Item No:

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Committee: Children’s Services Review Group

Date of Meeting: 28 February 2024

Subject: Educational Performance of Different Groups

NOT FOR PUBLICATION

Exempt information falling within paragraph(s)….

Of part 1 of schedule12a to the local government act 1972

*(Delete if not applicable)*

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Implications: Legal  Community Safety

Equalities  Environment

Financial  Consultations

Staffing  Other

Wards Affected: All

1. **Purpose**
   1. A key part of the Luton 2040 strategy is to raise achievement and reduce educational inequalities.
   2. This report shares information on the educational performance of different groups namely disadvantaged, children who speak English as an Additional Language (EAL) and different ethnic groups, in order to examine the extent of inequality in performance of different groups at key test and examination points in their education journey. The information will inform an action plan as part of the Education and Learning Strategy reset to support improving outcomes for those groups that are underperforming and therefore reinforcing inequalities.
   3. Whilst this report provides an overview across the town, schools will receive their own school level data to help them examine inequalities in their outcomes and to incorporate actions into their individual school improvement plans.
2. **Recommendations**
   1. To note the contents of the report
   2. To agree to sharing school-level data with schools for them to further analyse the information and to address inequalities through their school improvement plans.
   3. To support the proposals of active challenge and targeted brokering and support for schools

3. Background and Context

* 1. The Education Service provides a Standards Report to CSRG on an annual basis reporting on overall attainment in the previous academic year’s national assessment and examination results. This is usually provided in November. This additional report, tabled in February 2024 provides for a greater analysis of the educational performance of pupils with different characteristics at both Key Stage 2 (age 11) and Key Stage 4 (age 16). It reports on the proportions of pupils achieving expected or above in all three measures of Reading, Writing and Maths combined at Key Stage 2[[1]](#footnote-1), and the proportions achieving a strong pass (Grade 5 or above) in both Maths and English GCSE at the end of Key Stage 4. The report illustrates trends over the period 2019-2023.
  2. As the quality of education and educational outcomes in Luton’s schools improve, it is important that we ensure that improvements impact on all children so that gaps between different groups are reduced and all children and young people achieve.
  3. The term ‘Disadvantaged’ pupils is recognised nationally as being those children who are eligible for pupil premium grant funding (PPG) and are either children in care, eligible for free school meals (FSM), or have been eligible for free school meals at some point in the last 6 years.
  4. ‘EAL’ pupils are pupils who speak English as an Additional Language. This does not differentiate between those at the early stages of learning English, and those who are fluent in English and multi-lingual.
  5. Ethnicity – we have analysed outcomes using the ten DfE ‘minor’ ethnicity categories nationally, namely Asian–Bangladeshi; Asian–Pakistani; Asian–Indian; Any Other Asian Background; Black–African; Black–Caribbean; Any Other Black Background; White–British; White–Other; Mixed.
  6. ‘Gypsy/Roma’ and ‘Traveller of Irish Heritage’ categories have been removed, due to low numbers of children identifying within this group in Luton. Similarly, ‘Mixed’ Ethnicity have not been disaggregated due to low numbers. ‘Other’ and ‘Not Known’ are not included for the purposes of this exercise.
  7. We know that Luton is a ‘super-diverse’ town, with no single ethnic group making up more than 50% of the population. This super-diversity is reflected in Luton’s schools.The table below shows that the largest ethnic group is Asian-Pakistani with 27%, followed by White-British at 17%. The next two groups are Asian-Bangladeshi at 13% and Any Other White, which includes our Eastern European children, at 11%.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Profile of ethnicity in Luton’s schools (taken from school census data)** | | | | | | | | | | |
| **Asian - Pakistani** | **White - British** | **Asian - Bangladeshi** | **Any Other White Background** | **Mixed** | **Black - African** | **Any Other Asian Background** | **Asian - Indian** | **Other groups/ unknown** | **Black Caribbean** | **Any Other Black Background** |
| 27% | 17% | 13% | 11% | 8% | 7% | 5% | 4% | 4% | 3% | 1% |

1. **Attainment Overview** 
   1. **Disadvantaged Pupils: Key Stage 2**

4.1a Disadvantaged pupils in Luton perform better in Luton schools than disadvantaged pupils nationally and they do every year and at every key stage. This strong picture of performance has continued in 2023 and is a significant strength of Luton and the way in which Luton’s schools are providing for those who face socio-economic disadvantage.

