

## BARNSELY METROPOLITAN BOROUGH COUNCIL

This matter is not a Key Decision within the Council's definition and has not been included in the relevant Forward Plan

### REPORT OF THE EXECUTIVE DIRECTOR (PEOPLE) TO CABINET ON 9<sup>th</sup> JANUARY 2019

#### PROVISIONAL EDUCATION OUTCOMES IN BARNSELY (2018)

##### 1.0 PURPOSE OF REPORT

- 1.1 To inform Cabinet of the provisional education outcomes for children and young people in the Borough, at each Stage of the National Curriculum, from the Early Years Foundation Stage (EYFS) to Key Stage 5, in 2018.

##### 2.0 RECOMMENDATIONS

- 2.1 That Cabinet notes the provisional education outcomes in the Borough for 2018 and the actions to be taken to improve the progress of all categories of pupils at each Stage of the National Curriculum.

##### 3.0 INTRODUCTION

- 3.1 Profile Of Schools In Barnsley

- 3.2 The table below indicates the number of Local Authority maintained schools and those which have converted into academies in the Borough.

	Maintained schools	Academies	Total
Primary	39	39	78
Secondary	3	7	10
Special	0	2	2
Pupil Referral Unit	0	1	1
Total	42	49	91*

- 3.3 \*There are 91 state-funded schools in Barnsley. Holy Trinity is an all-through 3-16 academy but is counted here as two settings, one primary, one secondary. Of the 3 maintained secondary schools, two are in the process of conversion to an academy. Of the 39 maintained primary schools, 4 are in the process of conversion or governing bodies have resolved to pursue conversion to an academy.
- 3.4 There are 14 Multi-Academy Trusts working in Barnsley. In addition to primary and secondary schools, there are two main providers of post 16/ Key Stage 5 provision, Barnsley Academy and Penistone Grammar School.

## 4.0 Summary Of Pupils Outcomes

- For children in the EYFS the percentage of Barnsley children achieving a Good Level of Development (GLD) continues to improve and the percentage of schools at or above national averages has improved by 2% points.
- The percentage of children at the end of primary school (Key Stage 2) achieving the expected levels in all three subject areas of reading, writing and maths has increased from 59% to 64%. The rate of improvement locally was double that seen nationally, and Barnsley now equals national performance.
- Progress rates for pupils between Key Stage 1 and Key Stage 2 remain above national averages in writing and maths, and have improved in reading, narrowing the gap with national
- Outcomes for pupils with special educational needs, including disabilities (SEND) have improved at all key stages
- At Key Stage 4, the percentage of Barnsley students achieving a grade 4 or better (equivalent to a C grade) in both English language/literature and maths was 61% compared with 59% nationally, which means Barnsley remains above national on this measure.

### 4.1 Areas for Improvement

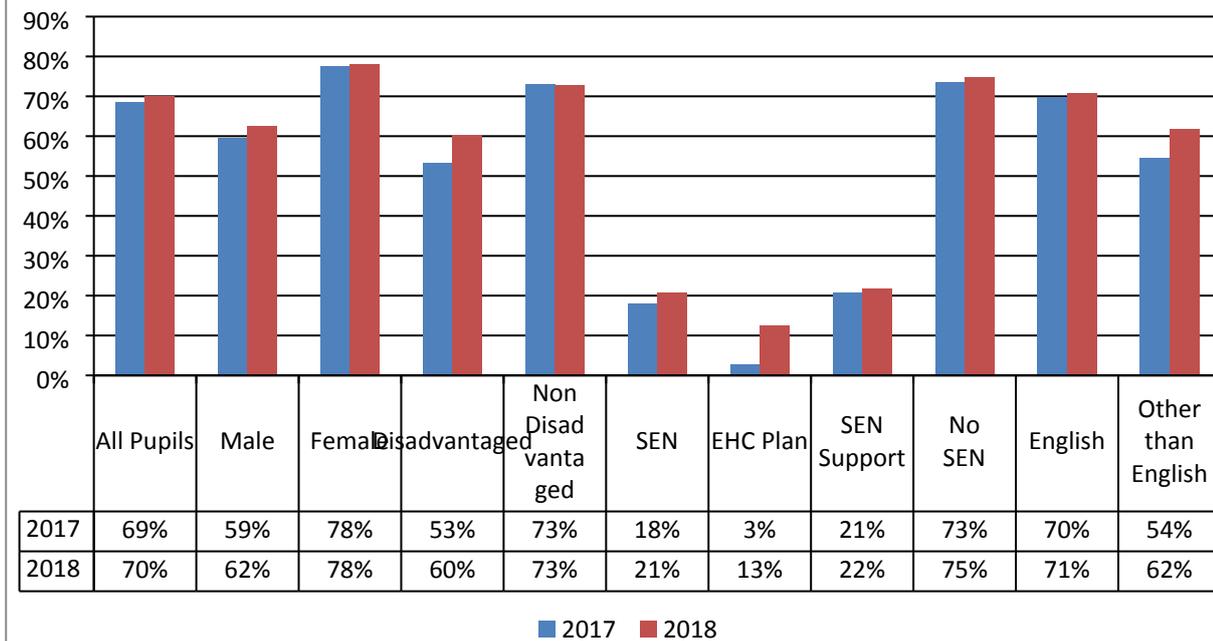
The following have been identified as priorities for improvement:

- Outcomes for boys at all phases of education.
- Outcomes in reading, writing and maths at Key Stage 1.
- Outcomes for disadvantaged (Pupil Premium) students.
- Attainment 8 and Progress 8 scores at Key Stage 4.
- Rates of unauthorised absence from school.
- Levels of exclusion from secondary schools.

