

# Education Outcomes

<b>Committee considering report:</b>	Children and Young People Scrutiny Committee
<b>Date of Committee:</b>	15 <sup>th</sup> April 2026
<b>Portfolio Member:</b>	Councillor Heather Codling
<b>Date Portfolio Member agreed report:</b>	7 <sup>th</sup> April 2026
<b>Report Author:</b>	Ashley Milum – Service Director, Education and SEND

## 1 Purpose of the Report

- 1.1 This report sets out the attainment of Children and Young People (CYP) in West Berkshire and is intended to brief members on the issues this presents for our cohorts of children and young people, and the implication therefore to act within our powers and responsibilities.
- 1.2 The report draws specific attention to our underrepresented CYP, specifically those who are classified as ‘Disadvantaged’ - DfE characterises disadvantaged children as those in receipt of Pupil Premium.
- 1.3 The report also outlines contextual information about the historic and current school improvement/effectiveness offer.

## 2 Recommendation(s)

- 2.1 It is recommended the CYP Scrutiny review the data relating to attainment, specifically with regard to Disadvantaged cohorts;
- 2.2 That CYP Scrutiny Committee endorse the variety of activity underway (as captured below in section 5) by school effectiveness and wider education colleagues in Summer Term 2026 to enhance the school improvement offer in order to improve outcomes for all pupils.

## 3 Implications and Impact Assessment

Implication	Commentary
<b>Financial:</b>	With effect from April 2026, the Council has reviewed the funding arrangements for the school effectiveness function and invested £325k to strengthen capacity for early intervention, enhanced monitoring and more tailored support and challenge. This creates an ongoing revenue commitment which will need

<sup>1</sup> Source data – LGA inform

## Education Outcomes

	<p>to be managed within the Council’s medium term financial planning, alongside any associated costs of implementing the improvement activity set out in this report (including programme design, quality assurance and audit activity).</p> <p>A review of the traded (buy-back) offer may have financial implications for both cost recovery and income stability. Options to re-balance what is funded as a core universal offer versus what remains traded could reduce income or create transitional pressures (e.g. redesign and implementation), but may also improve sustainability by reducing volatility in buy-back uptake and ensuring sufficient capacity to identify risk early and intervene effectively. Any revised pricing/offer should therefore be assessed for affordability for schools, impact on traded income, and alignment with the Council’s statutory and strategic responsibilities.</p>
<p><b>Human Resource:</b></p>	<p>Implementation of the enhanced school effectiveness approach and review of the traded (buy-back) offer may have human resource implications, including workforce planning to ensure sufficient capacity and an appropriate skill mix to deliver earlier intervention, enhanced monitoring, quality assurance and governance/audit activity. This may require recruitment and retention activity and/or re-prioritisation of existing roles, alongside training and development to support consistent practice (including the use of data, visit notes and intervention pathways).</p> <p>Any changes to operating model, service offer or ways of working may require appropriate employee engagement and, where necessary, formal consultation. There may also be increased workload and employee wellbeing considerations associated with more intensive support and challenge activity, requiring clear prioritisation, supervision and performance management arrangements.</p>
<p><b>Legal:</b></p>	<p><b>Education Act 2002</b> places responsibility on governing bodies and headteachers for standards and curriculum delivery.</p> <p><b>Support and intervention in schools (DfE, 2025):</b> Defines roles of local authorities and Regional Directors; processes for identifying schools <i>eligible for intervention</i>; and powers (e.g., IEBs, additional governors, warning notices, schools with serious concerns, and academies requiring intervention).</p> <p><b>Education Act 1996 (Section 13A)</b> Duty “to promote high standards and fulfilment of potential in maintained schools and other education and training providers, so that all children and young people benefit from a</p>

<sup>1</sup> Source data – LGA inform

**Education Outcomes**

	<p>good education.” – This applies to all schools and academies.</p> <p><b>School Standards and Framework Act 1998</b> Requires local authorities to exercise education functions with a view to promoting high standards.</p> <p><b>Education and Inspections Act 2006</b> Defines the strategic role of local authorities in education improvement:</p> <ul style="list-style-type: none"> <li>○ Championing the needs of children, young people, and families</li> <li>○ Planning, commissioning, and quality assuring education services</li> <li>○ Challenging schools and commissioning support where needed</li> <li>○ Intervening in governance and leadership of maintained schools</li> <li>○ Raising concerns about academies directly with the Department for Education</li> </ul>
<p><b>Risk Management:</b></p>	<p>There is a risk that, without timely and effective identification of underperformance and subsequent support and challenge, outcomes for children and young people—particularly disadvantaged cohorts—will not improve and may deteriorate further. Failure by individual schools to act on identified priorities could lead to continued weak attainment, persistent absence and/or high suspensions, and may increase the likelihood of statutory intervention (e.g. warning notices) and/or escalation via the Department for Education/Regional Director and inspection outcomes.</p> <p>There is also a reputational risk to the Council if the authority is perceived as not providing sufficient strategic oversight and support to secure improvement, particularly given the Council’s duty to promote high standards and fulfilment of potential. Additional risks include inconsistent take-up/engagement with the enhanced offer across the system, capacity constraints affecting the pace of delivery, and weaknesses in the quality, completeness or sharing of performance information that could delay intervention or undermine confidence in decision-making. These risks will be mitigated through the strengthened core school effectiveness offer, transparent use of data to prioritise support, and the planned governance improvement, quality assurance and audit activity set out in this report.</p>
<p><b>Property:</b></p>	<p>N/A</p>

