

## READING BOROUGH COUNCIL

### REPORT BY DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES

<b>TO:</b>	<b>ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE</b>		
<b>DATE:</b>	<b>11 DECEMBER 2018</b>	<b>AGENDA ITEM:</b>	<b>7</b>
<b>TITLE:</b>	<b>EDUCATIONAL STANDARDS AND QUALITY 2017-18</b>		
<b>LEAD COUNCILLOR:</b>	<b>PEARCE</b>	<b>PORTFOLIO:</b>	<b>EDUCATION</b>
<b>SERVICE:</b>	<b>EDUCATION</b>	<b>WARD:</b>	<b>BOROUGHWIDE</b>
<b>LEAD OFFICER:</b>	<b>PAUL WAGSTAFF</b>	<b>TEL:</b>	<b>0118 9374717</b>
<b>JOB TITLE:</b>	<b>HEAD OF EDUCATION</b>	<b>E-MAIL:</b>	<b>paul.wagstaff@reading.gov.uk</b>

#### 1. PURPOSE OF THE REPORT AND EXECUTIVE SUMMARY

This report provides the Committee with an overview of education performance in Reading during the academic year 2017-18. This covers overall performance of Reading schools in the 2018 national assessments and examinations, performance in Ofsted inspections over the year, and performance against other local authority targets including exclusions. The report, wherever possible, also provides an overview of the performance of Reading pupils, recognising that some of our pupils are educated out of borough and not all Reading schools educate only pupils living in Reading itself. The report outlines the authority's interventions to support improvement.

The general direction of standards and student performance indicates that outcomes at the end of key stage 2 are not as strong as they need to be and, although making progress, the progress is not fast enough to keep up with that being made nationally. This is particularly the case in writing and also with respect to progress made by disadvantaged pupils. Although progress data overall is positive through the secondary years and indeed with some exceptional outcomes by the end of key stage 5, more needs to be done with respect to disadvantaged pupils and those at risk of not being in education, employment or training by the age of 18.

There are several additional factors that are relevant and affect the overall outcome comparisons with national averages which need to be recognised. Whilst almost all Reading pupils attend Reading primary schools with only a small proportion leaving the borough or attending independent schools for their primary education, the overall average performance of primary academies at the end of key stage 2 is lower than the overall average for maintained primary schools. As the local authority has no finance or powers to intervene in academies, tackling this lower performance is a challenge. Within secondary schools, performance and progress data is positive but, to some extent, this is skewed by the selective schools that currently draw the majority of their enrolment from out of borough. It is also skewed by the higher proportion of secondary age pupils who leave Reading for their secondary education. Data on the success of pupils educated out of

borough is not accessible and therefore, whilst the performance data at secondary school age provides an accurate view of the performance of our schools, it does not provide an accurate summary for all Reading resident pupils. A significant number of Reading schools were inspected by Ofsted during 2017-18. Overall, the outcomes of the inspections were positive and this reflects well on the school improvement strategy which has been carefully structured to intervene early where there are concerns. However, the Ofsted outcomes would show that most primary schools in Reading are now good or outstanding. This judgement does not lay comfortably with standards and progress through primary as seen by performance data, and also the high percentage of exclusions seen across the borough.

The education performance data has informed the education strategic plan to help bring about improvement in quality and outcomes for young people.

- 2. RECOMMENDED ACTION**
- 2.1 That the outcomes and performance be noted;**
- 2.2 That the plans, set out in paragraph 5.9, and actions being implemented to address areas of weakness be noted.**

**3. BACKGROUND**

- 3.1 The local authority (LA) has a legal duty under the section 13a of the Education Act, 1996, as amended by section 5 of the School Standards and Framework Act, 1998, to:
  - “ensure that their functions relating to the provision of education to which this section applies are (so far as they are capable of being so exercised) exercised by the authority with a view to promoting high standards.”
- 3.2 The LA has further duties under the Education and Inspections Act, 2006, to “intervene where a school is ‘of concern’, though this does not apply to academies or free schools where the responsibility lies with the Regional Schools Commissioner. This duty was further defined in the DfE Schools Causing Concern Guidance 2018, published in February earlier this year.
- 3.2 Intervention is only within the power of the local authority in maintained schools and nurseries, with the exception of safeguarding, where the local authority has the power to intervene in academies, free schools, independent and language schools. The powers of intervention open to the local authority with respect to maintained and church foundation schools and nurseries causing concern includes issuing warning notices, appoint additional governors, withdraw a governing body’s financial and HR powers, and dismissing a governing body, and applying to replace it with an interim executive board (IEB).