### 4.2 Early Years Foundation Stage Outcomes (EYFS) (5 Years Old)

- 4.3 The key measure in EYFS is the percentage of children achieving a Good Level of Development (GLD).
- 4.4 The percentage of pupils reaching a Good Level of Development (GLD) in Barnsley has increased from 69% in 2017 to 70% in 2018. National results have improved from 71% to 72% so the Barnsley/national gap has remained at 2% points in 2018.
- 4.5 Over half (58%) of Barnsley schools achieved a GLD broadly in line with or above the national average, compared with 56% in 2017.
- 4.6 As illustrated in the graph below, girls continue to do better than boys overall. Performance for most groups of children has improved since 2017, with the exception of non-disadvantaged pupils which remained static. SEN pupils with an Education and Health Care Plan (EHCP) showed greatest improvement with an increase of 10% points.

## EYFS - % Achieving a Good Level of Development



4.7 Barnsley remains below Rotherham (73%) and Doncaster (71%) but now equals Sheffield (70%) for GLD and has once again improved at a greater rate than these authorities between 2017 and 2018.

4.8 Key Stage 1 (KS1) Outcomes (6-7 Years Old)

4.9 Year 1 Phonics

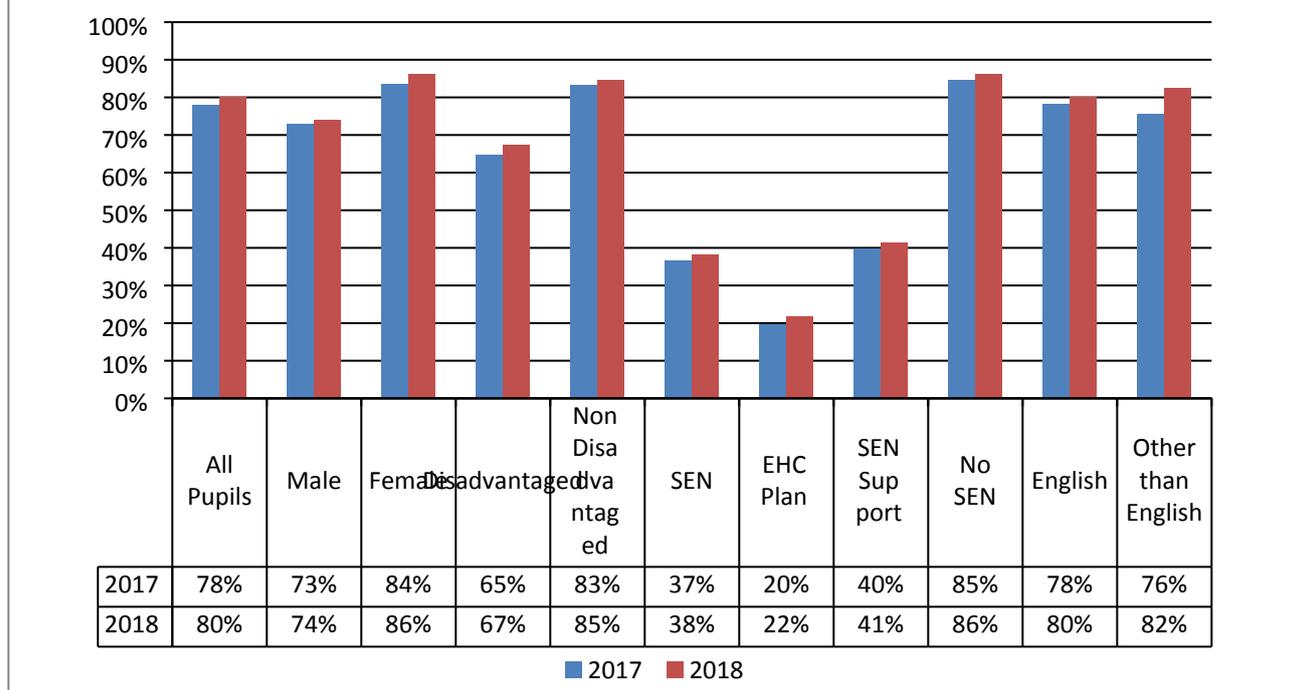
4.10 At the end of Year 1, children are assessed on their phonics knowledge. The gap between results for Barnsley children and national performance narrowed slightly but when rounded remained at 3% points in 2018. In Barnsley 80% of children are working at the expected standard, compared with 83% nationally.

4.11 Outcomes for all pupil groups improved in 2018. Girls and disadvantaged pupils saw a 3% point increase whilst those for pupils with SEN and with an EHCP increased by 2% points and that of SEN support pupils increased by 1% point.

4.12 Over half (55%) of Barnsley's schools were broadly in line with or above the national average, compared with 56% in 2016.

4.13 In comparison to other local authorities in South Yorkshire, Barnsley (80%) ranks below Rotherham (81%) but above Doncaster (79%) and Sheffield (79%).