4.1b Figure 1 shows the proportions of all children in Luton at the end of Key Stage 2 who achieved the expected standard in all three areas of Reading, Writing and Maths combined in 2019 to 2023. There was no data available in both 2020 and 2021 due to the pandemic and the pausing of the national assessments in those years. Following the national release of the final and revised results, which take into account children new to the country, overall children in Luton were at the national average in 2023, above national average in 2022 and below national average before the pandemic.

4.1c Whilst we know that nationally, and in Luton, children who are disadvantaged do not do as well as their more advantaged peers, the graph in Figure 2 below shows that the difference in performance between disadvantaged pupils and all pupil groups in Luton is not as pronounced as it is nationally. Disadvantaged pupils achieve more highly in Luton at the end of their Primary schooling than their disadvantaged peers nationally.

4.1d Figure 3 shows that Luton’s children who are not classed as disadvantaged are still performing below their non-disadvantaged peers nationally by the end of primary school, but this gap has narrowed since 2019.

4.1e In Luton, the gap between disadvantaged and non-disadvantaged at Key Stage 2 is circa 13.5 percentage points, which is still too high. However, this is narrower than the gap nationally which is currently at 22 percentage points.

* 1. **Disadvantaged Pupils: Key Stage 4**

4.2a Figure 4 below shows that in 2023, the proportion of students achieving strong passes in both English and Maths at GCSE was broadly the same as the proportion nationally. The rate of improvement in the secondary sector has been greater, narrowing the gap that previously existed between Luton and the national improvement trend prior to the pandemic.

4.2b We know that nationally, and in Luton, children who are disadvantaged do not do as well as their more advantaged peers by the end of Key Stage 4. However, the graph in Figure 5 below shows how this difference in performance is not as pronounced in Luton as it is nationally, although a gap does still exist. In fact, disadvantaged pupils achieve more highly in Luton at the end of Year 11 than their disadvantaged peers nationally and the positive achievement gap between disadvantaged students in Luton and those nationally is widening.

4.2c Figure 6 shows that Luton’s young people who are not classed as disadvantaged are still performing below their non-disadvantaged peers nationally by the end of secondary school, but again, this gap is closing as Luton schools continue to target the performance of disadvantaged students.

4.2d The attainment gap between disadvantaged and their non-disadvantaged peers nationally at the end of Key Stage 4 is 27 percentage points. Whilst the gap between disadvantaged and non-disadvantaged students at Key Stage 4 in Luton is well below this and is about 18 percentage points, we recognise that this difference is still too great.

4.2e Raising the achievement of all pupils and reducing inequalities in outcomes are key parts of the Luton 2040 strategy. Luton schools in both the primary and secondary phase continue to work on narrowing the gap between disadvantaged and non-disadvantaged pupils as the gap remains too wide. A significant focus on oracy and improving pupils’ language skills and confidence has been introduced in 2023 and the Education and Learning reset plan for 2024-27 aims to increase the focus on literacy and reading skills in particular for our disadvantaged and those who have not achieved the national expectation by the end of Key Stage 2. Achieving the national expectation at the end of Key Stage 2 provides children with a strong starting point for accessing their secondary education. Strong passes at the end of secondary school provide broader access and opportunities to further and higher education and employment.

**4.3 EAL Pupils – Key Stage 2:**

4.3a We know that children who speak more than one language and so have English as an Additional Language (EAL) achieve slightly better in school overall than their English-only speaking peers.

4.3b Figure 7 below shows that nationally in 2023, children with EAL achieved slightly higher than their peers nationally in the end of Key Stage 2 assessments. Figure 7 also shows that EAL children in Luton performed slightly better than their EAL peers nationally, as well as better than their non-EAL classmates.

4.3c Over time, we can see from Figure 8a that the proportion of children with EAL in Luton achieving expected levels in Reading Writing and Maths combined at the end of Key Stage 2 has increased and has been above the national trend for the last two years.

4.3d Figure 8b shows that the achievement of children who do not speak English as an Additional Language has been declining. The reasons for this need further analysis and enquiry.

* 1. **EAL Pupils – Key Stage 4:**

4.4a Children with EAL also achieve higher at GCSE than their English speaking peers. Figure 8c shows that nationally, and in Luton, in 2023 children who speak English as an Additional Language did better than non-EAL pupils by approximately 4 percentage points.