#### 4. PUPIL DEMOGRAPHICS AND OVERVIEW OF SCHOOLS

4.1 Reading Borough is served by a range of schools from both the maintained, academy and free school, and independent sectors. The number of schools in Reading include:

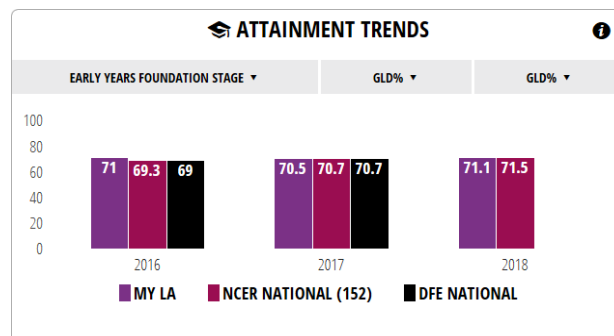
- 5 maintained nursery schools
  
- 29 maintained primary schools
- 10 primary academies and free schools
- 7 independent primary schools
  
- 1 maintained secondary school
- 9 academy secondary schools
- 7 independent secondary schools
  
- 3 maintained special schools (including a PRU unit)
- 2 academy/free school specialist schools

4.2 Historically there has been significant cross boundary movement with students in Reading not necessarily attending schools in Reading. This has been, in part, due to the lack of suitable provision of quality. However, the number of pupils leaving the local authority to attend schools elsewhere is beginning to fall due to an increase in the provision of places within Reading at both primary and secondary phases. The percentage of pupils leaving Reading to attend schools out of borough has fallen in 2018 to 8.3% in primary; 28% in secondary; and 47.3% for special education. Therefore, in submitting a report on the performance of Reading pupils, as 28% of Reading pupils of secondary age are educated out of borough, the data on Reading's school performance does not necessarily give an accurate picture of the performance of Reading children overall at Key Stage 4. Similarly, three of Reading's secondary schools are selective in character and draw from a wider geographical area than Reading, with only about 24% of students at the schools currently being from Reading postcode addresses.

4.3 The proportion of pupils in primary eligible for a free school meal is broadly average at 14% (13.7% nationally); it is below average in secondary schools at 8.8% (12.4% nationally). The proportion of pupils in primary and secondary schools learning English as an additional language is higher than the national average at 35.9% primary and 31.2% secondary (compared to national averages of 21.2% and 16.6%). On a rank of average deprivation, Reading is ranked 93 out of 152 (1 being the most deprived and 152 being the least deprived). The general overview therefore is that deprivation among the pupil population is not significantly different to the average of all local authorities. However, this does mask a number of localised communities which are recognised as having significantly greater challenges.

## 5 PUPIL ATTAINMENT AND PROGRESS

### 5.1 Early Years Foundation Stage



*The proportion of children achieving a good level of development (GLD) at the end of the EYFS*