<sup>1</sup> Source data – LGA inform

**Education Outcomes**

<b>Policy:</b>	The Council will need to update its policy framework for how it discharges its education improvement role, including the expectations and operating model for school effectiveness support, early identification of risk, and the use of non-statutory and statutory intervention (including escalation routes and associated recording/assurance processes). In addition, the Council will need to review the policy position on traded (buy-back) services to clarify which elements form part of a core universal offer and which remain traded, including principles for charging, eligibility, and engagement. Related policies and procedures may also require alignment, including information governance and data sharing arrangements with schools, quality assurance/audit approaches (e.g. governance and Pupil Premium assurance activity), and partnership terms of reference for any strategic education improvement partnership.
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	<b>Positive</b>	<b>Neutral</b>	<b>Negative</b>	<b>Commentary</b>
<b>Equalities Impact:</b>				
<b>A</b> Are there any aspects of the proposed decision, including how it is delivered or accessed, that could impact on inequality?	x			<p>The 2023–2025 outcomes across early years, primary and secondary indicates disproportionately poor performance and inequality for disadvantaged pupils in our area.</p> <p>These gaps have proved resistant to improvement and now require a coordinated, system-wide strategy.</p> <p>This recommendations therefore stand to make a significant positive contribution to equality.</p>
<b>B</b> Will the proposed decision have an impact upon the lives of people with protected characteristics, including employees and service users?	x			

<sup>1</sup> Source data – LGA inform

## Education Outcomes

<b>Environmental Impact:</b>		x		None identified
<b>Health Impact:</b>		x		None identified
<b>ICT Impact:</b>		x		None identified
<b>Digital Services Impact:</b>		x		None identified
<b>Council Strategy Priorities:</b>	x			The proposals set out in this report support the Council's strategy priorities by strengthening the Council's ability to promote high standards and improve education outcomes, with a particular focus on reducing inequality for disadvantaged children and young people. Establishing a clearer core school effectiveness offer, earlier identification of risk and targeted support and challenge will help to improve attainment, attendance and inclusion, and support children to achieve and thrive. The development of a disadvantaged learners 'Belonging and Thriving' strategy and strengthened partnership arrangements across the local education system will further support delivery of improved outcomes and long-term life chances.
<b>Core Business:</b>	x			The proposals in this report represent a material change to the Council's core business in relation to education improvement, including how the Council discharges its statutory responsibilities to promote high standards and the fulfilment of children and young people's potential (Education Act 1996, s13A) and to exercise its education functions with a view to promoting high standards (School Standards and Framework Act 1998). The enhanced core school effectiveness offer, strengthened use of data for early identification of risk and clearer escalation routes will support the Council's strategic role and powers in relation to maintained schools causing concern (including

## Education Outcomes

				warning notices and intervention powers set out in the Education and Inspections Act 2006 and reflected in the Department for Education’s statutory guidance Support and intervention in schools, updated November 2025), and will strengthen the Council’s oversight and ability to raise concerns appropriately in relation to academies.
<b>Data Impact:</b>		x		The data impact will be key to the delivery of this work. The Council will need to work with schools to agree and implement a consistent performance dataset (and associated reporting/thresholds) that will underpin early identification of risk, prioritisation of the core offer, and the targeting of support and challenge. This will require clear information governance arrangements, including a documented lawful basis for processing and sharing data, agreed data standards and definitions, data quality assurance, secure handling and retention, and transparency with schools about how information will be used within the non-statutory and statutory intervention pathway.
<b>Consultation and Engagement:</b>	Work with Primary Headteachers Forum and Secondary Headteachers Forum will follow.			

## 4 Executive Summary

- 4.1 The Council recognises the importance of educational outcomes for all of the children and young people in West Berkshire. In 2025 the Executive introduced a new set of areas of focus with the first one being “We will strive to ensure that all children, regardless of background or circumstance, have the opportunity to achieve their full potential. This will include closing the attainment gap”. This paper highlights some of the existing measures in place, some of the key challenges that are facing the Council and some of the options for improvement in the service.
- 4.2 Early Years performance remains strong overall (72.1% achieving a Good Level of Development in 2025, up from 64.7 in 2022), but disadvantaged pupils sit in the bottom fifth nationally.

<sup>1</sup> Source data – LGA inform

## Education Outcomes

4.3 Phonics results (in Y1) place West Berkshire in the 69th percentile for all pupils, and in the 99th percentile for disadvantaged pupils.