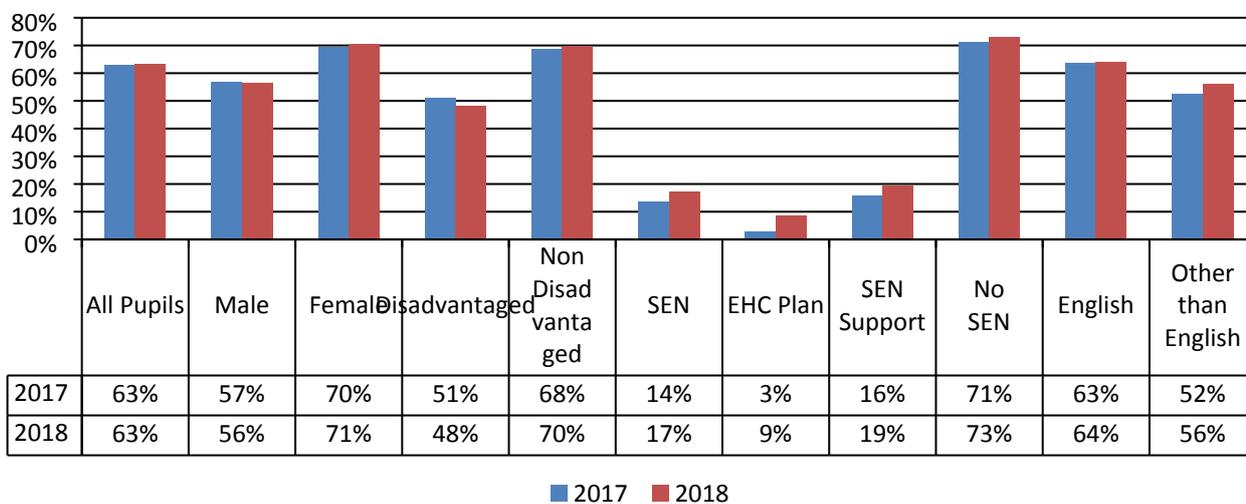
## Year 1 Phonics - % Achieving the Expected Standard



### 4.14 Key Stage 1 Outcomes (Reading, Writing and Mathematics)

- 4.15 At Key Stage 1 the gap between Barnsley (63%) and the national figure for the percentage of children achieving the expected standard in reading, writing and mathematics has widened, from 1% point in 2017 to 2% points in 2018. SEN pupils with an EHC plan saw a 6% point increase and SEN support pupils saw a 3% point increase.
- 4.16 A majority (65%) of Barnsley schools are broadly in line with (or above) the national average for reading, writing, and maths combined in comparison to 58% in 2017.
- 4.17 The area where Barnsley has the widest gap with national performance continues to be reading. The gap with national has widened from 3% points in 2017 to 4% points in 2018 for pupils operating at expected standard, but has narrowed from 5% points to 4% points for the percentage operating at greater depth. In writing and maths the gaps are slightly narrower, at 3% points for children working at expected standard in writing and 2% points below in maths, and 2% points below in both subjects for children working at greater depth.

## KS1 - % Achieving Expected Standard in Reading, Writing & Mathematics



4.18 With 72% achieving the expected standard in reading, Barnsley ranks equal with Doncaster (72%) and Sheffield (72%) but below Rotherham (73%). In writing Barnsley, at 67%, ranks below Rotherham (70%), Doncaster (69%) and Sheffield (68%) at the expected standard whilst in maths, Barnsley, at 75% ranks equal to Doncaster and Rotherham and above Sheffield (74%) at the expected standard.

### 4.19 Key Stage 2 (KS2) Outcomes (11 Years Old)

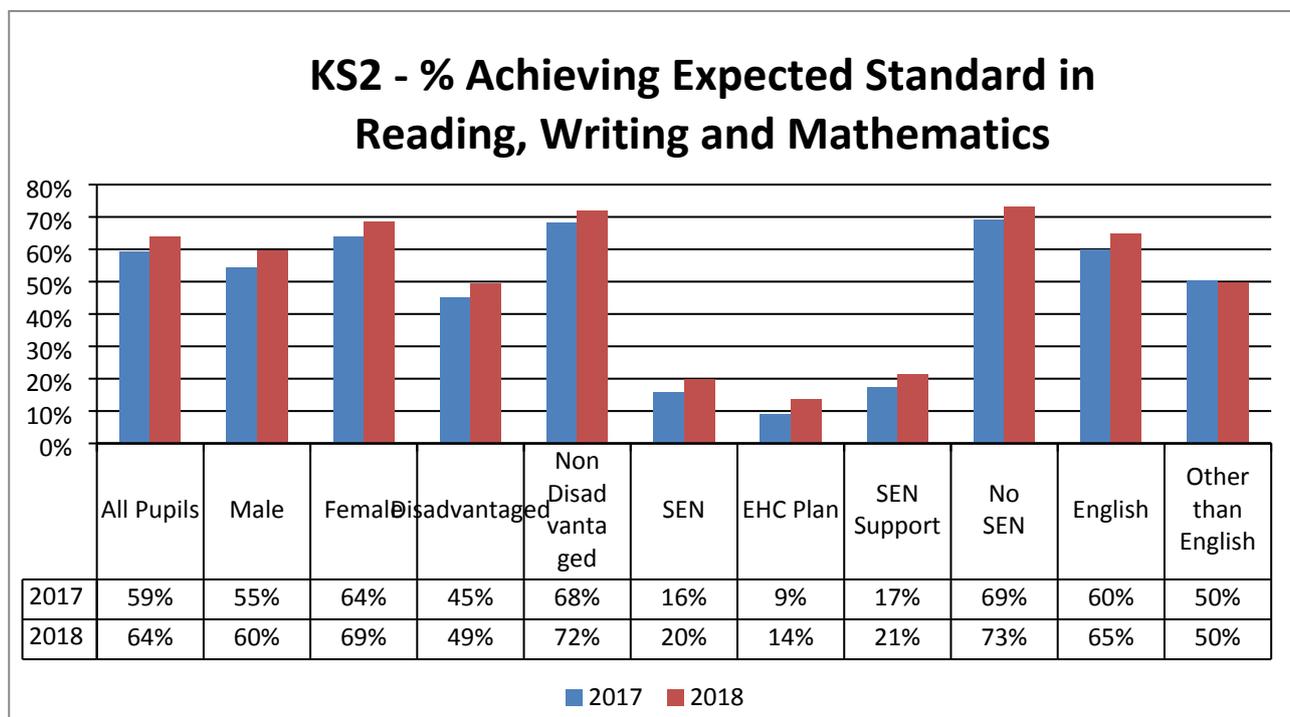
4.20 The percentage of children achieving the expected standard across all three subjects of reading, writing and maths is equal to national, having increased from 59% in 2017 to 64% in 2018, more than double the increase seen nationally of just 2% points. For children working at the higher standard, or in greater depth, the gap has narrowed from 2% points to 1% point.