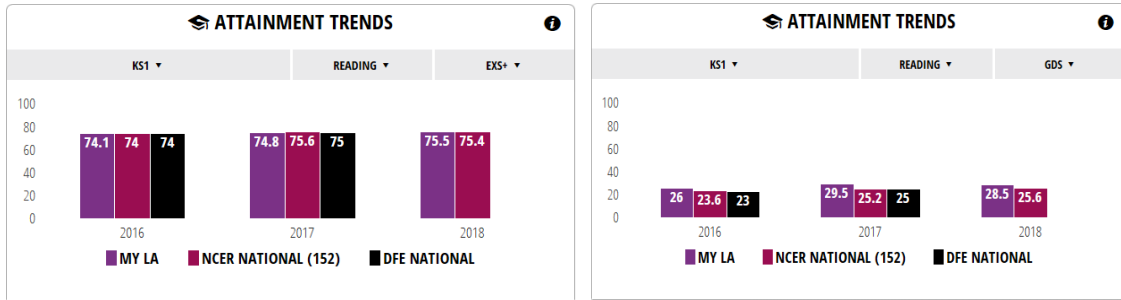
The proportion of children in Reading schools gaining a good level of development by the end of the Foundation Stage has steadied in recent years. Currently the proportion is in line with the national average and Reading Early Years outcomes are banded in the C quartile (A-D) nationally. On the achievement of a good level of development (GLD) for children, Reading is ranked 83 out of 152 local authorities. However, progress in improving outcomes has not kept pace with other local authorities. It is broadly average in progress made towards achieving a GLD but, based on an average point score for all children covering all Early Learning Goals (ELG) and also on closing the inequality gap, Reading Borough's progress is graded D and ranked 125 against progress made in improving the average point score. It is ranked 133 out of 152 in closing the inequality gap, 1 being the highest and 152 being the lowest.

### 5.2 Key Stage 1

Key Stage 1 outcomes are measured in reading, writing and in mathematics against national expectations for the end of Year 2. Schools also administer a phonics check with pupils at the end of Year 1 and at the end of Year 2.

The outcomes of phonic screening assessments undertaken at the end of Year 1 have also steadied in 2018 but, over time, there has been a significant improvement. In 2018 83% of pupils achieved the expectation in phonic knowledge and skills, compared to 82% nationally. Reading was ranked 62 and banded in the B quartile nationally. However, over time, Reading schools have improved their outcomes in phonic screening from 69% to 83% over 4 years. This progress is recognised and Reading is ranked 7 overall for progress made over the period and within a progress quartile banding of A.

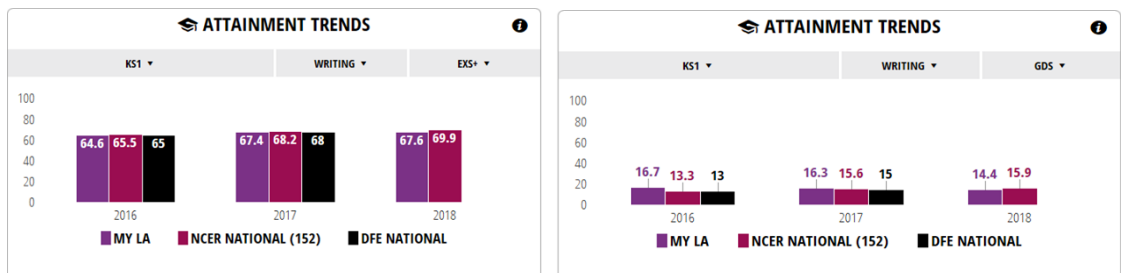
Attainment in reading at the end of key stage 1 has risen slightly across Reading schools in 2018 and has closed the gap that existed with schools nationally for pupils meeting the end of Year 2 expectations. However, the proportion of pupils exceeding these expectations continues to be greater than that seen nationally. 28.5% of pupils achieved greater depth in their reading compared with a national average of 25.6%.



Reading standards for end of Key Stage 1: % achieving or exceeding the national expectation and the % of pupils exceeding and achieving greater depth.

Performance in reading is ranked 58 nationally and banded C compared to all 152 local authorities at the end of key stage 1 in the proportion of pupils reaching expectations, and ranked 32 out of 152 and banded B with respect of the proportion of high attaining readers by the end of the key stage.

