



# Doncaster Council

## Report

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5<sup>th</sup> September 2019

To the Chair and Members of the  
**SCHOOLS, CHILDREN & YOUNG PEOPLE'S OVERVIEW & SCRUTINY PANEL**

### **DONCASTER EDUCATION ATTAINMENT SUMMARY 2019**

<b>Relevant Cabinet Member(s)</b>	<b>Wards Affected</b>	<b>Key Decision</b>
Councillor Nuala Fennelly	All	No

### **EXECUTIVE SUMMARY**

1. This report provides an update for review by the panel in relation to provisional data and early indications of achievement and improvement across the following education phases:
  - Early Years
  - Year 1 Phonics Screening Check
  - Key Stage 1
  - Key Stage 2
  - Key Stage 4 (GCSE)
  - Key Stage 5 ( A Level)

The data contained in this report is provisional, represents early indications and is therefore subject to change. Formal and final validated data is released by DFE later in the autumn term and will therefore be presented to panel later in the autumn term as a composite report once validated data is reported.

### **EXEMPT REPORT**

2. This is not an exempt report.

## RECOMMENDATIONS

3. That the Panel give consideration to:

- The indicative provisional improvements to date where available.
- The work of school leaders, teachers and schools and the wider school improvement system, including:
  - The review and development of the learning standards and effectiveness provision.
  - The commissioning of Partners in Learning.
  - Greater collaboration across the system with and between schools, leading to greater capacity for support across the phases.
- The further development of the school improvement system of support and challenge, enabling specific provision to be targeted at schools requiring further development.

### Early Years

- Children in Doncaster continue to make a very strong start in school. The percentage of Doncaster's children achieving a Good Level of Development in 2019 is now 72.5%. The national figure is 71.7%. This is an increase of 2 percentage points from 2018 and puts Doncaster above the national average by 0.8%. After four years of continuous improvement, Doncaster outcomes are above national average for the first time.
- The percentage of children achieving at least expected in all Early Learning Goals has increased in Doncaster by +2.0pp against a national increase of +0.5pp.
- The Average Total Point Score has increased since last year by +0.5 to 34.6 in line with the national average. This is the largest improvement in this measure since 2016.
- 65.9% of boys reached GLD in 2019, +3.2pp compared to last year and +0.4pp above national average.
- 79.2% of girls reached GLD in 2019, +0.4pp compared to last year and +0.8pp above national average.
- The gender gap has decreased since last year by -2.8pp and is now in line with national average.
- For pupil premium children, outcomes have improved and the percentage of children in this group achieving GLD is now higher than national. (56% National, 58% Doncaster).

### Phonics outcomes at Y1 and Y2

- At Y1, the percentage of children reaching the benchmark in the Phonics Screening Test has risen to 80.6%. This is an improvement of 1.6% against the national average of 82%. The gap to National has now closed to 1%. The table below demonstrates a three year trajectory of improvement.

	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Doncaster</b>	77.8	79	80.6
<b>National</b>	81	82	82(provisional)

- In 2018, 34 schools were well below the national average. This has reduced in 2019 to 16 schools. Following the 2018 Y1 phonics outcomes, a number of low performing schools were identified for a deep dive to advise and identify barriers to learning. Six of these eight schools have shown significant improvement in outcomes. With the renewed emphasis on Early Reading in the new OFSTED framework, the Learning Standards and Effectiveness Team will continue to offer support and challenge to ensure that schools maintain this year's improvements.
- Outcomes for girls at 86% are in line with national whilst outcomes for boys at 75% are 4% below national. This is an aspect of performance that requires support.
- 71% of children in receipt of pupil premium achieved the phonics benchmark at Y1. This is in line with national.
- Year 2 Phonics Screening Check results in 2019 remain above the national average at 62.7%, compared to the national of 62.4%.
- The three year trend for the percentage of children meeting the phonic standard by the end of KS1 has improved from 88% in 2016 to 90.1% in 2019, significantly closing the gap to national of 91.4%.
- Outcomes for girls and boys in Y2 phonics results do not show any significant difference and the percentage of pupil premium pupils achieving the benchmark is broadly in line with national.
- In conclusion, phonics outcomes at both Y1 and Y2 show improvement and have closed the gap to national.