4.4b Figure 8d shows that the gap between Luton’s EAL pupils and national EAL is narrowing, but not as rapidly as for non-EAL pupils which, as can be seen in Figure 8e, are improving significantly.

* 1. **Ethnic Groups: Key Stage 2**

4.5a As stated earlier, and as shown in Figure 9 below, overall the same proportion of Luton pupils at the end of KS2 achieved at least the expected level in all three of Reading, Writing and Maths (RWM) combined as their counterparts nationally (Luton 59.7%; national 59.6%). However, we know that nationally there are variations in the performance of different ethnic groups.

4.5b Looking at the ten major ethnic groups in Luton, we can see from Figure 9 below that in 2023, the performance of ethnic groups in Luton in 2023 generally followed the national picture.

4.5c The best performing ethnic group nationally at KS2 in RWM combined was Asian- Indian (73%). This was also the case in Luton (69%) along with Asian-Bangladeshi and Asian-other (both 69%).

4.5d The lowest performing ethnic group both nationally and also in Luton was Black-Caribbean, with 50% of Black-Caribbean achieving RWM combined nationally and 52% of Black-Caribbean children in Luton achieving the national expectation.

4.5e The cohort sizes need to be taken into account in generalising from these figures, as smaller groups are more likely to see bigger changes year on year. For information, in 2023, the number of children in the different ethnic groups at the end of Year 6 were as follows:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2023 Y6 Cohort - All** | **Asian - Bangladeshi** | **Asian - Pakistani** | **Asian - Indian** | **Any Other Asian Background** | **Black - African** | **Black Caribbean** | **Any Other Black Background** | **White - British** | **Any Other White Background** | **Mixed** |
| 3,255 | 419 | 885 | 127 | 172 | 240 | 83 | 19 | 517 | 376 | 286 |

4.5f There will be variations in individual schools. School level data will be shared with headteachers, along with both Luton and National performance data. Headteachers and governors will be encouraged to consider the implications of any differences in the patterns of attainment among different ethnic groups for their school and to feed actions to address any significant differences into school improvement plans and development strategies. In particular, in schools where one ethnic group is performing significantly below that ethnic group nationally, they will be expected to undertake interventions and monitor performance of that group. It is also important that schools maintain high expectations in regards to groups who underperform nationally so that they schools do not maintain lower expectations of students from certain ethnic groups.

4.5g Through the Standards and Effectiveness Service monitoring programme, the local authority will challenge schools which have significant differences between ethnic groups and target these schools to engage in brokered initiatives around raising achievement and aspirations of under-performing groups.

* 1. **How do children from different ethnic groups at the end of Year 6 perform over time in Luton compared to national?**

4.6a Overall results show a narrowing of the gap that has previously existed with the national average. From an equalities perspective, it is important that we can see the extent to which this reflects improved performance across all ethnic groups and the extent to which differences between the performances of ethnic groups are narrowing.

4.6b The following graphs illustrate the performance of pupils at the end of Year 6 in different ethnic groups over time. Figure 10 shows that since 2019 KS2, outcomes nationally have fallen due to the impact of the pandemic. However, Luton schools improved the results for all pupils through the pandemic and have sustained standards in 2023 which are currently in line with national following 2022 when they were above national. The following analysis looks at the extent to which this has this been the case for all ethnic groups.

4.6c Figures 11, 12 and 14 show that, generally, the KS2 outcomes for Asian pupils in Luton are improving over time, with Asian-Bangladeshi and Asian-Other now above, and Asian-Pakistani in line with, their ethnic groups nationally. The overall results of the smaller group of Asian-Indian pupils however have been declining over time and the gap which exists with Asian-Indian pupils nationally has widened. The reasons for this need further exploration with schools.

4.6d In Luton, whilst there is a disparity between Asian groups this is to a lesser degree than national. In Luton, only 59% of Asian-Pakistani pupils achieved RWM at KS2 combined which is 10 percentage points below that of all other Asian groups. However, it shows an improving picture and is now broadly in line with Asian-Pakistani pupils nationally, closing from a 4.7% gap with Asian-Pakistani pupils nationally in 2019.