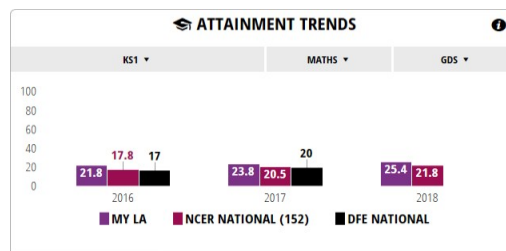
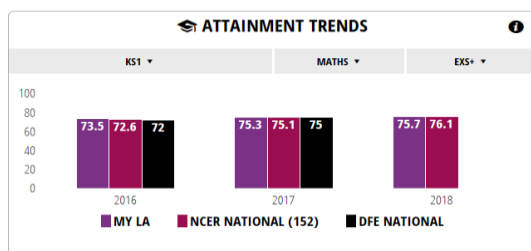
Where reading outcomes are generally secure, standards attained in writing by the end of key stage 1 continue to be a cause of concern. Reading schools have not yet closed the gap that exists with the national average in writing, both in the proportion of pupils meeting the expectations, and also in exceeding the national expectations in writing. Although progress is happening in Reading schools, the rate of progress nationally has been greater.



Writing standards for end of Key Stage 1: % achieving or exceeding the national expectation and the % of pupils exceeding and achieving greater depth.

In 2018, 67.6% of pupils met the end of key stage expectations in writing with 14.4% writing with greater depth and exceeding these expectations. However, Reading writing attainment was ranked 98 overall for the proportion of pupils meeting the expectations, and 101 for the proportion exceeding these. In both cases, the local authority was banded in the D quartile.

Reading schools perform generally well in the end of key stage 1 mathematics assessments. In 2018 the proportion of pupils meeting the national expectations was in line with the average of all local authorities whilst the proportion of high attaining pupils exceeding these standards was above average. This has led to a ranking of 74 out of 152 local authorities for the proportion of pupils meeting expectation and a ranking of 29 for the proportion exceeding the standard. Whilst the quartile banding for the proportion of pupils meeting the expectation is C, Reading schools are in the B quartile band for their high attainers.

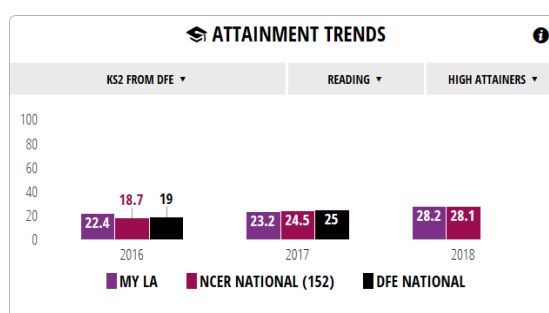
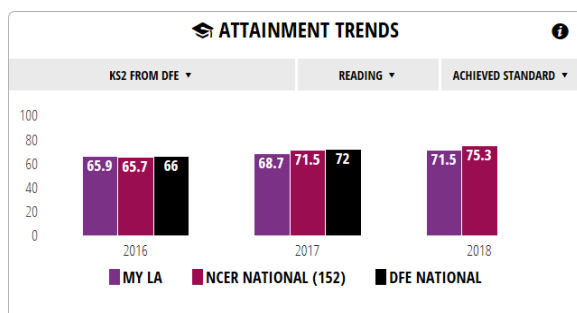


Mathematics standards for end of Key Stage 1: % achieving or exceeding the national expectation and the % of pupils exceeding and achieving greater depth.

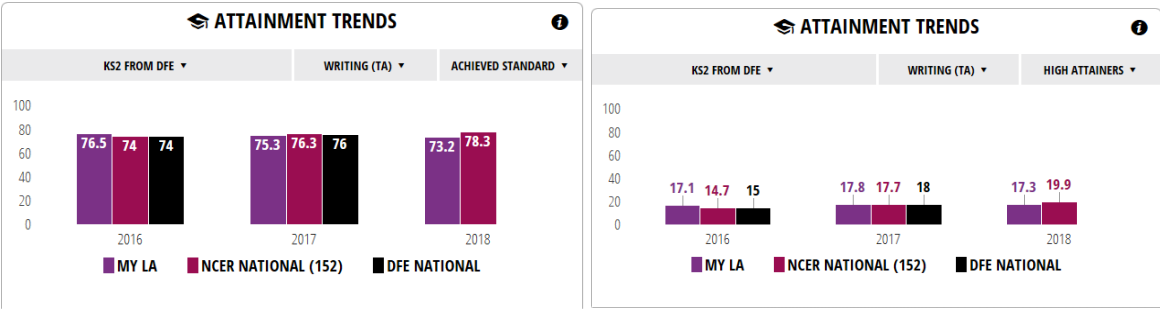
Progress in mathematics is due in part to the positive way schools have engaged with the principle of ‘Maths mastery’, a relatively new approach to mathematics based on successful Singaporean methods.