### **Key Stage 1**

- At KS1, the trajectory of improvement continues. The Reading, Writing, Maths combined figure (RWM) has improved and at 65% is now in line with national for the first time. This combined figure has shown a 3 percentage point, (pp), increase since 2017 whilst the national figure has only improved by 1pp.
- KS1 Reading has improved to 72.8% whereas the national figure has remained at 75%
- KS1 Writing is 67.7% against National 69.3%. This is a similar gap to 2018.
- KS1 Maths is 74.5% against National 75.7%. This is a similar gap to 2018.
- Rates of improvement for Doncaster at KS1 are greater across all three subjects compared to national.

## 2019 Outcomes (rounded)

	Doncaster	National	difference
Reading	73%	75%	-2 %
Writing	68%	69%	-1%
Maths	74%	76%	-2%
RWM	65%	65%	0

- Outcomes at Key Stage 1 are now in line with national for the combined measure of Reading, Writing and Maths but remain below in reading (2%) although the gap to national has closed by 1pp. Reading, particularly early reading development, remains a priority at Y1 and Y2 with support being provided through continued strategic interventions.
- Girls perform better than boys across all measures at KS1 although the gender gap in Doncaster is in line with the gender gap nationally.
- For those children in receipt of pupil premium, 48% of pupils achieved the combined measure. This compares with 50% of pupil premium children nationally. The figure for non- pupil premium children at KS1 is in line with the national figure at 69%. The achievement and progress of pupil premium children and other disadvantaged groups remains a priority in line with The Doncaster Opportunity Area, Priority 1.
- The further development of high quality phonics teaching remains a priority, as does the teaching of comprehension and fluency in Reading to ensure that children can read and understand text as well as being able to decode word phonetically.

### Combined Reading, Writing and Maths measure at KS1

- The data for the combined measure for RWM is the most significant indicator of improvements at KS1. Over three years there has been a 3% improvement in the combined measure for all schools in Doncaster compared to a 1% improvement nationally over the same period.

### Key Stage 2

- The combined measure of Reading, Writing and Maths combined (RWM) has increased by 0.4% since 2018. The early national figure is 64.3%, this indicates that we have maintained our position relative to national average.
- Reading outcomes have declined nationally by 2.4% and Doncaster has declined by a similar amount. The figure stands at 67% against a national figure of 72.9%. This indicates that the further development of Reading remains a major priority.
- Writing outcomes have increased by 1.25% compared to a national decline of 0.2%. Doncaster children achieved 77.7% compared to the national figure of 78.1%. This measure is now in line with national average for the first time.
- Maths outcomes show the most improvement, increasing by 4.8% against a national increase of 2.7%. This means that the gap to national has closed

significantly to within 1 percentage point. The Doncaster figure is 77.1% and the national figure is 78.3%.

- The Grammar, Punctuation and Spelling (GPS) outcomes figure for Doncaster is 74.5%. This is a slight increase on 2018 of 0.5% whereas the national average has remained static at 77.7%. This indicates a closing of the gap to national figures.

## **KS2 Three Year Trend**

Over the period 2017-2019, KS2 results show a very positive 3 year trend.

### **Reading**

- Reading has increased in Doncaster over the last three years by 4.5% whereas the national average has only increased over the same period by 0.9%, demonstrating faster rates of progress locally than nationally.
- The gap to national average has closed for pupils with SEND and for pupils with English as an additional language (EAL).
- The groups identified that need further development are boys and those classed as disadvantaged.

### **Reading Priorities**

- Reading remains a key priority and the learning standards and effectiveness team along with strategic partners have the following priorities:
- Share good practice from schools that consistently achieve above national outcomes.
- Continue to support schools in developing a robust assessment system for reading.
- Target Y3 and Y4 teachers with network groups and subject specific CPD.
- Analyse results from other areas with similar demographics to Doncaster, where there have seen improvements in reading.
- Carry out a detailed analysis of questions and support for schools on Question Level Analysis.
- Continue to embed comprehension skills in our weakest performing schools.
- Further develop high quality training and coursed around the teaching of reading across school, particularly across KS2 (Y3-Y6).

### **Writing**

- **Writing has increased in Doncaster over the last three years by 4.7% compared to only 2.1% nationally. This is an improvement of more than double the national figure.**
- Nationally, writing outcomes remained broadly the same as 2018 whereas Doncaster increased by 1.2%, closing the gap to national to be broadly in line.
- The gap to national has reduced significantly for a number of groups including SEND, boys, girls and EAL.
- The priority group remains disadvantaged pupils.

