

Title of Report:	West Berkshire Pupil Achievement 2013
Report to be considered by:	Executive
Date of Meeting:	27 March 2014
Forward Plan Ref:	EX2792

Purpose of Report: To inform Members of school performance in 2013.

Recommended Action: To note the content of the report and support the actions set out in the School Improvement Strategy 2013-15.

Reason for decision to be taken: N/A

Other options considered: None

Key background documentation: 2013 SATS, GCSE, A level Examination Results and NEET data

The proposals contained in this report will help to achieve the following Council Strategy priority:	
<input checked="" type="checkbox"/>	CSP3 – Improving education

Portfolio Member Details	
Name & Telephone No.:	Councillor Irene Neill - Tel (0118) 971 2671
E-mail Address:	ineill@westberks.gov.uk
Date Portfolio Member agreed report:	13/02/14

Contact Officer Details	
Name:	Elaine Ricks
Job Title:	Joint Principal Adviser for School Improvement
Tel. No.:	01635 503633
E-mail Address:	ericks@westberks.gov.uk

Implications

Policy:	This report should be read in the context of West Berkshire's School Improvement Strategy.
Financial:	Continued investment in School Improvement activities.
Personnel:	None.
Legal/Procurement:	None.
Property:	None.
Risk Management:	
Equalities Impact Assessment:	Improved outcomes for Pupil Premium children

Is this item subject to call-in?	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
If not subject to call-in please put a cross in the appropriate box:		
The item is due to be referred to Council for final approval	<input type="checkbox"/>	
Delays in implementation could have serious financial implications for the Council	<input type="checkbox"/>	
Delays in implementation could compromise the Council's position	<input type="checkbox"/>	
Considered or reviewed by Overview and Scrutiny Management Commission or associated Task Groups within preceding six months	<input type="checkbox"/>	
Item is Urgent Key Decision	<input type="checkbox"/>	
Report is to note only	<input checked="" type="checkbox"/>	

Executive Summary

1. Introduction

- 1.1 The results set out in this report are confirmed, based on the final release of national performance data in January 2014. The overall picture is one of improved performance across the primary and secondary phases, though further improvements are needed to be among the top 25% of LAs in all phases.
- 1.2 The report explains the context of significant changes that national assessment systems are undergoing from Early Years Foundation Stage (EYFS), through SATS for 7 and 11 year olds, and GCSE to "A" level.
- 1.3 The changes, together with a more stringent Ofsted Schools' Inspection Framework and the national spotlight on West Berkshire (WB) schools' performance of pupils entitled to Free School Meals (FSM), has placed considerable pressures on school leaders, governing bodies and the Local Authority.
- 1.4 Performance in EYFS and for 7 year olds in KS1 SATS continues to be very high and among the top performing LAs. Performance for 11 year olds in KS2 SATs has made good improvement to above national averages. However, more improvement needs to be made in KS2, especially in mathematics and in boys' writing, so that schools make good progress from the very strong performance of KS1.
- 1.5 GCSE results have made a good recovery from the 2012 results which dipped slightly due to very disappointing English results. Results are now above average in the key indicator of 5*A-C English and mathematics and progress rates are generally good. Mathematics is stronger than English where further improvement is needed.
- 1.6 New performance table measures at KS4 which are based on "GCSEs only" rather than including vocational "Equivalent" qualifications show West Berkshire achieving much higher than national. From 2014, the government is reducing significantly the number of vocational qualifications which will count as GCSE equivalents.
- 1.7 Three year averages were also introduced this year in KS4 performance tables, and West Berkshire is above national on all except progress in English, where we are slightly below due to the AQA grade boundary issue in 2012 which affected West Berkshire disproportionately.
- 1.8 A level results are in the top 25% of LAs nationally, although there is significant variation across the 10 secondary schools in the key indicators of %3+A-C and %AAB. The percentage of pupils attaining at the highest levels needs to improve in some schools.
- 1.9 The performance of pupils with FSM is too low in both primary and secondary phases. There has been some improvement in the 2013 results, but the "gap" between FSM and Non FSM is too large, and improvements schools make need to be sustained over time.