4.21 As at Key Stage 1 the widest gap between Barnsley and national performance is once again in reading, however the gap has narrowed from 4% points for children achieving the expected standard in 2017 to 2% points in 2018. The gap has also narrowed at the higher standard from 6% points in 2017 to 4% points in 2018. In contrast, outcomes at the expected standard in writing and maths were 1% point above national. The gap with national widened from 1% points to 2% points for greater depth in writing in 2018 but narrowed from 4% points below national in maths in 2017 to just 1% point below in 2018. Within Barnsley the performance of all groups of pupils has improved for the expected standard in reading, writing and maths.

4.22 Attainment by Boys, and SEN pupils with an EHC plan increased by 5% points between 2017 and 2018.

4.23 Attainment in reading, writing and maths in Barnsley (64%) is higher than Doncaster (60%), Rotherham (61%) and Sheffield (62%).

4.24 Rates of progress from Key Stage 1 to Key Stage 2 are once again significantly above the national average of 0.0 in writing at +0.44 and maths at +0.64. In reading however progress rates in Barnsley are lower than national, at -0.05 but unlike in 2017, they are not significantly different to national.



#### 4.25 Key Stage 4 (GCSE) Outcomes

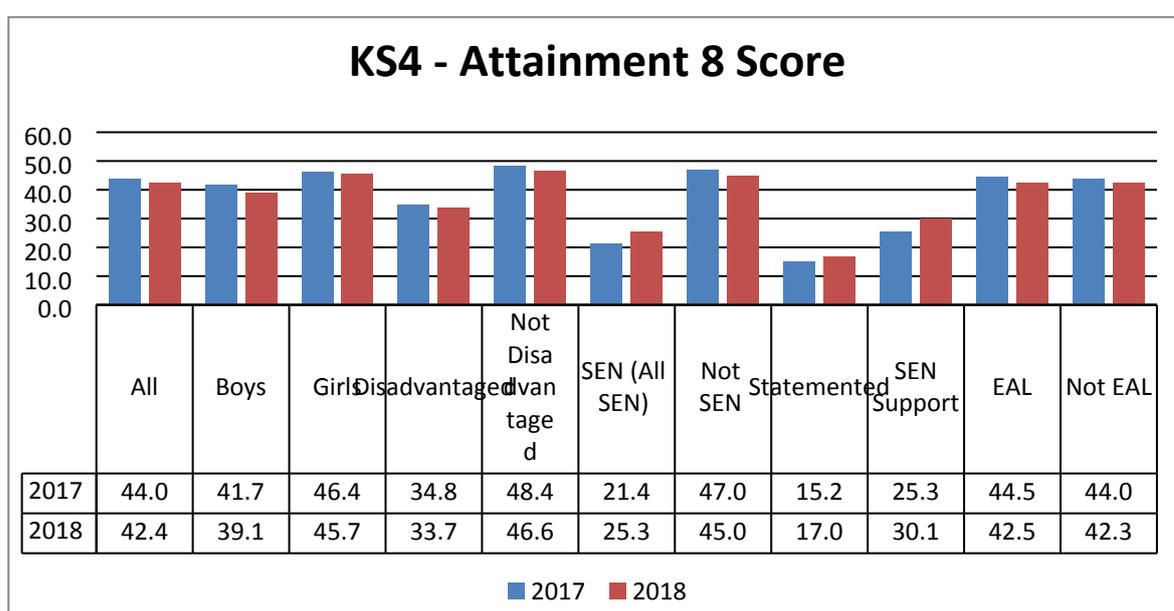
4.26 Previously the key performance measure at Key Stage 4 was the percentage of students achieving 5 A\*-C grades, including English and Maths. This measure is no longer reported on. The significant performance measures now are Attainment 8, measuring students' attainment across a basket of 8 qualifications, and Progress 8, which measures the average progress of each school's students against their attainment levels at the end of primary school. A progress score of 0 means that the progress students have made is, on average, in line with what is expected, given their starting points. A plus (+) score means students, on average, have made better than expected progress, and a minus (-), less than expected progress.

4.27 Another change to measures at GCSE is a switch from reporting grades as letters (e.g. A-C) to reporting as numbers, with grades ranging from 1-9, with a 9 indicating the highest grade possible. Within the number grading system a grade 4 is equivalent to a standard grade C, with a grade 5 equivalent to a strong C. Thus the percentage of students achieving a grade 4 or higher is broadly equivalent to the old measure of grade C or higher.

4.28 We also report on the percentage of students achieving grade 4 or above (C equivalent) in both English language/literature and maths (referred to as 'the basics').