### 5.3 Key Stage 2

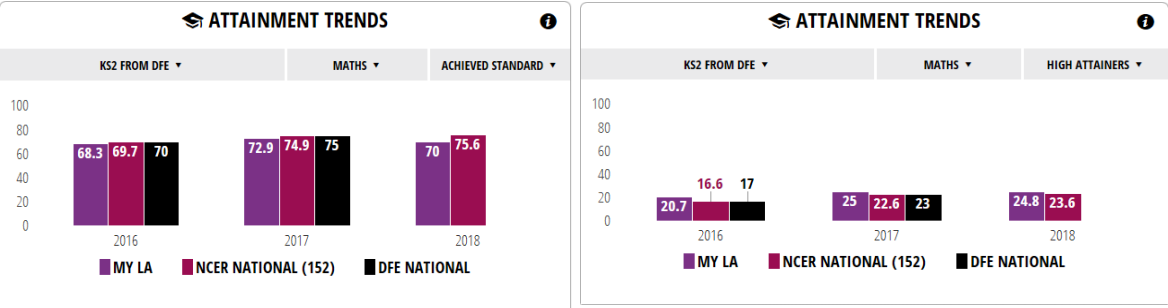
The overall performance of schools in Reading in 2018 is a cause of concern when compared to national averages. Against an average of 64% of pupils reaching the expected standard at the end of key stage 2 nationally in reading, writing and mathematics, the average across Reading schools collectively was 59% leading to a national ranking of 141 out of 152 local authorities. However, within this overall comparison, there are some particular points of note. The proportion of pupils in Reading schools exceeding the national expectations across reading, writing and mathematics, are in line with the national average and ranked 57 overall. When considering performance individually in reading, writing and in mathematics, although there have been some improvements in recent years, the improvement has been faster nationally. In 2018, 71%, 75% and 70% attained the national expectations for Year 6 compared with national averages of 75%, 78% and 76% in reading, writing and mathematics. In all areas this led to the banding of Reading in quartile D when compared to national averages. However, a general pattern of above average performance of pupils in Reading schools for those *exceeding* the national expectations is seen across reading, writing and mathematics. Although the performance of individual schools is varied, schools generally achieve well for the high attaining and able pupils. However, in too many schools, progress made by disadvantaged pupils in closing the gap between theirs and other pupils’ performance is not as good as it needs to be. Too many disadvantaged pupils are not making the progress they need to make.



Reading standards for end of Key Stage 2: % achieving or exceeding the national expectation and the % of pupils exceeding and achieving greater depth.



Writing standards for end of Key Stage 2: % achieving or exceeding the national expectation and the % of pupils exceeding and achieving greater depth.



Mathematics standards for end of Key Stage 2: % achieving or exceeding the national expectation and the % of pupils exceeding and achieving greater depth.

Although the maths mastery has seen increases in outcomes at the end of Key Stage 1, many schools have phased their implementation of the programme by introducing it through Key Stage 1 and lower Key Stage 2 initially. The impact of this has therefore not yet reached the end of Key Stage 2. It is clear that more work is needed to improve attainment in writing. Internal analysis, discussions with headteachers, and a review of assessment moderation would indicate that pupils are using the skills they need to write when they are supported and scaffolded, but are not consistently applying their skills and knowledge when writing independently.

The overall Key Stage 2 outcomes reflect all Reading maintained schools, academies and free schools. The end of Key Stage 2 outcomes do illustrate a difference in outcomes between maintained schools and the average for all academies. The local authority has a responsibility for supporting and challenging maintained schools to raise standards. However, the local authority has no legal authority to step in and intervene in academies and free schools and is reliant upon challenge being provided via the Regional Schools Commissioner and the schools' Trusts.

Overall in 2018, when averaged together across the schools, performance of Reading's maintained schools in the national assessments for Year 6 pupils, was at a higher level than the academy and free schools within the local authority.