- 1.10 No schools in WB are under the government's benchmark floor standard of 40% A*-C GCSE including English and mathematics and 60% level 4 Reading, Writing and Maths at KS2.
- 1.11 With the proposed government changes, examinations will become "more challenging", more schools nationally will inevitably go below floor standard, and it will be even harder to be judged a "good" or "outstanding" school. There may be a period therefore, where more schools 'require improvement'.
- 1.12 The LA School Improvement Strategy, supported by additional investment funding from the Council, is being delivered to all schools as the key means of raising achievement further through strengthening leadership and governance, improving teaching, and targeting schools which are underperforming and "at risk" of a judgement of requiring improvement or inadequate by Ofsted.

2. Proposals

- 2.1 Continue to deliver the approved School Improvement Strategy.

3. Equalities Impact Assessment Outcomes

- 3.1 There is no decision to be made and therefore no Equality Impact Assessment has been undertaken.

4. Conclusion

- 4.1 Schools are moving through a period of significant and rapid change in relation to national assessments and the school curriculum.
- 4.2 Overall, changes to the Ofsted inspection framework have made it harder for schools to be judged good or outstanding. In particular, a greater emphasis is being placed on the attainment and progress of Pupil Premium children, especially those who qualify for Free School Meals (FSM).
- 4.3 The overall performance picture is one of improved achievement in both primary and secondary phases. Areas for particular improvement however include KS2 mathematics and FSM in both phases.
- 4.4 Schools in the primary and secondary sectors are being supported and challenged through the implementation of the School Improvement Strategy, made possible via additional resources.
- 4.5 A review of the impact of the additional school improvement resourcing and the first year of the school improvement strategy will be provided in a report for members during summer 2014.

Executive Report

1. Introduction

- 1.1 National and local results for primary and secondary schools in West Berkshire are final from the performance tables in December and January 2014.
- 1.2 National assessments in the primary phase and Early Years Foundation Stage (EYFS) have undergone significant changes in the ways in which pupils have been assessed, which affect comparisons with previous years.
- 1.3 This will be the second year for results for national phonics tests for 6 year olds.
- 1.4 For 11 year olds at KS2, the previous key indicator of English and mathematics combined at level 4 is now the new measure of reading, writing and mathematics combined at level 4 (RWM). The key expected progress measure of 2 levels of progress in English from KS1 to KS2 has also changed to 2 levels of progress in writing and 2 levels of progress in reading. The measure of 2 levels of progress in mathematics remains unchanged.
- 1.5 There has also been the introduction of a Spelling, Grammar and Punctuation Test at KS2 and which is reported separately.
- 1.6 What can still be compared with each of the new measures is how WB compares to the national averages and whether there has been an improvement in our rankings generally compared to previous national rankings.
- 1.7 A new national curriculum for both primary and secondary schools is being phased in from September 2014 and this will be underpinned by a radically different testing regime beginning in 2016. This will involve the removal of levels in the primary phase and secondary phases, and the scrapping of traditional A*-G grades at GCSE in favour of system based on numbers from one to nine with nine the highest. This is an extra grade to the current system of eight and will allow more discrimination between the higher performing pupils.
- 1.8 Ofqual, the examinations regulator, has stated that reforms in the qualification system are aimed to make qualifications "more challenging". The reforms will also include a shift to end-of-course examinations, an abolition of coursework and an end to tiered examination papers for pupils with higher abilities. Testing regimes in the primary phase will also pitched at a higher level than currently.
- 1.9 All of the proposed changes will emphasize the progress pupils make as much as attainment, especially the progress of the most vulnerable groups and the most able, and will present a more traditional academic curriculum. The Department for Education (DfE) stated goal is to have a "world class" education system that compares well with other countries.
- 1.10 In both the primary and secondary sector, there is now a relentless focus on the achievement of pupils entitled to the Pupil Premium (PP) and FSM though caution needs to be taken with performance data where numbers are very low, especially in primary schools. A school's overall rating with Ofsted, the inspection and regulation

service, is now very linked to how well a school provides for PP pupils and whether they make sufficient progress.

- 1.11 These changes take place within a backdrop of a wide range of other significant changes which schools are currently facing. This includes a more stringent Ofsted and school inspection Framework; changes to teacher appraisal and pay progression and changes to schools' funding arrangements.
- 1.12 To support the increased expectations with Ofsted, additional resources have been allocated by the Council to support the delivery of the LA School Improvement Strategy 2013-2015. Importantly, this includes adding capacity to support the strengthening of governance across all schools.
- 1.13 The LA continues to be held to account for the performance of all schools, including Academies, and a new Local Authority School Improvement Inspection Framework has been introduced.
- 1.14 West Berkshire, like other LAs, can therefore expect to have its School Improvement Team inspected in the near future.