## Attainment 8

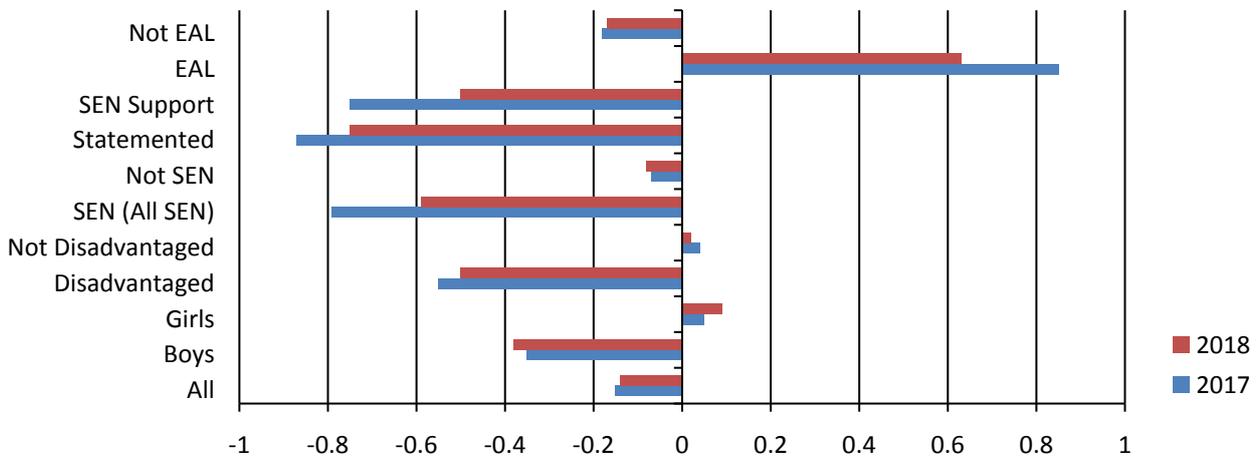
- 4.29 The average Attainment 8 score for Barnsley pupils was 42.4 in 2018 in comparison to the national figure of 44.3. Although Attainment 8 scores once again saw a decline across the board nationally from 2017, due to the impact of more reformed qualifications, Barnsley saw a greater reduction of -1.6 in comparison to -0.3 nationally, meaning that the gap with national is now -1.9 points.
- 4.30 All pupil groups saw a decrease during this time with the exception of SEN pupils with an EHC plan who saw an increase of 1.8 points and SEN support pupils who saw an increase of 4.8 points.
- 4.31 Barnsley ranks 140<sup>th</sup> nationally, in comparison with 118<sup>th</sup> in 2017. Regionally Barnsley ranks below Sheffield (44.5), Rotherham (43.3) and Doncaster (42.5).



## 4.32 Progress 8

- 4.33 In 2018 the average Progress 8 score for Barnsley students was -0.14, a slight improvement from -0.15 in 2017 however it was once again significantly below the national average of 0.00. Barnsley's ranking against other local authorities improved from 113<sup>th</sup> to 104<sup>th</sup>.
- 4.34 The progress of SEN pupils with an EHC Plan improved by 0.12 in 2018 whilst the progress of SEN support pupils improved by 0.25. Barnsley's Progress 8 score was below Rotherham (-0.10) and Sheffield (0.00) but above Doncaster at (-0.22).

## KS4 Progress 8 Score

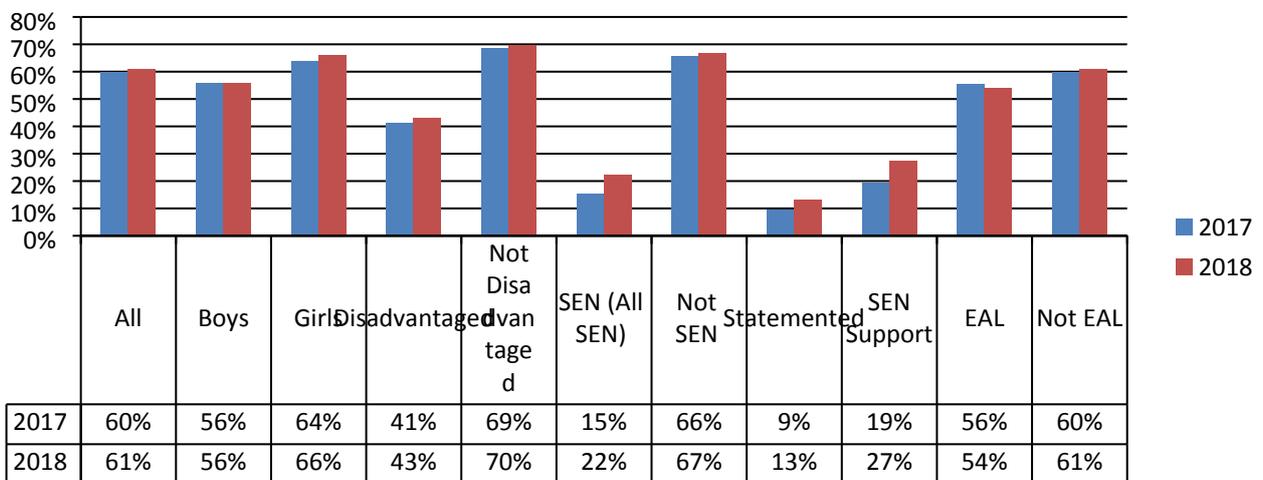


	All	Boys	Girls	Disadvantaged	Not Disadvantaged	SEN (All SEN)	Not SEN	Statemented	SEN Support	EAL	Not EAL
2017	-0.15	-0.35	0.05	-0.55	0.04	-0.79	-0.07	-0.87	-0.75	0.85	-0.18
2018	-0.14	-0.38	0.09	-0.50	0.02	-0.59	-0.08	-0.75	-0.50	0.63	-0.17