## Writing Priorities

- Provide further opportunities for securing greater depth (GDS) through focused CPD and school support
- Provide further network opportunities to strengthen the quality of teaching and learning across KS2 especially Y3/4
- Provide further CPD opportunities to focus on the teaching of handwriting and spelling.

## Maths

- **The three year trend in Maths shows an increase of 7.8 %. Over the same period, the national figure has only increased by 3.3% demonstrating a rate of improvement at more than twice the national rate.**
- The gap to national has narrowed to 1.2% with a three year rising trend at EXS. (expected)
- GDS (greater depth) nationally has increased by 2.4%. Doncaster has increased by 2.7%, therefore closing the gap to national.
- Girls closed the gap to be within 0.4% of national. All other groups have improved from 2018 and gaps reduced significantly.
- Groups that require further work to close the gap to national are disadvantaged, SEND support and EAL.

## Maths Priorities

- A robust analysis of 2019 outcomes across all test papers.
- Schools need to use this analysis to inform their planning for Maths to raise attainment, particularly at greater depth.
- Develop more creative young mathematicians by providing CPD focussed on the understanding of creative maths approaches, problem solving and investigative problem solving.
- Exploring the effective use of whole class maths teaching to have high expectations for all without any limit to aspiration.

## RWM Combined

- **The three year trend in RWM combined has increased by 6.7%. Over the same period, the national figure has only increased by 3.3% demonstrating an improvement rate of more than double the national figure.**
- Combined figures for pupils with an Education and Health Care Plan (EHCP) remains above National in 2019
- The gap to national for EAL pupils has closed significantly in 2019

## RWM Priorities

- Rigorously track the combined figure across all year groups regularly throughout the year.

- Identify and provide intervention for those children at risk of falling behind
- Ensure that Quality first Teaching across all subjects in all schools is delivered to enable all children to receive their full curriculum entitlement

### **Key Stage 4 (GCSE)**

- Early indications suggest that KS4 outcomes in Doncaster have improved across all the measures collected.
- Provisional data suggests that the average Attainment 8 score in Doncaster is broadly in line with the emerging national average for the first time, following a notable increase in outcomes since 2018.
- Since 2018, there has been an increase in the percentage of Doncaster pupils achieving at least a standard pass (grade 4+) in both English and maths GCSE. The most notable improvement is in English attainment.
- Provisional results show that the average Attainment 8 score in Doncaster has improved notably by +2.0 points. This is the largest improvement recorded in Doncaster in this measure. Twelve out of eighteen schools improved in this measure. It is important to note that some of the schools with the largest improvements have done so from a lower baseline.
- There has been a considerable improvement in the percentage of Doncaster pupils achieving a standard pass (grade 4+) in both English and maths GCSE. Provisional results suggest a 4 percentage point improvement in the percentage of pupils achieving a standard pass in English and maths. Fourteen out of 17 schools have shown an improvement in this measure.
- There has also been an improvement in the percentage of Doncaster pupils achieving a strong pass (grade 5+) in English and maths, although this improvement is a smaller one.
- There has been a substantial improvement in the proportion of Doncaster pupils achieving a standard pass or better in English (grade 4+) since 2018 and an even larger improvement in the percentage achieving a strong pass (grades 5+). There has been notable improvements across most schools in English grade 4+ achievements with 14 out of 17 schools improving in this key measure.
- There has also been a notable improvement in the percentage of pupils achieving at least a standard pass in Maths, but not as large an improvement as seen in English measures with 14 out of 17 schools showing an improvement in this measure.
- In terms of next steps, Learning Standards and Effectiveness Officers will be analysing results and offering support and challenge to those schools where results are disappointing as well as asking schools with improving outcomes to share elements of good practice across the system.

### **Key Stage 5 (A LEVELS and Vocational Qualifications)**

- Provisional results show that the trajectory of improvement is continuing across the borough. The headline figures show that:

- The Average Point Score in Level 3 qualifications has improved notably since last year with a considerable improvement in A Level point scores too. Applied General (includes BTECs) and Technical Qualification Average Point Scores have improved as greatly in comparison to 2018, demonstrating the importance of a variety of post 16 qualifications in Doncaster.
- Level 3 qualification: The largest sixth form providers are mostly the strongest performers, with the three largest providers achieving broadly in line with or above the LA average and between them accounting for 60% of all learners.
- The emerging average for all Level 3 qualifications shows an average grade of C+ and an average points score of 31.8. This represents an increase on 2018 of 14.
- At A Level only, the average grade is C+; the average points score is 32.2. This represents an improvement on the 2018 figure of 1.9.
- In applied general qualifications, the average grade is Distinction with an average score of 34. This is an increase of 3.0 on 2018.
- In technical qualifications, the average grade is Distinction with an average score of 35. This represents a significant increase of 5.8.
- These results demonstrate significant improvement, particularly in the area of vocational qualifications.