2. Primary Examination Results 2013 (See Appendix B and C)

- 2.1 Outcomes in EYFS show that the high performance of recent years has been sustained. Results in EYFS show that 61% of pupils achieved a Good Level of Development (GLD) which is the new expected measure of achievement at the end of Reception Year. This is well above the national results of 52%.
- 2.2 Groups which achieved less well were pupils with FSM at 40%, boys at 52% and summer born pupils at 50%. This "gap" in achievement generally persists through all phases of education and therefore early intervention to "close the gap" is a priority, especially closing the gap between FSM and other pupils. It should be noted that the number of pupils eligible for FSM in this cohort is small (164 pupils out of 2032).
- 2.3 Results in the Year 1 phonics test for 6 year olds, which was introduced in 2012, continue to be broadly in line with national results at 67.9% (national 67.6%). Girls outperformed boys by 10ppt. Performance in this area showed considerable variation across schools and low performing schools have been targeted for further support.
- 2.4 Results for 7 year olds in KS1 made further improvement with impressive high performance in reading, writing and mathematics in all key indicators. Outcomes are well above national expectations especially in the key indicator of level 2b which is the expected level of achievement.
- 2.5 The gap in performance of pupils with FSM persists in Key Stage 1 in all key indicators.
- 2.6 In KS1, girls continue to outperform boys in reading and writing, although in 2013 an improvement in the performance of boys in reading has "closed the gap" from 10ppt to 6ppt in the key indicator of level 2b. However, boys continue to outperform girls in the higher levels in mathematics where the gap has increased in 2013. This pattern of achievement is repeated at KS2.

- 2.7 In KS2, there has been a good improvement for 11 year olds with WB above national expectations in the new key indicator of reading, writing and mathematics (RWM) combined level 4 with 77% of pupils achieving this measure compared with 75% nationally. This is partly due to an improvement in mathematics which, in 2012, had dipped. Performance in mathematics is broadly average but it lags behind the good performance of reading and writing, including at the higher levels.
- 2.8 In the new measure of Spelling, Punctuation and Grammar, WB is above the national figure of achievement with 74% achieving the expected level.
- 2.9 WB also performs well at level 6, being just above the national scores in reading, in line with the national scores in writing and well above the national in mathematics with 7.6% achieving this measure compared with 5.2% nationally.
- 2.10 Girls continue to outperform boys, except in the higher levels in mathematics, although the gap has closed in reading and writing in 2013 at level 4+.
- 2.11 Pupils with FSM in the last six years (FSM6) lag behind other pupils. However, provisional results show that the FSM6 LA "gap" in mathematics at level 4+ has been closed from 25% in 2012 to 18% in 2013. The number of pupils eligible for FSM is small at 152 out of a 2013 cohort of 1431 pupils.
- 2.12 Pupils are expected to make 2 levels of progress (2LP) between KS1 and KS2. In WB, 2LP progress in reading (87%) and writing (91%) is broadly in line with national averages of 88% and 91%.
- 2.13 2LP progress in mathematics is less strong at 84% compared to 88% national average. This is a priority area for improvement.
- 2.14 The very high performance of 7 year olds means that WB schools need to be attaining well above national averages to secure good progress rates for 11year olds.
- 2.15 There are currently no primary schools in WB which are below the national floor standard. The floor standard is the minimum standard of fewer than 60% achieve level 4 or above in RWM, and being below the England median for progression by 2 levels in reading, writing and in mathematics.
- 2.16 Under the proposed changes, schools can expect a further raising of the floor standard and a more challenging testing regime. More schools nationally will inevitably fall below the floor target.
- 2.17 Good improvements have also been made in all 3 primary schools in special measures with 2 of the schools now being in line with national expectations at the end of KS2 and the third achieving results above national expectations at KS2.
- 2.18 Five schools achieved 100% level 4 RWM. These schools are Brightwalton C.E. Aided Primary School; Brimpton C.E. Primary School; Chieveley Primary School; Welford and Wickham C.E Primary School; and Yattendon C.E. (VC) Primary School.
- 2.19 The Willows Primary School in Newbury, which in the past had been a long term low attaining school, continues to make very good progress with 91% achieving L4RWM. The headteacher has been appointed as a National Leader in Education.