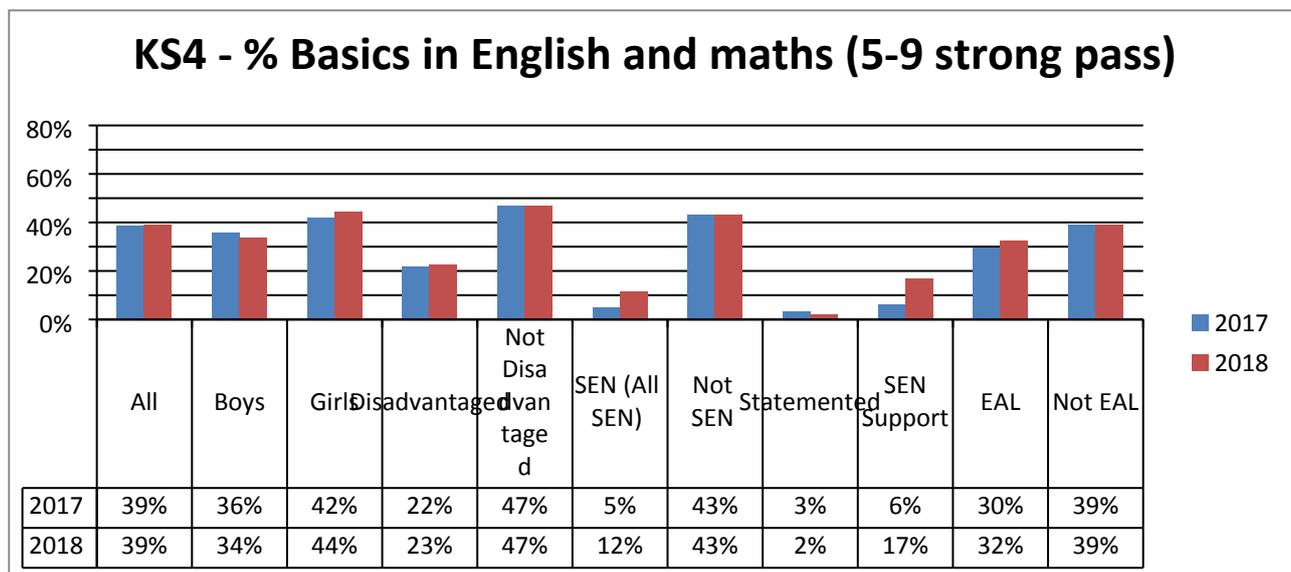
### 4.35 English Language/Literature and Maths combined (The Basics)

4.36 In 2018 Barnsley improved its position further with 61% of students achieving a grade 4-9 standard pass in both English language/literature and maths. This is in contrast to the national figure which remained at 59%. Barnsley outperformed Doncaster (59%), Rotherham (59%) and Sheffield (60%).

## KS4 - % Basics in English and maths (4-9 standard pass)



4.37 In Barnsley, 39% of Barnsley students achieved grade 5 or above (a strong pass) in comparison to the 2018 national average of 40% which puts us above Doncaster (37%) and Rotherham (37%) but below Sheffield (40%).



#### 4.38 Key Stage 5 (A-level) Outcomes

4.39 The Average Point Score per Entry for all Level 3 Qualifications (A level or equivalent) decreased in Barnsley from 31.38 in 2017 to 29.25 in 2018. Barnsley is now -3.63 points below the national figure of 32.88.

4.40 Sheffield, at 31.36, performed better than Barnsley, as did Rotherham (29.75) and Doncaster (30.19). However Barnsley improved its numerical points score from 27.59 for the Average Point Score per entry for A level subjects only to 30.27 and the average grade improved from C- to C. Nationally the average grade remained at C+. Barnsley ranked below Sheffield (32.01) but above Rotherham (29.23) and Doncaster (30.07).

4.41 For the percentage of students achieving 3 or more of the higher A\* to A grades Barnsley performance improved from 5% to 9%. Nevertheless Barnsley's performance remains below the national figure of 13% for this measure. It also performs below Sheffield (13%) equal to Doncaster (9%) but above Rotherham (5%)

4.42 Barnsley increased from 4% in 2017 to 12% in 2018 for the students achieving an AAB combination of grades (including 2 'facilitating' subjects such as history, geography or physics) but remains below the national percentage of 16% (reduced from 17.0% in 2017). Although we also remained below Sheffield (16%) we outperformed Rotherham (8%) and Doncaster (11%)

4.43 A highlight of post 16 provision locally is the ALPS grade 1 attained by Penistone Grammar School. This identifies its 6<sup>th</sup> form as one of the highest performing in the country in 2018, on the basis of progress made by students

## 5.0 Action To Improve Education Outcomes

- 5.1 Work to improve school quality and education outcomes is led through our sector-led school improvement partnership, The Barnsley Alliance.
- 5.2 The Alliance oversees monitoring and risk assessment for all Barnsley schools, including maintained schools and academies, and all schools are assumed to be accountable to the Alliance for their quality and performance, and their contribution to overall outcomes for Barnsley schools.
- 5.3 The local authority currently maintains a team of 2.5 FTE School Improvement and Evaluation Officers, to discharge the council's statutory school improvement functions and support the work of the sector-led Barnsley Alliance Partnership.
- 5.4 Within our sector-led improvement model the local school sector provides the capacity for school improvement activity through Teaching School Alliances, and the deployment of National Leaders of Education (NLE); Local Leaders of Education (LLE) and Specialist Leaders of Education (SLE), as well as through a range of professional development events. The local authority, as a partner within the Alliance, works to shape and influence borough-wide school improvement planning and activity.
- 5.5 Within the Alliance there are three sub-groups working to an agreed set of priorities, based on the areas identified for improvement. The Achievement Group ensures that schools receive the support they need in order to secure the required improvements in teaching and learning; leadership and management; and outcomes for pupils. This is informed by detailed data analysis, discussions with school leaders, and a wide range of evaluation activities undertaken by local authority school evaluation officers and local school leaders. This group is responsible for:
- Individual risk assessment of all schools and academies
  - Deployment of system leaders: specialist leaders of education (SLE); local leaders of education (LLE); national leaders of education (NLE); consultant headteachers (CHT) and LA EYFS consultants
  - Ongoing evaluation of support provided to schools
  - Determine the training and development required to address borough wide priorities
- 5.6 The **Narrowing the Gap** Group focuses on outcomes for particular groups of students where performance is a concern, particularly pupil premium (disadvantaged pupils). It also maintains oversight of attendance and exclusions. This group's priorities include:
- Reducing levels of absence from school, particularly days lost through unauthorised absence.
  - Reducing exclusions from school
  - Reducing the gap in outcomes between disadvantaged and non-disadvantaged pupils