Estab. No.	School	Cohort	RWM*		READING			WRITING TA			MATHS			GPS				
			≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS SS	<Exp	≥Exp	High	Avg. SS	<Exp	≥Exp	High	
-	LA	1,668	58.8%	9.5%	104.5	28.7%	70.8%	28.0%	72.9%	17.2%	103.9	29.9%	69.8%	24.8%	106.2	24.2%	75.5%	36.9%
-	School Group	1,304	61.7%	10.4%	105.2	25.5%	74.0%	29.8%	75.4%	18.3%	104.2	26.7%	72.9%	25.8%	106.7	20.4%	79.2%	38.8%

Overall attainment showing % below national expectation; at or above national expectation; and above national expectation. The local authority overall figures are then compared with the School Group' i.e. Reading's maintained schools only.

## 5.4 Key Stage 4 and GCSE

In reporting on the outcomes at the end of Year 11 across Reading secondary schools, it is important to note that 28% of Reading secondary school students travel either out of borough to attend secondary education, or attend independent schools. Of the two selective 11-18 schools in Reading, only a minority of pupils are from Reading with the majority of students attending from outside the local authority. There are therefore two ways of analysing the data including the overall performance of the schools themselves, and the analysis of the performance of Reading pupils only within the Reading secondary schools. It is not possible to get individual pupil data from schools outside of Reading or in the independent sector in order to be able analyse the performance of Reading students educated out of borough.

The overall performance across Reading's secondary schools in 2018 shows a positive picture at the end of Key Stage 4 with the average 'Attainment 8' data, one of the core performance measures on the attainment of students, banded within the B quartile and with Reading ranked 71 out of 152 local authorities. However, for 'Progress 8', which measures the progress made from the end of key stage 2, Reading is ranked 34 and banded within the A quartile. On other performance measures, including the average point score in the E Baccalaureate, Reading secondary schools perform well with a national ranking in 2018 of 32 out of 152 local authorities. The proportion of students gaining 9-4 pass in English and mathematics is 60.7% compared with a national average of 59.1%, ranking Reading schools at 106 nationally and banding within the C quartile.

	2016		2017		2018		
	%	rank	%	rank	%	rank	Quartile
Attainment 8	51.4	38	49.6	22	38.9	34	A
Progress 8	-0.11	100	0.02	54	0.04	70	B
% 9-4 pass in En/Ma	*		65.3	59	60.7	106	C
% 9-5 pass in En/Ma	*		49.8	24	46.4	43	B
E Bacc APS	*		*		4.33	32	A

\* not used as a comparative measure in these years



Whilst this provides an overview of the performance of Reading secondary schools, analysis of the performance of Reading pupils within the Reading secondary school sector shows a difference in performance at Key Stage 4. In summary, taking Reading residents only, the average point score in the Attainment 8 measure is not as high as it is when also incorporating out of borough students into the data.

Reading Residence	Average of Attainment 8 score	Reading Residence	Average of Attainment 8 score
Yes	45.29	Yes	43.90
No	61.57	No	65.66
Average of Pupil progress 8 score		Average of Pupil progress 8 score	
Yes	-0.07	Yes	-0.15
No	0.38	No	0.37
<b>2017</b>		<b>2018</b>	

*Outcomes identifying the difference between students attending Reading secondary schools but resident from within the borough, and from outside.*

What is evident from the above is that the attainment of those secondary school students who are resident outside of the local authority overall is stronger than that of residents. Whilst this is not a surprise considering that the vast majority are attending Reading selective schools and therefore high attainers at the end of Key Stage 2, the progress made through secondary schools is also stronger among non-residents.