- 2.20 Analysis of West Berkshire Results show that the key areas in which West Berkshire Primary Schools needs to improve to enable all schools to achieve a judgement of a "good" school from Ofsted are:
- (a) Improving standards in mathematics to securely above national expectations so that pupils make at least good progress from KS1 to KS2, and especially the lowest and highest attainers in Key Stage 1 as their progress is slowest.
 - (b) Improving the performance of boys in English.
 - (c) Improving the performance of pupils with FSM6 at all phases of education.

3. Secondary Examination Results 2013 (See Appendix B and C)

- 3.1 GCSE results show that there has been a good improvement in the key measure of 5+A*-C with 61.3 % of pupils achieving this measure compared with 57.2% in 2012. This is above the national result of 59.2%.
- 3.2 The improved performance is partly due to a recovery in English GCSE results which dipped to 63% in 2012 in the key measure of A*-C and are now at 67.9%, above the national result of 66%. Seven out of 10 schools made an improvement, with 2 of these schools improving by more than 10 percentage points. The Willink School has also sustained its record of rising results and is the highest attaining West Berkshire secondary school at GCSE with performance well above national expectations. St. Bartholomew's also stands out as highest in several measures, all increased from last year.
- 3.3 Performance in mathematics at A*-C has made further improvement to 73.9% which is above the national of 71%. The improvement trend in mathematics has been steady over time; though there is a mixed performance from individual schools. Four out of 10 schools made an improvement in 2013 and 2 of these made substantial rises on results in 2012.
- 3.4 A very strong area of GCSE performance for the LA is in the English Baccalaureate (EBACC) now being promoted as a key new national benchmark at the end of KS4. The EBACC is the combined performance in English, mathematics, science, a language and history or geography. This represents an "academic core" of subjects and WB schools achieved 29.8% achieving this measure compared to 23.0% nationally. However, performance across schools varies widely. The most impressive score is that of St. Bartholomew's School at 51%.
- 3.5 EBACC will be a central measure as part of the qualification and curriculum reforms and some WB schools are therefore better placed than others to be successful in this measure.
- 3.6 New performance tables measures at KS4 which are based on "GCSEs only" rather than including "Equivalent" show West Berkshire achieving much higher than national. This was not unexpected, as West Berkshire schools have been less likely to rely on "Equivalent" courses to improve performance than has been the case nationally. Schools will still offer "Equivalent" where appropriate.

- 3.7 No WB secondary schools are currently below the government's floor standard. This is the national minimum standard of fewer than 40% of pupils achieving English and mathematics and less than the national progress measures. The floor standard will be redefined as part of the new reforms. It will become chiefly a progress measure and the government estimate that if this measure were applied now, then twice as many schools nationally would be "below floor". Therefore the floor standard will be a higher expectation than currently.
- 3.8 As well as attainment, another key measure for schools is the progress schools make from the end of KS2 to GCSE results at the end of KS4. The "expected" progress is 3 levels progress (3LP) and "better than expected progress" is 4 levels progress (4LP). To secure a judgement of "good" or better from Ofsted, a school must be close to or above national figures for both measures.
- 3.9 The percentage of West Berkshire schools achieving these progress measures in English has improved significantly from 62% in 2012 to 71% in 2013, which is above the national result of 70%. Eight out of 10 schools made improvement in this measure. The percentage of schools achieving 4LP is also in line with national expectations.
- 3.10 Progress measures in mathematics have also improved with 74% of pupils achieving 3LP which is above national averages of 71%. Progress measures at 4LP are also robust with 36% achieving this measure compared to 33% nationally.
- 3.11 Although secondary progress measures overall are generally good, and in some cases very good, some issues still remain:
- (1) Performance across schools is mixed.
 - (2) Schools are now judged by Ofsted "over time" so a quick improvement over one year is no longer sufficient to secure a judgement of good.
 - (3) When we look at the progress made by FSM6 pupils against these measures then, in many cases, schools fare very differently.
- 3.12 The West Berkshire gap in the performance of pupils with FSM 5*A-C including English and mathematics in the last 6 years (FSM6) has narrowed by 1.8% from 2012 results against a national gap reduction of 0.9%. Five schools reduced the gap, of which 2 schools had a very large reduction (The Willink and Denefield). There were 298 FSM6 pupils out of a cohort of 2009 pupils.
- 3.13 However, the FSM6 5*A-C gap including English and mathematics remains too high at 34.1% compared to a national gap of 26.3%. The gap to national is 7.8%.
- 3.14 The FSM6 gap to national in 3LP for English 5.5% and 4.6% in mathematics.
- 3.15 Closing the gap in GCSE FSM6 performance is a priority for WB schools. Schools also need to show they can sustain improvements, as some schools which have small gaps this year had large gaps last year and vice versa.
- 3.16 The LA has already launched a Pupil Premium Strategy as part of the School Improvement Strategy, to work proactively with schools in reviewing their current provision, support improvements and enable the sharing of good practice across