### **Not in Education, Employment or Training (NEET)**

- The latest available figures follow an annual trend at local, regional and national level as young people complete their courses/study and some register as NEET with the local authority.

Combined NEET/Not Known Academic Age Y12 & Y13	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19
<b>Doncaster</b>	16.8%	9.0%	6.4%	6.3%	6.0%	5.5%	5.6%	5.5%	5.1%	5.2%	5.7%
<b>Yorkshire &amp; Humber</b>	21.5%	12.9%	8.5%	6.8%	5.9%	5.2%	5.5%	5.6%	5.6%	5.6%	5.8%
<b>England</b>	31.2%	14.2%	8.3%	6.4%	5.3%	4.9%	5.1%	5.3%	5.4%	5.5%	6.0%

- The Participation & Transition Services robust tracking/monitoring of the 16-18 cohort is ongoing throughout the year, helping to identify the true destination of the Not Knowns (EET or NEET). This then enables the service to offer appropriate/impartial information, advice and guidance to the vulnerable/NEET cohort (or signpost to other appropriate agencies), helping these young people to progress into a positive destination (increasing the 'In Learning' figure).
- As per the table below, Doncaster's combined average NEET/Not Known figure for July 2019 (5.7%) is lower than both the Yorkshire & Humber average (5.8%) and the national average (6.0%). The service continues to work in partnership with all local educational establishments (training providers, schools, colleges etc), targeting the current NEET/Not Known cohort in order to further lower our combined NEET/Not Known figure.

July 2019	Cohort (Y12/Y13)	NEET		Not Known		NEET & NK	Combined Total
		No.	%	No.	%		
Doncaster	6,460	248	3.8%	118	1.8%	366	5.7%
Yorks/Humber	113,789	4,027	3.5%	2,626	2.3%	6,653	5.8%
England	1,119,797	34,310	3.1%	32,937	2.9%	67,247	6.0%

- As per the table below, Doncaster's average percentage of young people participating 'in learning' is higher than both the Yorkshire & Humber average and the national average.

In Learning	July 2019
Doncaster	91.9%
Yorks/Humber	91.4%
England	91.4%

- Overall, the data in relation to NEET and EET, clearly indicate a positive picture which, when combined with the wider improvements measures, will provide greater assurance of improved outcomes for young people of Doncaster moving into the future.

## RECENT INSPECTION ACTIVITY

- Doncaster was subject to a joint inspection by Ofsted and the Care Quality Commission of services for children with Special Educational Needs & Disabilities. The inspection took place over two weeks between 13<sup>th</sup> and 24<sup>th</sup> May 2019 and involved a considerable amount of fieldwork, in particular engagement with children and families, focus groups and front line practitioners. The inspection tests the effectiveness of the identification of children with Special Educational Needs & Disabilities; meeting the needs of children with Special educational Needs and Disabilities and the outcomes for children with Special Educational Needs and Disabilities.

The outcome of the inspection was published on 12<sup>th</sup> July 2019 and whilst this is not a graded judgement, it does identify strengths and areas for improvement. It is especially pleasing that the inspection letter does not require Doncaster to produce a 'Written Statement of Action', (effectively an improvement plan) in response to any identified areas for improvement. Nationally, some 50% of local areas and four of Doncaster's six inspected regional peers have been required to produce a 'Written Statement of action'.

In the inspection letter, the inspectors made a number of favourable comments, which included:

- Local leaders are committed to improving the life chances of children and young people with Special Educational Needs and Disabilities, they know what's working well and where improvements are needed and development plans that are in place are strong. This is reflected in the self- evaluation, which is accurate and comprehensive. The child's voice is given a high priority, witnessed in the fact that the ideas of children influence leaders' strategic

planning and the development of services. The 'Local Offer' has been shaped by the voice of children and young people. In addition, the Special Educational Needs and Disabilities Information Advisory and Support Service is valued and viewed positively by users. The local area professionals work well to support these children's needs. Alignment of services into neighbourhoods has brought easier access to this cohort of children.