4.4 Outcomes at KS2 are not improving:

### KS2 RWM (Reading, Writing and Mathematics) Expected Level – Attainment for non-disadvantaged pupils

LA and Regions	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Change from previous year
West Berkshire	61.0	67.0	69.0	70.0	NA	NA	62.0	62.0	62.0	63.0	1.0
South East	61.0	68.0	71.0	72.0	NA	NA	65.0	66.0	67.0	69.0	2.0
Statistical Neighbours	61.3	68.5	70.7	71.4	NA	NA	64.9	66.0	66.0	67.3	1.3
England	61.0	68.0	71.0	72.0	NA	NA	66.0	67.0	68.0	70.0	2.0

### KS2 RWM Expected Level – Attainment for disadvantaged pupils

LA and Regions	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Change from previous year
West Berkshire	33.0	35.0	35.0	39.0	NA	NA	32.0	32.0	25.0	33.0	8.0
South East	37.0	44.0	47.0	48.0	NA	NA	38.0	39.0	41.0	43.0	2.0
Statistical Neighbours	35.1	42.4	44.3	45.4	NA	NA	36.4	37.1	37.1	39.1	2.0
England	39.0	48.0	51.0	51.0	NA	NA	43.0	44.0	46.0	48.0	2.0

4.5 Key Stage 2 combined outcomes (57.3%) place the authority in the 89th percentile nationally, with disadvantaged outcomes in the 100th percentile.

4.6 Although most pupils achieve well at Key Stage 4, disadvantaged pupils sit in the 95th percentile for Grade 4+ English and maths, and the 98th percentile for Attainment 8.

4.7 Inclusion indicators reinforce this pattern. Disadvantaged attendance is in the 91st percentile, and suspension rates sit in the 92nd percentile, with disadvantaged pupils suspended at higher rates than national disadvantaged peers.

## 5 Supporting Information

### Introduction

5.1 This section provides an overview of the context within which West Berkshire's education improvement support system has operated:

### Background

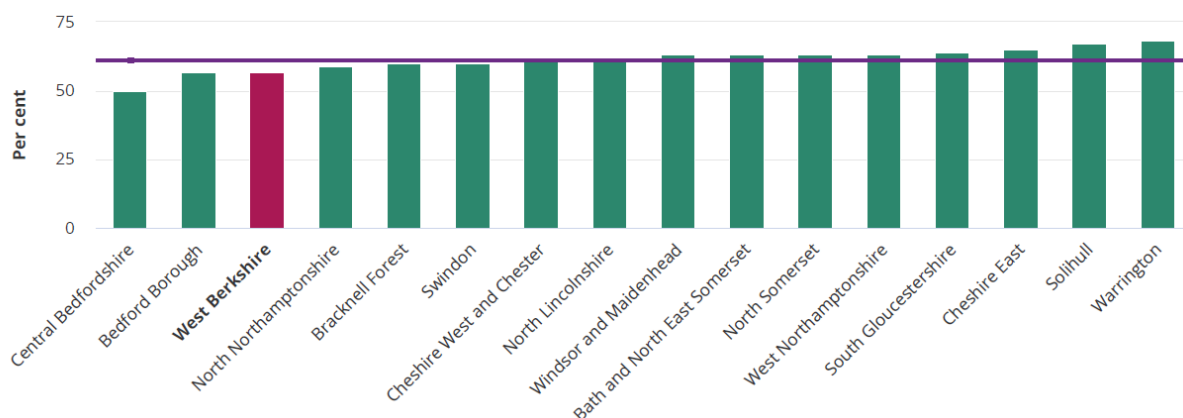
5.2 The school improvement offer in West Berkshire has historically been a 'buy-back' service. Schools have been provided a menu of activity and support that they have 'opted in' to purchase from the council. The consequences of this approach are that education colleagues have not had strategic oversight of the performance of all schools and have consequently been unable to identify issues early and intervene to improve outcomes for all pupils. This has led to limited oversight and resource to intervene where children's outcomes are poor.

<sup>1</sup> Source data – LGA inform

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- 5.3 The most recent Ofsted inspection programme for schools has determined that 95% of schools in West Berkshire are rated good and outstanding. However, the published outcomes for disadvantaged CYP (Children and Young People) are not positive. Changes to the Schools Ofsted framework with effect Nov 2025 includes a review of schools data and performance - it is expected that this approach will highlight more accurate performance on outcomes for pupils.
- 5.4 With effect from April 2026 West Berkshire council have reviewed the funding arrangements for the school effectiveness function and have invested £325k in the service to ensure that a programme of early intervention and more tailored support can be delivered. An evidence based approach will underpin the prioritisation of the service and data will be shared with all schools to ensure full transparency.
- 5.5 On 6th April, WBC received a letter from DfE Regional Director [Appendix A], highlighting KS2 outcomes in West Berkshire as a notable concern, in particularly for Disadvantaged CYP and for KS2 Attainment.
- 5.6 The Government (Ministry of Housing, Communities and Local Government – MHCLG) have produced a Local Outcomes Framework (LOF) for the Local Government sector from February 2026. The LOF is a summary of key performance measures for the sector across 16 different outcome areas. MHCLG will use the LOF to review Council performance and to ensure continuous improvement across individual councils and the sector as a whole. Education features heavily in the new framework, and a summary of how West Berkshire Council compares to current statistical neighbours is included below.
- 5.7 As can be seen from the information below there are some areas where there needs to be a clear improvement in performance and other areas where the West Berkshire performance is comparatively high<sup>1</sup>.