schools. Additional training has also been provided for governing bodies to support them in this area. Ofsted have endorsed West Berkshires' approach.

- 3.17 Performance outcomes at A level have improved overall in both key measures of % 3+A and %AAB and results are among the top 25% nationally. Comparisons at A level are more difficult as schools make different judgements about the requirements to undertake their courses.
- 3.18 However, Ofsted will now focus more on the performance of high achievers, especially for schools who wish to be outstanding, and whilst there have been some good gains or sustained high performance in the measure of %3+A , schools need to ensure they can demonstrate that their most able pupils achieve as well as they should. Performance in this area is uneven across schools.
- 3.19 The improvements made this year have been a result of concerted efforts by schools who are very aware that to reach or sustain a judgement of "good" or "outstanding" by Ofsted, attainment and progress measures need to be consistently good or better.
- 3.20 To make further improvements, the key priorities for secondary schools are;
- (1) To further increase achievement in GCSE English.
 - (2) To close the gap between the performance of FSM6 and non FSM.
 - (3) To increase the performance of high attainers so that they are above national expectations in all measures.
 - (4) To secure good progress rates for all pupils through consistently good or better teaching and learning.
- 3.21 As a result of focused work across the LA, the proportion of young people (aged 16 – 24) Not in Education, Employment or Training (NEET) has been reduced from 4.4% to 3.4% compared to a national figure of 14.9%.
- 3.22 Figures are also very favourable for the percentage of 16 year olds who are participating in education or training with only 4.1% not participating compared to 15.4% in the South East and 12.6% nationally. The Raising of the Participation Age (RPA) is a significant current government initiative, whereby young people will have to continue in education and training until they are 17 from 2013 and 18 from 2015. Local Authorities have been tasked to support schools to achieve this goal
- 3.23 Results show that 5 out of 6 Council Plan performance targets set have been met (See table – Appendix E) with 3 out of 6 results exceeding targets. One remaining target shows improvement and is close to target. Previous KS2 English targets for 2013 no longer apply due to in year national changes in the examination system where English is now reported separately as reading and writing.

4. Equalities Impact Outcomes

There is no decision to be made and therefore no Equality Impact Assessment has been undertaken.