5.7 The **Leadership Group** has oversight of development and support for good leadership at all levels in schools, including governance. This group's priorities include:

- Developing Early Years Foundation Stage leaders
- Improving leadership of SEND and supporting implementation of SEND reviews in schools
- Leadership development programme for new headteachers in primary and secondary schools
- Providing a professional development network for all primary heads
- Developing leadership at all levels in schools

5.8 In addition there is a **SEND Programme Board** that is working to improve outcomes for children and young people with special educational needs and disabilities. The improvement priorities include:

- Building capacity and expertise in mainstream early years settings and schools to meet the needs of children and young people with SEND
- Improving the Education Health and Care Planning process to ensure children's health, wellbeing and learning needs are appropriately supported
- Developing participating and co-production to ensure children, young people, their parents and carers influence planning for special needs at a strategic and individual level
- Developing local specialist provision in education and health to ensure children can access the right education and other services they need locally
- Improving pathways to adulthood, supporting young people into further education, training and employment, and in leading as independent a life as possible within their own families and communities

5.9 Outcomes for Children in Care

5.10 This provides an initial picture of the statutory outcomes for 2018 of children placed in Barnsley's Corporate Care and featured in the Department for Education's Statistical First Release (SFR) cohort for the academic year September 2017 to July 2018. The report also provides a comparator with the for the previous academic year. More detailed analysis will be undertaken following the DFE publication of the CLA SRF data release.

5.11 Key Definitions Concerning Outcomes For Children In Care

5.12 **Whole cohort:** refers to the cohort of all pupils looked after by Barnsley at the end of the 2016/17 academic year in each year group.

**SFR cohort:** Refers to the cohort of all pupils looked after by Barnsley on 31st March 2017, having been in care continuously for the previous 12 months in each group. This cohort is used in the national statistics published in documents entitled Statistical First Releases (SFR). **This cohort is the one that should be used when comparing Barnsley with the performance of looked after children nationally.**

5.13 Statutory Outcomes For Children In Care (Primary Phase)  
Early year foundation Stage Data

Cohort Statistics

All FS2 children in care July 2018	Gender		Setting		SEN	
	Boys	Girls	BMBC	OOA	SEN	SEN with S/EHCP
16						
Number	9	7	14	2	6	0
Percentage	56%	44%	87%	13%	38%	0%
Statistical first release cohort						
11 (including 5 no longer in care)						
Number	5	6	5	5	3	1
Percentage	45%	55%	45%	55%	27%	9%

There were 11 children in the EYFS SFR cohort and 36% achieved a good level of development in 2018. This compares with 20% in 2017.

5.14 Year 1Phonic Check Data For Children In Care

Cohort Statistics

All Y1 children in care July 2018	Gender		Setting		SEN	
	Boys	Girls	BMBC	OOA	SEN	SEN with S/EHCP
13						
Number	7	6	9	4	5	2
Percentage	54%	46%	69%	31%	38%	12%
Statistical first release cohort						
8						
Number	5	3	5	3	3	2
Percentage	62%	38%	62%	38%	38%	25%

There were 7 children in the Year One SFR cohort who took the phonic check and 71.5% passed the phonic check in 2018. This compares with 14.2% in 2017.

## 5.15 End Key Stage One Statutory Outcomes For Children In Care

### Cohort statistics

All Y2 children in care July 2018	Gender		Setting		SEN	
	Boys	Girls	BMBC	OOA	SEN	SEN with S/EHCP
18						
Number	8	10	13	3	8	2
Percentage	45%	55%	72%	38%	45%	22%
Statistical first release cohort						
10						
Number	4	6	4	6	6	3
Percentage	40%	60%	40%	60%	60%	30%

There were 10 children in the Year Two SFR cohort.

40% achieved the expected standard in reading in 2018. This compares with 28.6% in 2017

40% achieved the expected standard in writing in 2018. This compares with 28.6% in 2017

40% achieved the expected standard in maths in 2018. This compares with 42.9% in 2017

40% achieved the expected standard in reading writing and maths in 2018. This compares with 28.6% in 2017

## 5.16 End Key Stage two Statutory Outcomes For Children In Care

### Cohort statistics

All Y6 children in care July 2018	Gender		Setting		SEN	
	Boys	Girls	BMBC	OOA	SEN	SEN with S/EHCP
17						
Number	14	3	16	1	12	6
Percentage	82%	18%	94%	6%	70%	35.2%
Statistical first release cohort						
17						
Number	14	3				
Percentage	82%	18%	94%	6%	70%	35.2%

There were 17 children in the Year Six cohort.

