Education has visited over 60 schools. The Head of the Schools Intervention Service has visited forty seven schools, as well as a number of schools with whom she has worked intensively over the course of the year. Each school has a link officer who is responsible for signposting schools to the right person when they have a query. This scheme has been well received by the majority of Headteachers who have made good use of their Link Officer.
3.29	A range of data sheets have been produced and sent to schools, these include:
	<ul style="list-style-type: none"> • School on a Page sheet (this includes data about the school's end of Key Stage results, comparisons with national figures) • Question Level Analysis sheets (analysis of the schools end of Key Stage questions answered by pupils) • Fisher Family Trust Analysis (three year trend of how their pupils answered the end of Key Stage questions) • Workforce Information (how their school's workforce numbers compare with other schools nationally).

3.30	There has been a high focus on celebrating success and sharing good practice, with the Communications and Information team ensuring that schools' achievements are publicised. This work needs to continue and schools need to know that they should inform us of their successes.
3.31	The links with academies have strengthened and many academies now buy in some of our services. The Director for Education meets regularly with the CEOs of Academies.
4.	Work to Improve the Outcomes of Disadvantaged Pupils
4.1	A senior officer has been given the responsibility for co-ordinating actions to improve the outcomes for Disadvantaged Pupils. She has now visited forty Schools either to carry out a Pupil Premium Review, or to work with senior leaders to advise on the most effective ways of using their Pupil Premium Funding. Of the forty Schools she has worked with since last February, twenty one have improved their results for disadvantaged pupils when comparing last year's combined outcome data with this year's (some of the forty were not visited until this term however, so in these cases it is hoped that impact will be seen in their next set of results).
4.2	Letters of concern will be sent to twenty schools and twenty academies whose three year aggregated scores have been below thirty per cent of their disadvantaged pupils reaching aged related expectations. Local Authority maintained schools have been asked to submit their action plan for pupils in receipt of Free School Meals funding.
4.3	End of Key Stage 2 data analysis (still to be fully verified) highlights that there has been a three percentage point improvement on last year in reading, writing and mathematics combined outcomes for KS2 pupils in receipt of the Pupil Premium Grant across Cambridgeshire when compared to national figures: <ul style="list-style-type: none"> • Mathematics has improved by 5 percentage points • Writing has improved by 2 percentage points • Reading has unfortunately dropped by 0.7 percentage points on last year; however, it has dropped nationally also and at a higher rate than in Cambridgeshire.
4.4	Cambridgeshire's current results show a three year upward trajectory in all areas other than for reading.
4.5	A range of courses have been delivered including specific training for governors and school support staff (at which thirty nine schools have been represented), parental engagement research and case studies have begun, and resources have been designed to support schools with higher and middle attaining pupils who are eligible for Free School Meals. Monthly Pupil Premium Bulletins are also being sent to all schools to remind them of best practice and termly briefing meetings are taking place for Pupil Premium Leads in schools to share ideas and agree actions. A 'small schools group' has been set up for those schools who have fewer pupil premium pupils and fewer staff. Five schools attended the first meeting.

5.	ALIGNMENT WITH CORPORATE PRIORITIES
5.1	A good quality of life for everyone
5.1.1	Providing high quality education should enhance the skills of the local workforce and provide essential childcare services for working parents or those seeking to return to work. Schools and early years and childcare services are providers of local employment.
5.2	Thriving places for people to live
5.2.1	There are no significant implications for this priority.
5.3	The best start for Cambridgeshire's Children
5.3.1	There are no significant implications for this priority.
6.	SIGNIFICANT IMPLICATIONS
6.1	Resource Implications
6.1.1	There are no significant implications.
6.2	Procurement/Contractual/Council Contract Procedure Rules Implications
6.2.1	There are no significant implications.
6.3	Statutory, Legal and Risk Implications
6.3.1	There are no significant implications.
6.4	Equality and Diversity Implications
6.4.1	There are no significant implications.
6.5	Engagement and Communications Implications
6.5.1	There are no significant implications.
4.6	Localism and Local Member Involvement
4.6.1	Schools are spread across all local member areas. Information on school results can be made available at local member level if required (for KS2 and KS4)
4.7	Public Health Implications
4.7.1	There are no significant implications.

Implications	Officer Clearance
Have the resource implications been cleared by Finance?	Yes Name of Financial Officer: Martin Wade
Have the procurement/contractual/ Council Contract Procedure Rules implications been cleared by the LGSS Head of Procurement?	Yes or No Name of Officer:
Has the impact on statutory, legal and risk implications been cleared by LGSS Law?	Yes or No Name of Legal Officer:
Have the equality and diversity implications been cleared by your Service Contact?	Yes Name of Officer: Jon Lewis
Have any engagement and communication implications been cleared by Communications?	Yes Name of Officer: Jo Dickson
Have any localism and Local Member involvement issues been cleared by your Service Contact?	Yes Name of Officer: Jon Lewis
Have any Public Health implications been cleared by Public Health	Yes Name of Officer: Tess Campbell

Source Documents	Location
None	