5. Conclusion

- 5.1 Schools are moving through a period of significant and rapid change in relation to national assessments and the school curriculum. Some of these government directives are being introduced with a very short timescale for implementation. This is very stressful for many school leaders.
- 5.2 The changes in Ofsted have increased expectations in what schools and governing bodies need to achieve to be a good or outstanding school. When inspected, improvements also need to be shown to be embedded over time so there are few "quick fixes" for schools in securing a judgement of good.
- 5.3 On the other hand, timescales allowed for schools to make improvements after inspection are shorter than previously. Schools judged as requiring improvement or less are expected to make rapid progress to get to good. This mixed message of recent improvement not being enough but rapid improvement is what is required is unhelpful for headteachers and governing bodies.
- 5.4 This raised expectation has created considerable anxiety for school leaders, including head teachers of good and outstanding schools. If high performance has not been sustained, or there is inconsistent teaching or where vulnerable pupils make insufficient progress, then schools are likely to be judged as requiring improvement. Headteachers also cite the difficulty of recruiting good teachers and subject leaders as increasingly challenging.
- 5.5 WB has been identified as a LA where FSM pupils have performed less well. Schools are not complacent about this and the LA is working closely with schools to ensure that the spending of Pupil Premium monies improves the achievement of the most vulnerable pupils.
- 5.6 The overall performance picture this year is one of improved achievement in both the primary and secondary phases, and a very low NEET figure.
- 5.7 Performance outcomes in EYFS and for KS1 are above national expectations. Performance outcomes at KS2 have made good improvement on the previous year, with performance overall above the national average. However, more improvement is needed especially in maths and in the performance of pupils eligible for FSM.
- 5.8 GCSE results have improved to above the national average with further improvements in mathematics and last year's dip in GCSE English results has been largely addressed. However, more improvement is needed, especially in English and in the performance of pupils eligible for Free School Meals.
- 5.9 This government will continue to promote performance tables which are "GCSEs only". This will favour West Berkshire schools as many already follow as GCSE academic core curriculum.
- 5.10 A good summary of West Berkshire's overall performance is set out in our national 'Scorecard' table (Appendix B). A significant upward shift to top or second quartile performance can be seen via a 'traffic light' system.
- 5.11 Schools in the primary and secondary sectors are being supported and challenged through the implementation of the LA School Improvement Strategy. Additional funding from the Council has added much needed capacity to deliver the plan (see

Appendix D). The key aspects of the Strategy include raising achievement for all pupils through: developing strong leadership and governance in schools; enabling schools to support each other to make improvements; providing access to high quality professional development to improve the quality of teaching and learning; implementing the LA wide Pupil Premium Strategy.

- 5.12 The LA schools causing concern policy has been revised to increase the level of challenge to school leaders and governing bodies who may be "at risk" of a judgement of inadequate or requiring improvement.
- 5.13 There are implications for secondary convertor or sponsored academies who may become disconnected from West Berkshire school improvement services but who could be at risk of being judged by Ofsted as needing improvement.
- 5.14 There is much national dissent about the proposed changes to the national curriculum and assessment systems. The government's strong stance on "tackling grade inflation" and citing lack of rigour in the current examination systems means that trends of improved performance seen recent years will stall. It is likely that more schools will be judged as requiring improvement or inadequate by Ofsted, and fewer schools will be judged as outstanding.
- 5.15 A review of the impact of the additional school improvement resourcing and the first year of the school improvement strategy will be provided in a report for members during summer 2014.

Appendices

Appendix A – Equality Impact Assessment – Stage 1.

Appendix B – West Berkshire 2013 Performance Scorecard.

Appendix C – West Berkshire KS4 & KS2 Summary of 2013 Attainment and Progress v National.

Appendix D – West Berkshire School Improvement Strategy Overview 2013-15.

Appendix E – Council Plan Performance Targets and Results.

Consultees

Local Stakeholders: N/a

Officers Consulted: Ian Pearson, Rachael Wardell, Elaine Ricks and Corporate Board

Trade Union: N/a

APPENDIX A

Equality Impact Assessment – Stage One

Name of item being assessed:	WB Pupil Achievement
Version and release date of item (if applicable):	
Owner of item being assessed:	Ian Pearson
Name of assessor:	Ian Pearson
Date of assessment:	13/02/14

1. What are the main aims of the item?
This item is to inform Members only

2. Note which groups may be affected by the item, consider how they may be affected and what sources of information have been used to determine this. (Please demonstrate consideration of all strands – age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation)		
Group Affected	What might be the effect?	Information to support this.
Further comments relating to the item: Item to note only		

3. Result (please tick by clicking on relevant box)	
<input type="checkbox"/>	High Relevance - This needs to undergo a Stage 2 Equality Impact Assessment
<input type="checkbox"/>	Medium Relevance - This needs to undergo a Stage 2 Equality Impact Assessment
<input type="checkbox"/>	Low Relevance - This needs to undergo a Stage 2 Equality Impact Assessment
<input checked="" type="checkbox"/>	No Relevance - This does not need to undergo a Stage 2 Equality Impact Assessment

For items requiring a Stage 2 equality impact assessment, begin the planning of this now, referring to the equality impact assessment guidance and Stage 2 template.

4. Identify next steps as appropriate:	
Stage Two required	
Owner of Stage Two assessment:	
Timescale for Stage Two assessment:	
Stage Two not required:	X

Name: Ian Pearson

Date: 13/02/14