4.6e Figures 15 and 16 show that the achievement of Black pupils at KS2 in Luton has remained relatively steady with Black African pupils’ attainment being broadly in line with the national average and having closed the gap since the pandemic. Luton’s Black-Caribbean pupils do better than their Black-Caribbean peers nationally, but this is still much lower than other groups with only 52% of the smaller 2023 Black-Caribbean Year 6 pupil cohort gaining their RWM, compared to 60% of the whole Y6 cohort.

4.6f There is a small group of pupils who identify as Any Other Black. The performance of this cohort has declined over time, but small numbers make it difficult to draw secure conclusions about any patterns or trends over time.

4.6g Whilst Black-Caribbean pupils make up only 2.5% of the Y6 cohort in 2023, their underachievement is significant and we will be encouraging primary schools to consider how they can address this, along with the achievement of Any Other Black pupils.

4.6h The performance of White-British and White-other Y6 pupils in Luton reflects the national picture of performing slightly below the national average for the whole cohort.

4.6i Figure 18 shows that the achievement of White-British pupils has declined since before the pandemic when they were in line with their national peers. In 2023 they were below national White-British. This is a significant concern as White-British are the second largest group in Luton and represent about 17% of Luton’s school population. Understanding the reasons for this and working to address the underlying reasons will be a key challenge for schools and the local authority as we work together to achieve the Luton 2040 vision for the town.

4.6j There are likely to be multiple factors impacting on the under-performance of these White-British pupils in Luton which need further analysis, but are likely to include the impact of Covid and multiple vulnerabilities including SEND, socio-economic factors and attendance.

4.6k The schools with the lowest achieving White-British pupils have been targeted to engage with school improvement either as academies through their Trust leadership, or as maintained schools through the LA school improvement offer. They also engage with initiatives such as Voice-21, Raising Achievement of Disadvantaged Youngsters (RADY), Whole School SEND, and Race And Conscious Equality (RACE). The Local Authority’s Standards and Effectiveness team will undertake further analysis and targeting to ensure effective impact of initiatives on White-British pupils and to continue improving the quality of teaching and assessment particularly in schools with under-achieving groups.

4.6l Figure 19 shows that in Luton we have seen an improvement in the performance of White-Other pupils over time and they are now in line with national White-Other pupils.

4.6m Figure 20 shows that the achievement of pupils in Y6 of Mixed ethnic background is more variable, changing from significantly above national Mixed in 2022 to being significantly below in 2023. The reasons behind this significant change need further investigation.

4.6n Mixed pupils represent a significant group of pupils (286, making up 9% of the cohort) and yet they achieved 5 percentage points below the average for all of Luton. This is an area for schools and the LA to examine in more detail. The LA Standards and Effectiveness Service will be challenging schools to understand their cohorts and continue to focus on accurate assessment of needs. The LA will ensure schools have high expectations of all their pupils, and have accurate targeting of pupils for interventions and initiatives.

* 1. **Ethnic groups: GCSE**

4.7a As stated in paragraph 4.2a and below in Figure 21, overall, 44% of pupils in Luton achieved both maths and English at Grade 5 or above in 2023 which is broadly in line with national (45%).

4.7b Nationally, there are differences in how well children from different ethnic groups perform in school exams at the end of Key Stage 4. Looking at the ten major ethnic groups in Luton, we can see from Figure 21 below that in 2023, the best performing ethnic group at GCSE English and Maths Grade 5+ both nationally and in Luton was Asian–Indian. The poorest performing ethnic group both nationally and in Luton was Black–Caribbean.

4.7c Figure 21 also shows that generally the performance of ethnic groups in Luton in 2023 followed the national picture.

4.7d The following graphs look at the performance of pupils across different ethnic groups over time. School-level data will be shared with headteachers to consider implications for their school and to feed into school improvement plans and development strategies. In particular, schools where one ethnic group is performing significantly below that ethnic group nationally are advised to undertake interventions and to monitor the impact of these interventions on improving the performance of that group. It is also key to have high expectations in regards to groups who underperform nationally so that schools do not reinforce lower expectations of students from certain ethnic groups.

4.7e Figure 22 shows that since 2019 (the last truly comparable year due to the pandemic), GCSE outcomes for all pupils in Luton have improved and in 2023 were in line with the national average for the first time. The following analysis looks at the extent to which this has this been the case for all ethnic groups.