## 5.5 Key Stage 5 and A levels

Not all Reading's secondary schools have 6 form provision and some students opt to attend FE colleges either within Reading or further afield. Therefore the data on Key Stage 5 performance needs to be considered in light of this. Reading schools with 6 form provision include:

Highdown School  
 The Blessed Hugh Farringdon RC Secondary School  
 Prospect School  
 John Madejski Academy  
 Reading School  
 Kendrick School  
 The UTC

On all measures around A level performance, Reading's 6 form provision provides for outstanding performance when compared to other local authorities. Reading is ranked 1 out of 152 local authorities with performance well above the national average. However, it is important to note that on the measure of difference between disadvantaged and other students achieving L2 and L3 qualifications at the age of 19, Reading is very poorly ranked nationally

at 146 out of 152 local authorities and in the bottom D quartile. This reflects a pattern of lower progress and achievement among disadvantaged pupils which begins in primary schools and continues through secondary education. It is reflected in the percentage of 16-17 year olds who are not in education, employment or training. Although the number of students not in education, employment or training has been decreasing steadily over the last few years, at 9.7% it is still above the national average of 8.6%.

	2016		2017		2018		Quartile
	%	rank	%	rank	%	rank	
3+ A grades at A level	43.5	1	31.0	1	38.2	1	A
% AAB or better	49.8	1	41.7	1	48.4	1	A
L2 qualifications by 19	84.1	114	84.0	100	80	120	D
L3 qualifications by 19	57.3	73	59.2	56	58.1	65	B
L3 gap % diff between FSM and non FSM	31.5	112	36.4	146	37.6	145	D
L2 gap % diff between FSM and non FSM	19.5	86	22.3	110	30.1	146	D

## 5.6 Exclusions

Too many days are lost through by pupils excluded from schools. In 2017-18, almost 3000 days were lost by pupils not attending school due being excluded. This was an increase on the previous year. Although the number of incidents in secondary schools fell, the number of days given for exclusion increased. Worryingly, of the 3000 days lost through fixed term exclusions, 1149 of these days were with pupils and students with special educational needs. This saw a dramatic rise in the number of days lost on the previous year. During 2017-18 the number of incidents involving pupils with EHCPs excluded from schools rose by 116% and the number of days lost rose by 122%. 38 Reading pupils were permanently excluded from schools during 2017-18. Five of these were pupils on EHCPs and nine were disadvantaged pupils. Thirteen pupils permanently excluded were attending schools out of the borough.

## 5.7 Ofsted Inspection Outcomes

Ofsted inspected 20 Reading schools during the academic year 2017-18 and made two monitoring visits to schools requiring improvement. One school was judged inadequate, two judged as requiring improvement (one of these had previously been inadequate), sixteen were judged to be good, and one was outstanding. One of the two monitoring visits judged the school to be making inadequate progress.

### Schools inspected

Alfred Sutton Primary School (maintained)	Good
Battle Primary Academy (academy)	Monitoring visit
Blessed Hugh Farringdon RC (maintained)	Good
Caversham Park Primary (maintained)	Good
Cranbury College (maintained)	Good

EP Collier Primary (maintained)	Good
Geoffrey Field Junior (maintained)	Good
John Madejski Academy (academy)	Requires Improvement
Katesgrove Primary (maintained)	Good
Maiden Erlegh Reading (academy)	Good
Manor Primary (maintained)	Good
Meadow Park Primary (academy)	Good
New Bridge Nursery (maintained)	Outstanding
Park Lane Primary (maintained)	Good
Prospect School (academy)	Monitoring visit
Redlands Primary (maintained)	Good
Southcote Primary (maintained)	Good
St Mary's All Saints (maintained)	Inadequate
St Michaels Primary (maintained)	Good
The Hill Primary (maintained)	Good
The Wren (free school)	Good
Whitley Park Primary (maintained)	Requires Improvement

## 5.8 Intervention

In line with the local authority's policy on schools causing concern, the LA maintains its powers of intervention where maintained schools are a cause of concern. These concerns may cover a range of issues from standards and performance, instability due to significant changes at the school, to concerns of a safeguarding nature, leadership and governance, through to concerns about the school's financial position. In 2017-18 the following interventions were initiated by the local authority.

- 2 formal warnings issued to schools
- 3 schools had their budget and HR delegation removed
- An application was made to the DfE to temporarily replace the governing body of one school with an Interim Executive Board (IEB) which was agreed in September 2018.
- 3 formal safeguarding reviews were undertaken in schools where safeguarding issues had been raised. One of these was in an academy.