24% achieved the expected standard in writing in 2018. This compares with 45% in 2017

6% achieved the expected standard in reading in 2018. This compares with 45% in 2017

24% achieved the expected standard in maths in 2018. This compares with 45% in 2017

6% achieved the expected standard in reading writing and maths in 2018. This compares with 40% in 2017

## 5.17 Contextual review of outcomes for Children in Care at KS2

While the outcomes for EYFS, phonics and Key Stage One indicate a continuing improving picture, Key Stage Two results are very different from previous cohorts.

A more detailed analysis of individual children's progress has been carried out and reported to the Virtual School Governance Group. This detail is not provided here as it would potentially identify individual children. For the majority of the cohort this shows outcomes that demonstrate positive outcomes for individual children, from their starting points since they entered care.

Within the Virtual School tracking system progress for most children, as measured against Personal Education Plan targets are rated green overall. Amber ratings have been given where results indicate a need to accelerate progress. The Virtual Head teacher meets with the designated teacher of the receiving secondary school to ensure appropriate interventions are put in place to close the gap. Close scrutiny of provision for these children will be undertaken as they transfer to KS3.

## **6.0 PROPOSAL AND JUSTIFICATION**

6.1 The provisional education outcomes for 2018 provide Cabinet with insight into areas of the National Curriculum where pupil progress is being made and maintained, together with the areas where further improvement is sought and the action to be taken in order to continue to close the gap with the National Average

## **7.0 CONSIDERATION OF ALTERNATIVE APPROACHES**

7.1 This report is to enable Cabinet to maintain oversight of a key policy priority for the Council and the Borough, namely to ensure pupils obtain qualifications which will help fulfil their potential.

## **8.0 IMPLICATIONS FOR LOCAL PEOPLE/SERVICE USERS**

8.1 The report will be of interest to parents and carers' of children attending schools and academies in the Borough and how they are performing, together with the Local Authority's proposals for further improving learning and teaching standards as part of its partnership-based approach through the Barnsley Alliance.

## **9.0 FINANCIAL IMPLICATIONS**

9.1 There are no direct financial implications arising from this report.

## **10.0 EMPLOYEE IMPLICATIONS**

10.1 There are no employee implications arising directly through this particular report.

## **11.0 LEGAL IMPLICATIONS**

11.1 There are no legal implications emerging through consideration of this specific report.

## **12.0 CUSTOMER AND DIGITAL IMPLICATIONS**

- 12.1 There is no impact upon the ability of the consumer to access the Council's services, including school admissions and other school-related services or upon the onus towards encouraging digital transactions.

## **13.0 COMMUNICATIONS IMPLICATIONS**

- 13.1 The provisional education outcomes achieved by pupils during 2018 will form the basis of a media release.

## **14.0 CONSULTATIONS**

- 14.1 No consultation has arisen in the compilation of this report.

## **15.0 THE CORPORATE PLAN AND THE COUNCIL'S PERFORMANCE MANAGEMENT FRAMEWORK**

- 15.1 Attainment outcomes forming part of the Council's Corporate Performance Reporting Framework (Quarter 2: 2018/19) were recently considered by Cabinet, at its meeting held on 28<sup>th</sup> November.

## **16.0 PROMOTING EQUALITY, DIVERSITY AND SOCIAL INCLUSION**

- 16.1 Continuing to improve the attainment of disadvantaged pupils and closing the gap in outcomes between such pupils and their peers, is a priority of the Barnsley Alliance for School Improvement. This is pursued, rigorously, by the Alliance's 'Narrowing The Gap' Sub Group and Special Educational Needs (including Disabilities) (SEND) Programme Board at an operational level and at each Stage of the Curriculum.

## **17.0 TACKLING THE IMPACT OF POVERTY**

- 17.1 Enabling all pupils to achieve their potential through attendance at a good school, will better equip them to continue to be engaged in training, education and employment; access the local labour market and become more resilient against the effects of deprivation.

## **18.0 TACKLING HEALTH INEQUALITIES**

- 18.1 Please see Paragraph 17.1.

## **19.0 REDUCTION OF CRIME AND DISORDER**

- 19.1 There are no implications for tackling crime, disorder or anti-social behavior arising directly through consideration of this particular report.

## **20.0 RISK MANAGEMENT ISSUES**

- 20.1 Through the Barnsley Alliance, all schools and academies are risk-assessed at regular intervals in order to ensure teaching and learning standards are of good quality. Schools are supported to maintain and improve standards through a sector-led approach (*Please see Paragraphs 5.4 and 5.5*).

## **21.0 HEALTH, SAFETY AND EMERGENCY RESILIENCE ISSUES**

21.1 There are no implications emerging through this report.

## **22.0 COMPATIBILITY WITH THE EUROPEAN CONVENTION ON HUMAN RIGHTS**

22.1 There are no implications for the Convention through considering this report.

## **23.0 CONSERVATION OF BIODIVERSITY**

23.1 No implications are likely to arise through consideration of this report.

## **24.0 GLOSSARY**

24.1 CPD – Continuing Professional Development  
EAL - English as an Additional Language  
EYFS – Early Years Foundation Stage  
GCSE – General Certificate in Education  
GLD - Good Level of Development  
KS - Key Stage  
SEN - Special Educational Needs  
SEND - Special Educational Needs and Disability  
ALPS - A' Level Points Score

## **25.0 LIST OF APPENDICES**

25.1 There are no appendices to this report. .

## **26.0 BACKGROUND PAPERS**

26.1 If you would like to inspect background papers for this report, please email [governance@barnsley.gov.uk](mailto:governance@barnsley.gov.uk) so that appropriate arrangements can be made

**Report author:** Margaret Libreri (Service Director: Education, Early Start and Prevention)

Financial Implications/Consultation



...18/12/2018.....

*(To be signed by senior Financial Services officer  
where no financial implications)*