4.7f The cohort sizes need to be taken into account, although all the groups included here are large enough to be significant. Smaller groups are more likely to see bigger changes year on year. For information, in 2023, these are the cohort sizes:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Y11 2023 Cohort - All** | **Asian - Bangladeshi** | **Asian - Pakistani** | **Asian - Indian** | **Any Other Asian Background** | **Black - African** | **Black - Caribbean** | **Any Other Black Background** | **White - British** | **White - Other** | **Mixed** |
| 3003 | 416 | 814 | 98 | 152 | 188 | 85 | 35 | 552 | 303 | 229 |

4.7g Figure 23 shows that Bangladeshi pupils in Luton perform in line with Bangladeshi pupils nationally and their performance has been broadly in line with the national trend since 2019. Figure 24 shows that Luton’s Pakistani pupil performance has improved in closing the gap with national and in 2023 outcomes were slightly above Pakistani pupils’ performance nationally from a previous position of performing below. Figure 25 however, shows that Indian pupils in Luton perform below Indian pupils nationally, as they do at Key Stage 2, and this gap has widened in 2023, although this is a much smaller cohort and this group still performed better than all other groups. Pupils in Luton from other Asian backgrounds (Figure 26) have narrowed the attainment gap with the national average but they are still performing below their peers nationally.

4.7h The performance of Black pupils is more varied. Whilst Black African pupils are a higher than average performing group nationally, Black-Caribbean and Any Other Black are the lowest two performing groups nationally.

4.7i In Luton, as Figure 27 shows, Black African pupils are performing below Black African pupils nationally and the gap has widened since 2019. This is a concern as a significant group and reasons behind this need to be investigated. Schools with the highest numbers of this group will be targeted by the LA Standards and Effectiveness Service and information will be shared with governors and Trustees. The Education and Learning Strategy reset in 2024 will aim to strengthen community engagement in learning and will aim to better connect a community wide approach to closing this gap. It will be particularly useful for schools in the same multi-academy trusts to share effective practice to reduce differences between schools. In addition, the LA will be challenging schools to ensure they are targeting pupils based on high expectations and robust assessment, and ensuring the school improvement initiatives impact across all ethnic groups.

4.7j Black Caribbean and Any Other Black (total cohort 120) however have improved more rapidly and are now both above national as shown in Figure 28 and Figure 29. Performance of Luton’s Black Caribbean pupils (cohort size 85) is still very low, with only 33% gaining both maths and English at grade 5 or above, compared to 44% of all pupils.

4.7k The achievement of White-British and White-other pupils has shown little improvement over the last few years. Figure 30 shows that Luton’s White-British pupils in particular are performing significantly below national with only 34% achieving English and maths at grade 5 or above compared to 43% of White-British pupils nationally. Figure 31 shows that the performance of Luton’s White-Other pupils has improved since 2019, but are consistently around 11 percentage points lower than national White-Other.

4.7l The under-achievement of White-British and White-Other is of significant concern in the secondary sector, as they make up such a large proportion of pupils. This needs to be addressed and turned around if the LA is to reach its 2040 vision. Raising the achievement of under-achieving groups will be a key part of the Education and Learning Strategy reset. In the immediate term, schools with the highest proportions of White-British pupils will be targeted to participate in school improvement initiatives such as RADY (Raising Achievement of Disadvantaged Youngsters), RACE (Race and Conscious Equality) and to use accurate assessment alongside high expectations to target under-achieving White-British and White-Other pupils, as well as Black-Caribbean and Black-African pupils.

4.7m Approximately 8% of the KS4 cohort are of Mixed ethnicity and the performance of this group has been below national, both for Mixed pupils and for the cohort as a whole, as shown in Figure 32. This is another under-achieving group which schools should consider in their school improvement plans and development initiatives.

1. **Conclusion**
   1. Covid had a huge impact on education of children and young people. This impact was felt in Luton although attainment has generally been sustained in Luton through the pandemic years and in many ways gaps in some, although not in all areas, have narrowed. Disadvantaged outcomes were disproportionately affected nationally through the pandemic but the focus and emphasis given by Luton’s schools to maintaining learning for those who were disadvantaged has been successful. The performance of disadvantaged pupils remains above that of disadvantaged pupils nationally. In Luton there are challenges in comparing education performance data of different ethnic groups over the last few years and conclusions can only be drawn with a great deal of caution. However, we also know that Covid affected groups differently, and there were differences in educational performance of groups prior to Covid. It is clear that, irrespective of Covid considerations, there remains inequality in the achievement of children from different ethnic groups nationally and this is reflected in Luton.
   2. As Luton’s standards improve relative to the national average according to headline measures, it is clear that this is not reflected in the performance of every ethnic group. Some groups have seen a decline in performance and some groups significantly underachieve compared to national. It is important that we shine a light on groups who are under-achieving and enable schools to ensure that school improvement initiatives have impact on all groups.