Percentage of pupils meeting the expected standard at the end of key stage 2 in reading, writing and mathematics (2024/25 (academic)) for West Berkshire & West Berkshire CIPFA nearest neighbours

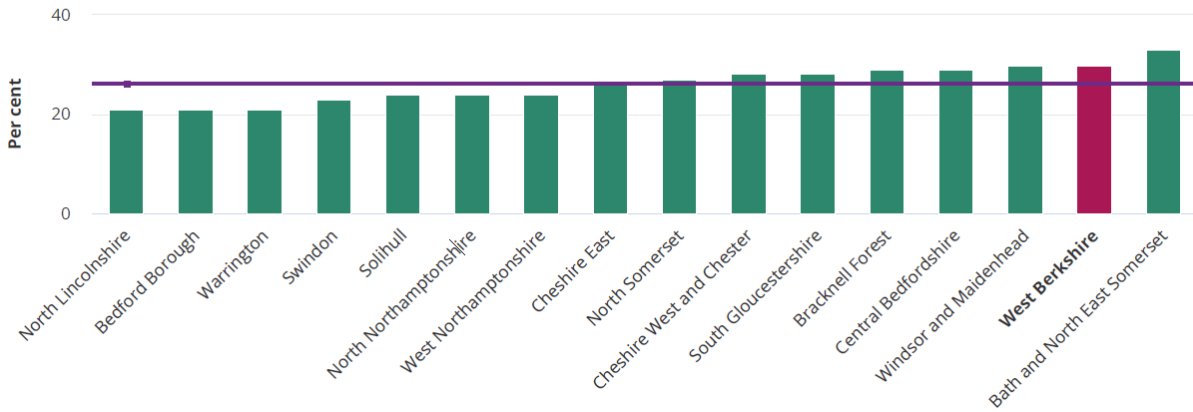


<sup>1</sup> Source data – LGA inform

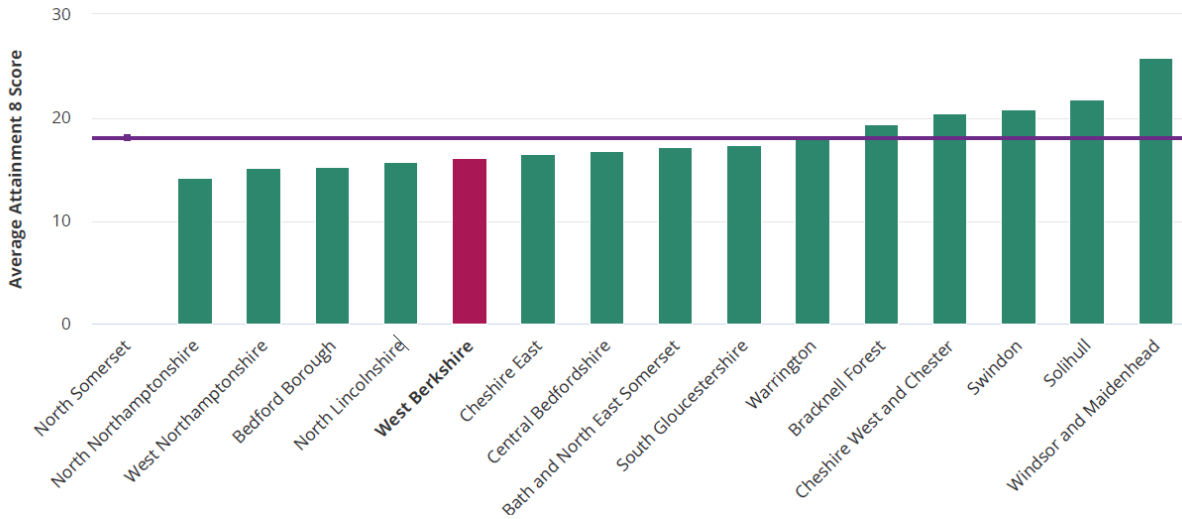
<sup>1</sup> Source data – LGA inform

## Education Outcomes

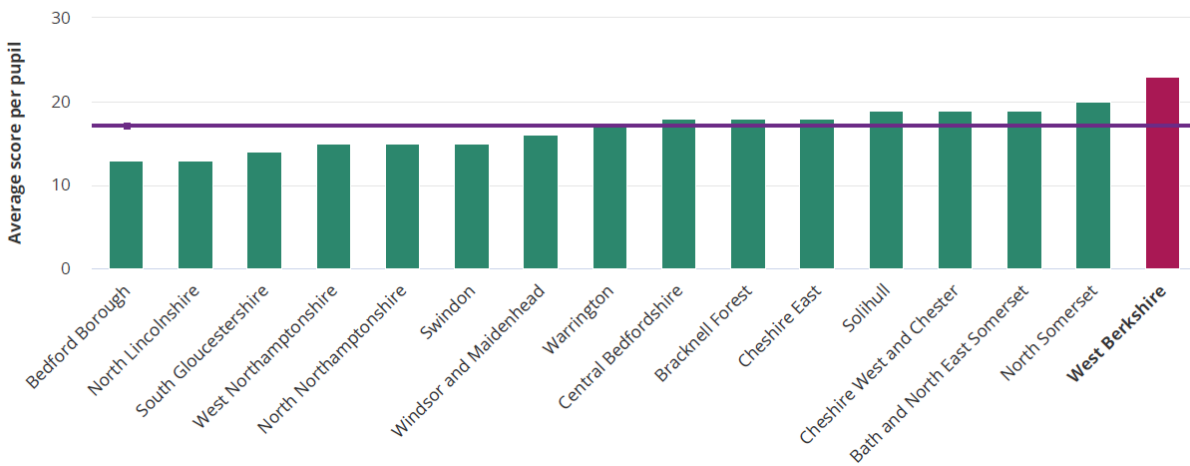
**Key Stage 2 attainment “disadvantage gap”, difference in attainment between students who are known to be disadvantaged / are not known