The local authority's School Improvement and Schools Causing Concern Policy was reviewed towards the end of the academic year to maintain a focus on ensuring that schools in need are provided with the appropriate support and that intervention is timely where there are concerns. The new policy strengthens 'school to school' networking and peer support to help develop schools' own capacity to improve.

## 5.9 Identification of future priorities

The analysis of data and performance has identified key initiatives and actions as part of the local authority's strategy for educational improvement. It is recognised that performance at the end of the Early Years Foundation Stage is

broadly average and in line with the national average. Over the course of the primary years, overall performance does not always keep pace with the national trend of improvement. In writing and, to some extent, in mathematics at the end of key stage 2, there is work to be done. The local authority is part funding two initiatives aimed at improving writing skills among primary age pupils. These initiatives are open to maintained schools and, through a buy back, to academies as well. The initiatives include Talk 21, a project to improve speaking and oracy and its transfer into writing. A particular writing project is also being implemented with places funded for those schools where current writing attainment is a concern.

The progress made by disadvantaged pupils is a concern across the borough both in primary, and in secondary where the proportion of students aged 16-17 who are not in education, employment and training, being too high. Work has started on the procurement process around the contract for providing information, guidance and support for pupils at risk of falling out of the education system and not accessing education, employment or training. It is anticipated that a new contract focusing on intervention and support will be in place from the beginning of next academic year.

Close work with the Regional Schools Commissioner has been established to help tackle poor performance in academies and the local authority is reaching out to try and engage closer joint working between schools including maintained schools and academies, to help strengthen the school to school support and challenge, and to help disseminate best practice. One Academy Trust has bought their school improvement support fully back from the local authority from September 2018 and several other academies are being drawn towards some key improvement initiatives led by the local authority and provided to academies on a commissioned basis.

Work on reducing exclusions, particularly for pupils with SEND, is a key priority for the local authority and a major new initiative focused on behaviour management in schools is being launched in early December. This is a therapeutic and trauma informed approach to managing behaviour and in better understanding the needs of individuals and initiating personalised approaches to manage the situation rather than exclude. Additional funding is also being released around action plans for individual pupils with significantly challenging behaviour to help manage the behaviour alongside learning.

## **6. CONTRIBUTION TO STRATEGIC AIMS**

6.1 The purpose of this section is to ensure that proposals contained in reports are in line with the overall direction of the Council by meeting at least one of the Corporate Plan priorities:

1. Securing the economic success of Reading and provision of job opportunities
2. Ensuring access to decent housing to meet local needs
3. To protect and enhance the lives of vulnerable adults and children
4. Keeping Reading's environment clean, green and safe
5. Ensuring that there are good education, leisure and cultural opportunities for people in Reading
6. Ensuring the Council is fit for the future

6.2 The decision to note and accept the follow up actions meets strategic aim 3, i.e. to protect and enhance the lives of vulnerable adults and children, and 5 i.e. 'ensuring that there are good education, leisure and cultural opportunities for people in Reading.

## **7. COMMUNITY ENGAGEMENT AND INFORMATION**

7.1 Section 138 of the Local Government and Public Involvement in Health Act 2007 places a duty on local authorities to involve local representatives when carrying out "any of its functions" by providing information, consulting or "involving in another way".

7.2 The local authority works with schools and our education partners to support and intervene where school quality is not strong enough. With academies, the local authority works with Trustees and MATs to ensure standards and quality are as they ought to be.

## **8. EQUALITY IMPACT ASSESSMENT**

8.1 Under the Equality Act 2010, Section 149, a public authority must, in the exercise of its functions, have due regard to the need to—

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

8.2 In working with schools and with data, each school is assessed according to the achievement and progress of particular groups and on the exclusion of groups. This is then analysed to identify any patterns and to also engage with schools to eliminate discrimination and unequal treatment of minority groups.

## **9. LEGAL IMPLICATIONS**

9.1 We are not seeking any approvals that have legal implications.

## **10. FINANCIAL IMPLICATIONS**

10.1 We are not seeking any decisions that have financial implications

## **11. BACKGROUND PAPERS**

11.1 Ofsted reports  
DfE School data on pupil performance