5.3 Raising the achievement of all children and young people in Luton is core to the achievement of the Luton 2040 strategy. As we look to refresh the Education & Learning Strategy it is important for us to consider the importance of narrowing the gaps that exist but by improving outcomes for all children with acceleration in improving the outcomes and progress of those who are disproportionately performing below the level of their peers. This includes different ethnic groups or socio-economic groups. We are committed to the importance of all children feeling they belong, that they matter and that their voice is heard.

* 1. Universal, high quality inclusive practice will continue to encourage high expectations for all children, and for headteachers and governors to monitor the impact of this practice on a range of different groups.

1. **Proposal/Options**

6.1 The Standards and Effectiveness Service will, on an annual basis, share schools’ performance data by ethnicity with headteachers and Multi Academy Trust CEOs, with an overview of key under-achieving groups, and a clear expectation that school improvement activity impacts positively on the outcomes of those groups. We will brief governors and share information with Trustees so the education and governance system is aware of local priorities.

6.2 The Standards and Effectiveness Service will include the under-performance of ethnic groups as a key factor in targeting schools for intervention and support. We will hold schools to account in relation to the impact of school improvement on the performance of all groups. We will include the performance of ethnic groups relative to each other and to national as part of our School Improvement Advisers’ termly engagement with schools, our Keeping in Touch Monitoring Visits, or our meetings with Multi Academy Trust senior leaders.

6.3 The Standards and Effectiveness Service will broker arrangements for school improvement initiatives and target schools who would benefit most, particularly in the area of under-achievement of different ethnic groups as described in this report. In particular we will expand our engagement and partnerships with RADY (Raising Achievement of Disadvantaged Youngsters), RACE (Race And Conscious Equality), Voice 21 and Whole School SEND with NASEN (National Association of Special Educational Needs), with a particular priority to raise the achievement of pupils from Black, White and Mixed ethnic groups.

6.4 The Standards and Effectiveness Service will actively seek to broker further partnerships with other organisations with evidence-based school improvement offers that particularly look to raising the achievement of under-performing groups.

6.5 The Standards and Effectiveness Service will continue to actively promote the Diverse Curriculum materials, and work with organisations such as the Reach Foundation, to raise aspirations and expectations, particularly of Black-Caribbean pupils.

6.6 The Standards and Effectiveness Service will actively challenge schools in relation to disparities between different groups, including ethnic and socio-economic groups. We will continue to support schools in developing accurate, forensic and diagnostic assessment which enable teachers to accurately identify and meet pupils’ needs in order that all pupils are successful across curriculum areas.

6.7 The Education and Learning Strategy refresh will include raising the achievement of all ethnic groups as a key driver. In particular the importance of all pupils having a sense of belonging, an understanding that they matter, and that their voice is heard.

6.8 The Standards and Effectiveness Service will work with Business Intelligence to investigate the impact of gender within ethnic and socio-economic groups across schools. We will challenge schools to examine this as part of their analysis in order to accurately target interventions.

6.9 The Education Service will analyse data relating to Inclusion and Special Educational Needs and Disabilities (SEND) by ethnicity to understand any possible disproportionate representation of different ethnic groups. This will include analysis of suspensions and exclusion from school.

Appendix



List of Background Papers - Local Government Act 1972, Section 100D

Implications

| Item | Details | Clearance Agreed By | Dated |
| --- | --- | --- | --- |
| Legal |  |  |  |
| Finance |  |  |  |
| Equalities | Tackling the underperformance of different ethnic and social groups will contribute towards the Council’s Equity and Social Justice Strategy |  |  |
| Environment |  |  |  |
| Community Safety |  |  |  |
| Staffing |  |  |  |
| Consultations |  |  |  |
| Other |  |  |  |

1. The proportion of children achieving the national expectation in the areas of reading writing and mathematics combined is the national measure used to compare performance between schools, local areas and national. [↑](#footnote-ref-1)