to be disadvantaged (DfE) (2024/25 (academic)) for West Berkshire & West Berkshire CIPFA nearest neighbours**



**Average Attainment 8 score for children in need at key stage 4 (2023/24 (academic)) for West Berkshire & West Berkshire CIPFA nearest neighbours**



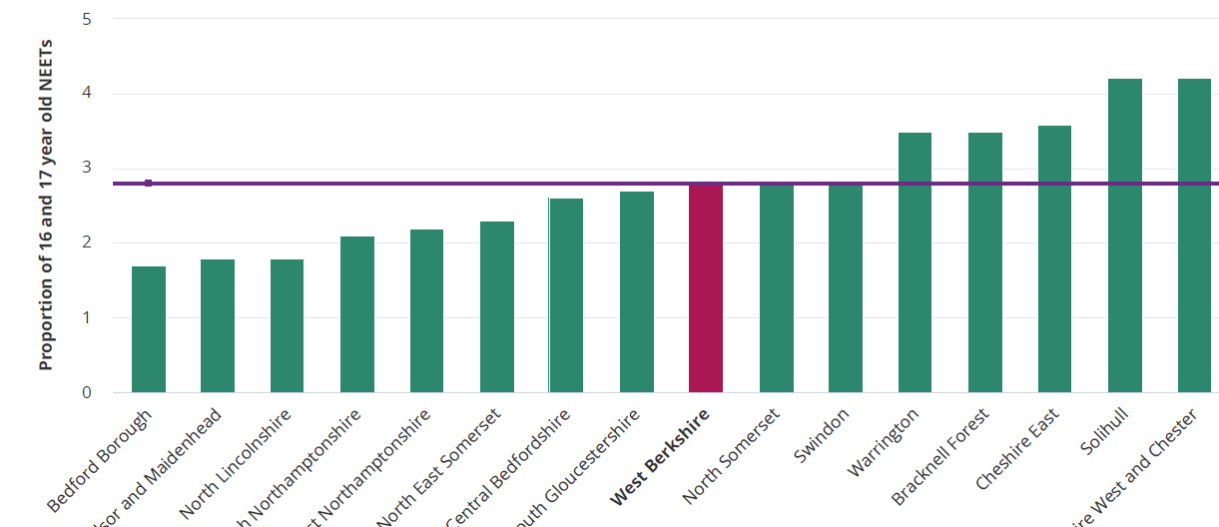
**Key Stage 4 attainment 8 “disadvantage gap”, difference in attainment between students who are known to be disadvantaged / are not known to be disadvantaged (DfE) (2024/25 (academic)) for West Berkshire & West Berkshire CIPFA nearest neighbours**