The letter found a small number of areas for improvement, which were:

- A need to make improvements to the pace and scope of joint commissioning and co- production with children and families; a need to increase awareness of both the 'Local Offer' and the Special Educational Needs and Disabilities Information Advisory Support service. Whilst the service is strong, awareness among local families is not sufficiently high. Some children and young people do not always receive effective support at points of transition. Improvements need to be made to the quality of some Education, Health and Care plans. There are high rates of absence and fixed term exclusions for this cohort of children. Although joint commissioning and co-production is in place, there needs to be a faster pace to this way of working.

In accordance with Doncaster's ethos of continuous self- improvement, the areas for improvement arising from the inspection letter have been captured within an action plan that identifies accountabilities, timescales and progress ratings. The Special Educational Needs and Disabilities improvement sub group will have oversight and hold officers across the partnership to account for progress.

A full copy of the inspection letter is available to access via the following link: - <https://files.api.ofsted.gov.uk/v1/file/50094861>

- On 24<sup>th</sup> June 2019, the Council and the Trust hosted an *Annual Conversation* with Ofsted. This is part of the new inspection framework for the inspection of Local Authority Children's services (ILACS) which replaced the single inspection framework on 1<sup>st</sup> January 2018. The *Annual Conversation* forms part of a more continuous engagement with Ofsted which is a feature of the framework. Under the new framework and as a children's service authority graded good, the Council and Trust will receive a shorter (of one week duration) inspection every three years. The next inspection is scheduled for October 2020 but with a possibility of up to two focused visits prior to that inspection, one of which we experienced in November 2018 which focused on children with disabilities. OFSTED reported positively on this focused visit.
- In advance of the Annual Conversation, the Trust and Council were required to submit a self-evaluation document. The Annual Conversation examines the inspection profile of the area and at the meeting, the self-evaluation was reviewed after being shared prior to the meeting. The Annual Conversation also embraces a discussion of children's services performance more widely, to

include schools, special educational needs and disabilities and issues arising from consideration of those frameworks.

- In the most recent Quarter, three Children's homes have been inspected; two achieved a rating of 'good' whilst one was judged as 'Requires Improvement'.
- Overall, this means that five of the six children's homes managed by the Trust are rated as 'Outstanding' or 'Good'.
- In addition, the Doncaster Children's Trust as an Independent Adoption Agency was inspected in July 2018 and was rated as 'Outstanding'; as an independent fostering agency, it was inspected in October 2018 and rated as 'Outstanding'.
- In conclusion, the current inspection profile for children's services in the Doncaster area is the best witnessed for a considerable number of years and significantly better than a number of other areas with the same demographic profile.
- It is anticipated that the next, but like all others, unannounced, inspection of the Doncaster area, will either be a second focused visit under the Inspection of Local Authority Children's services, or a Joint Targeted Area Inspection of arrangements and services for children in need of help and protection. This is a multi-agency inspection involving four inspectorates and examines how the whole system operates by evaluating Multi Agency practice; the Front Door of social care and a specific theme of concern, for example, children's mental health.

#### **WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?**

4. Local Councils play a key role in helping to shape and drive forward improvement in education settings and it is important that they are involved in shaping the quality of provision in their area.

#### **BACKGROUND**

5. Doncaster schools are challenged by the Local Authority, the DFE, the Regional Schools Commissioner and OFSTED about test and examination outcomes for all children and young people in all phases of education. As part of the ***Doncaster Growing Together, Achieve*** strand, we are committed to improving outcomes to ensure that all our children and young people have the best possible chance for a successful and productive life.

#### **OPTIONS CONSIDERED**

6. There are no options as this report is for information.

#### **REASONS FOR RECOMMENDED OPTION**

7. To inform members of 2019 outcomes across all phases.

#### **IMPACT ON THE COUNCIL'S KEY OUTCOMES**

- 8.