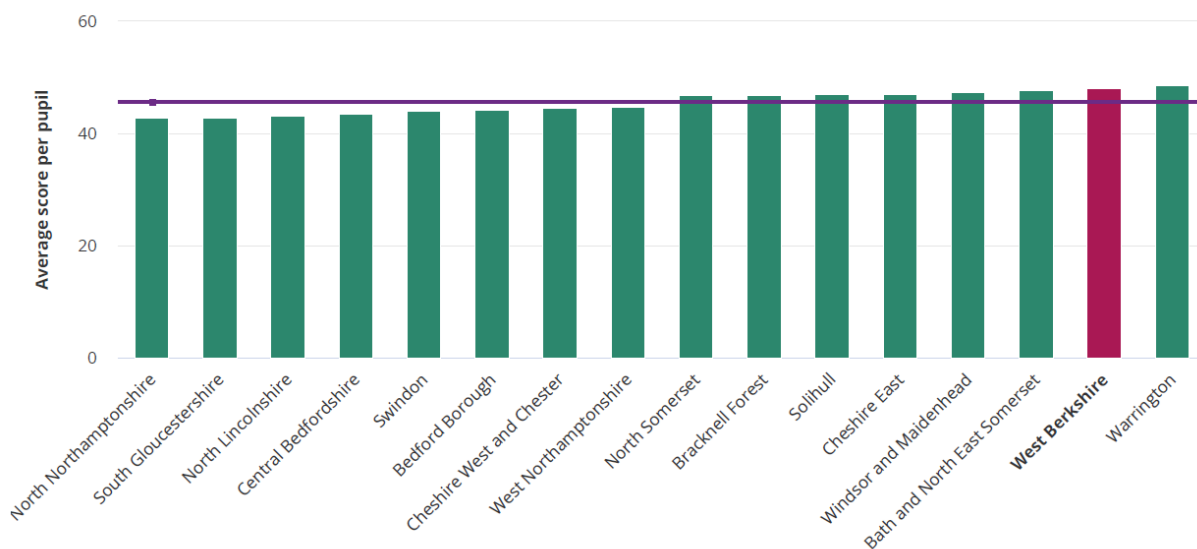
<sup>1</sup> Source data – LGA inform

## Education Outcomes

Proportion of 16 and 17 year olds who were not in education, employment or training (NEET) (2025) for West Berkshire & West Berkshire CIPFA nearest neighbours

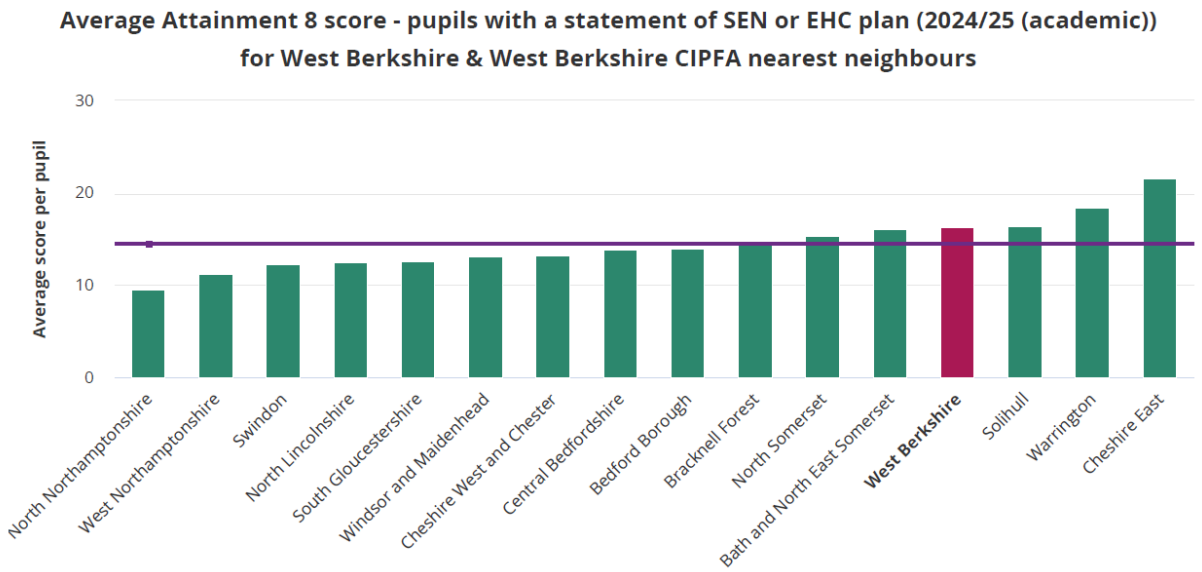
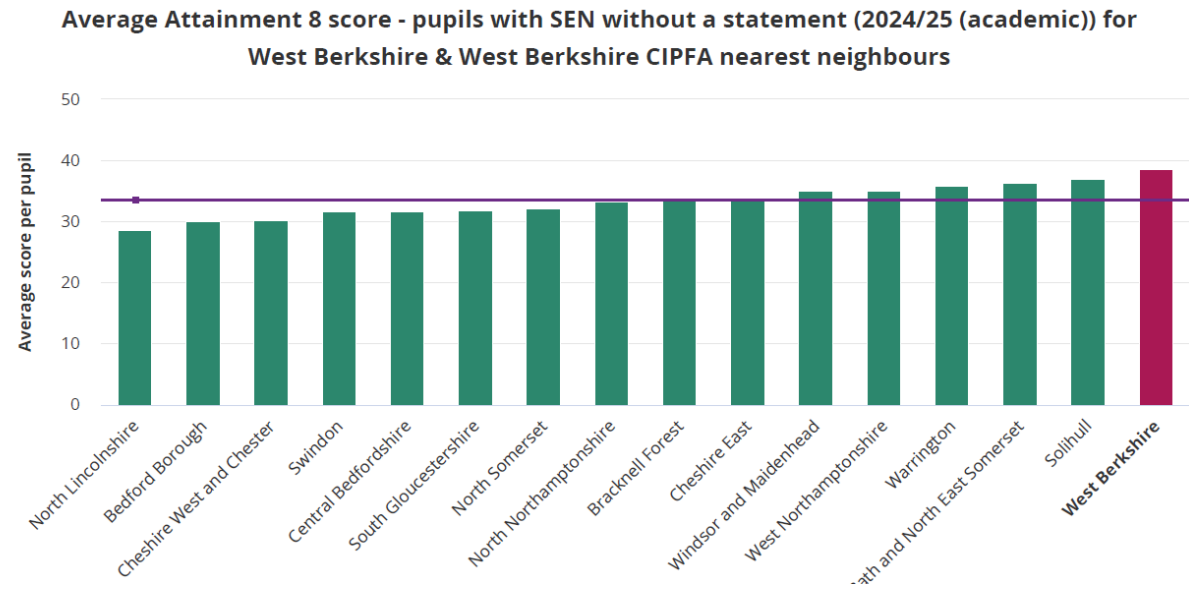
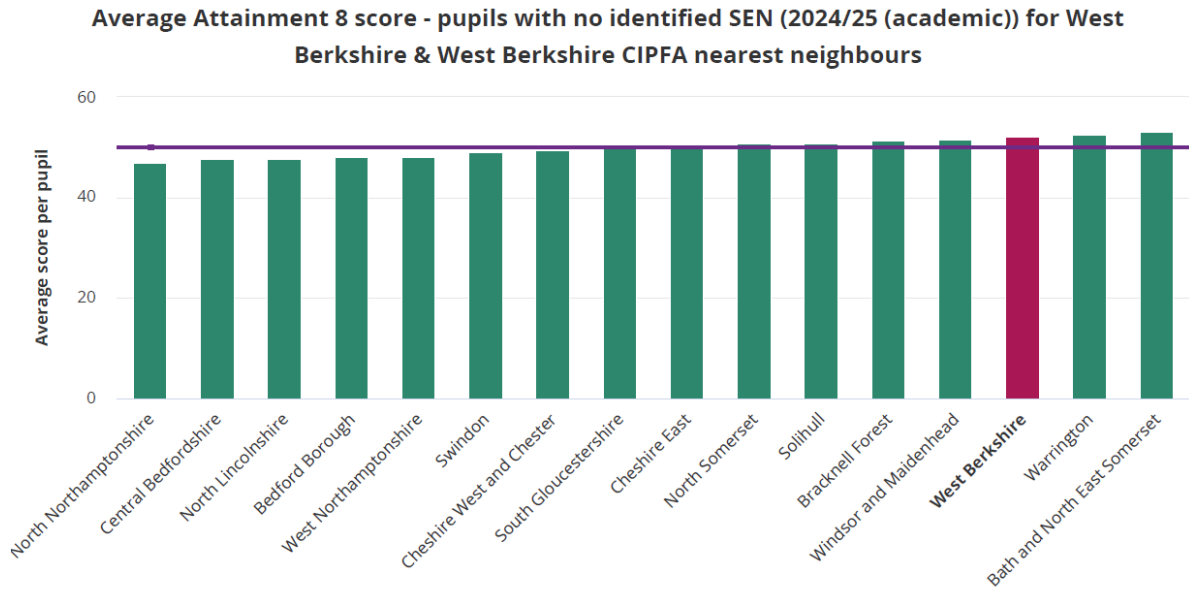