	<b>Outcomes</b>	<b>Implications</b>
	<p><b>Doncaster Working:</b> Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future;</p> <ul style="list-style-type: none"> <li>• Better access to good fulfilling work</li> <li>• Doncaster businesses are supported to flourish</li> <li>• Inward Investment</li> </ul>	<p>Better test and exam outcomes will help children and young people to pursue their ambitions.</p>
	<p><b>Doncaster Living:</b> Our vision is for Doncaster's people to live in a borough that is vibrant and full of opportunity, where people enjoy spending time;</p> <ul style="list-style-type: none"> <li>• The town centres are the beating heart of Doncaster</li> <li>• More people can live in a good quality, affordable home</li> <li>• Healthy and Vibrant Communities through Physical Activity and Sport</li> <li>• Everyone takes responsibility for keeping Doncaster Clean</li> <li>• Building on our cultural, artistic and sporting heritage</li> </ul>	<p>Improved outcomes help all children and young people to make the most of the opportunities offered by the borough.</p>
	<p><b>Doncaster Learning:</b> Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling;</p> <ul style="list-style-type: none"> <li>• Every child has life-changing learning experiences within and beyond school</li> <li>• Many more great teachers work in Doncaster Schools that are good or better</li> <li>• Learning in Doncaster prepares young people for the world of work</li> </ul>	<p>Children and young people benefit from improved education and attending local schools with improved standards.</p>

	<p><b>Doncaster Caring:</b> Our vision is for a borough that cares together for its most vulnerable residents;</p> <ul style="list-style-type: none"> <li>• Children have the best start in life</li> <li>• Vulnerable families and individuals have support from someone they trust</li> <li>• Older people can live well and independently in their own homes</li> </ul>	<p>Improved outcomes help children to make the best possible start in life.</p>
	<p><b>Connected Council:</b></p> <ul style="list-style-type: none"> <li>• A modern, efficient and flexible workforce</li> <li>• Modern, accessible customer interactions</li> <li>• Operating within our resources and delivering value for money</li> <li>• A co-ordinated, whole person, whole life focus on the needs and aspirations of residents</li> <li>• Building community resilience and self-reliance by connecting community assets and strengths</li> <li>• Working with our partners and residents to provide effective leadership and governance</li> </ul>	<p>Improved outcomes will help all children and young people to benefit from the development of the connected council.</p>

## **RISKS AND ASSUMPTIONS**

9. Reputational Risk: There is a risk to the council that not achieving improved outcomes would result in a lack of future employment opportunities for young people. Children and young people with low educational outcomes increase the risk of being unable to reach their full potential.  
 Financial Risk: There would be a risk of increasing pressure on other council resources due to limited educational opportunities for children and young people with low educational outcomes.

## **LEGAL IMPLICATIONS [Officer Initials SRF Date 21/08/19]**

10. Local Authorities have legal duties to contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient primary, secondary and further education are available to meet the needs of the population in their areas. The work highlighted in this report will assist the Council to judge the effectiveness of its delivery of those duties.

## **FINANCIAL IMPLICATIONS [Officer Initials DB Date 20/08/19]**

11. There are no specific financial implications arising from this report.

## **HUMAN RESOURCES IMPLICATIONS [Officer Initials: JC Date 20/08/19]**

12. There are no HR implications relating to this report.

## **TECHNOLOGY IMPLICATIONS [Officer Initials PW Date 21/08/19]**

13. There are no specific technology implications in relation to this report.

## **HEALTH IMPLICATIONS [Officer Initials RS Date 21/08/19]**

14. Learning outcomes and health outcomes are intrinsically linked. Overall, investments in improving learning outcomes should also improve health outcomes. Evidence shows that education, training and employment are key socio-economic factors in determining health status (Marmot, 2010). School improvement measures should be inclusive of supporting the health and wellbeing of pupils, staff and wider school community. The public health programme Healthy Learning Healthy Lives can support educational settings to promote a better level of health and wellbeing for their school community.

## **EQUALITY IMPLICATIONS [Officer Initial PR Date: 20/8/19]**

15. Improved outcomes in all phases will ensure that all children's education and development continues to benefit; this will increase and strengthen our Local Offer and support our obligations under the Equality Act 2010.

The Council's duty under section 149 of the Equality Act 2010 when exercising its functions to advance equality of opportunity and foster good relations between those who have a protected characteristic and those who do not share that protected characteristic, ensure fair access to learning and opportunities for all Doncaster children and young people.

## **CONSULTATION**

16. No further consultation was undertaken for this report.

## **BACKGROUND PAPERS**

17. Doncaster Growing Together
- The Children and Young People's Plan 2017-2020

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