Average Attainment 8 score (2024/25 (academic)) for West Berkshire & West Berkshire CIPFA nearest neighbours



<sup>1</sup> Source data – LGA inform

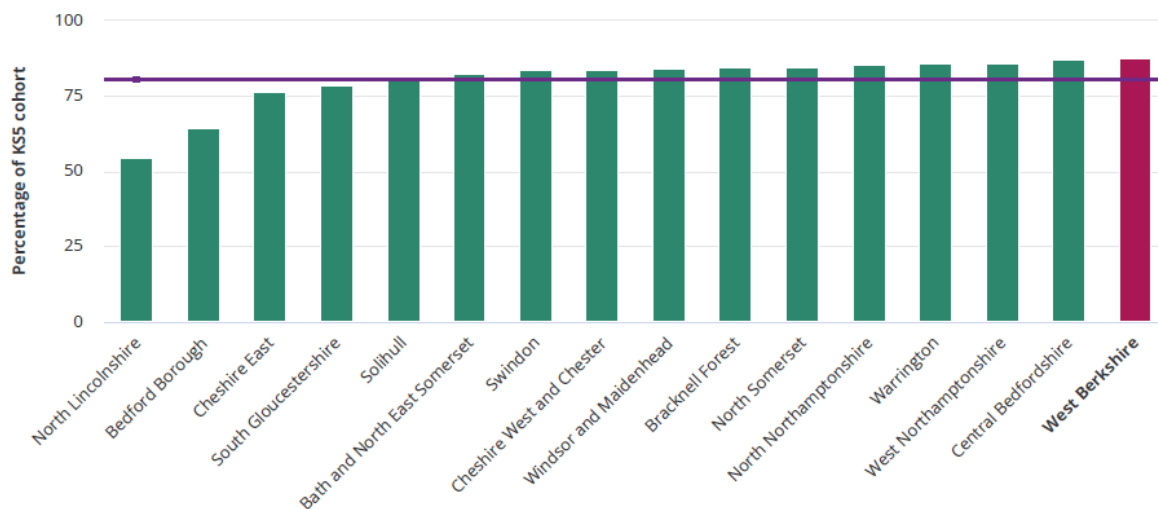
## Education Outcomes



<sup>1</sup> Source data – LGA inform

## Education Outcomes

Percentage of 16-18 cohort with SEN in sustained education, apprenticeship or employment (2022/23 (academic)) for West Berkshire & West Berkshire CIPFA nearest neighbours



Percentage of persistent absentees in state schools (10% or more sessions missed) (2023/24 (academic)) for West Berkshire & West Berkshire CIPFA nearest neighbours

Area	Persistent absentees - all schools (10% of sessions) 2023/24 (academic)
	%
North Lincolnshire	20.6
North Somerset	20.3
Solihull	20.2
North Northamptonshire	20.0
Cheshire West and Chester	20.0
Swindon	19.1
Windsor and Maidenhead	19.1
South Gloucestershire	19.0
Central Bedfordshire	18.7
Bedford Borough	18.4
Bath and North East Somerset	18.3
West Northamptonshire	18.2
West Berkshire	18.2
Cheshire East	16.9
Warrington	16.5
Bracknell Forest	16.2
Areas mean	18.7

**Source:**

Department for Education, Pupil Absence in Schools in England, Percentage of persistent absentees in state schools (10% or more sessions missed) ,

Data updated: 25 Jul 2025

## Proposals

5.8 To assist with the improvement on specific areas of focus, the Council is proposing to invest in the following areas of activity:

<sup>1</sup> Source data – LGA inform

## Education Outcomes

- Codify 'Core Offer' for School Improvement visits, and corresponding Visit Notes;
- Establish Non-Statutory Intervention to provide appropriate support and challenge ahead of serving a Warning Notice;
- Design a School Governance Improvement Programme in collaboration with National Governance Association, and accompanying audit programme;
- Quality Assure the Headteacher Performance Management that Governing Boards are undertaking;
- Work with schools to develop value for money to ensure financial sustainability, and effective use of Pupil Premium funding;
- Develop a disadvantaged learners 'Belonging and Thriving' strategy linked to Attainment, Attendance and Suspensions/Exclusions.
- Develop and share a performance data set with schools that will underpin the prioritisation for West Berkshire council's intervention with schools.
- Establish a strategic education improvement partnership that will ensure the delivery of the 'Belonging and Thriving' strategy, as well as developing the Partnership between schools in West Berkshire.
- WBC Internal audit will carry out an audit of schools' use of Pupil Premium Grant (PPG) aligned to schools published policies and procedures.

## 6 Other options considered

Other options considered were to do nothing which would not deliver the requisite improvement to educational outcomes for all children and specifically outcomes for disadvantaged children.

## 7 Conclusion

- 7.1 West Berkshire's education attainment, and the disadvantage gap specifically, needs urgent development.
- 7.2 These inequalities are contrasting with the area's strengths: strong overall attendance, high-quality practice within special schools, and above average GCSE outcomes for many pupils. These strengths show that strong practice is currently isolated.
- 7.3 Taken together, the evidence demonstrates that the current school improvement model is not impacting attainment for disadvantaged learners, and CYP more broadly.

## Education Outcomes

7.4 For these reasons, Members are asked to support the recommendations.

## 8 Appendices

Appendix A – Letter from Dame Kate Dethridge

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### Background Papers

None

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#### Subject to Call-In:

Yes:  No:

The item is due to be referred to Council for final approval

Delays in implementation could have serious financial implications for the Council

Delays in implementation could compromise the Council's position:

Considered or reviewed by Scrutiny Commission or associated Committees, Task Groups within preceding six months

Item is Urgent Key Decision

Report is to note only

**Wards affected:** All wards

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<sup>1</sup> Source data – LGA inform

## Education Outcomes

### Document Control

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**6 February 2026**

Sent by email: [annmarie.dodds1@westberks.gov.uk](mailto:annmarie.dodds1@westberks.gov.uk)

Dear AnnMarie

**KS2 Outcomes in West Berkshire**

Firstly, I would like to start by thanking you and your team for meeting me on Monday 2<sup>nd</sup> February to discuss outcomes in West Berkshire schools, particularly at KS2. We agreed from the outset that by any measure, (GLD/phonics/Key stage 2) standards are unacceptably low for all pupils and in particular for disadvantaged cohorts in too many of your schools. Unfortunately, this has been the case for a number of years.

To give a sense of perspective, we looked at the following data:

**Key Stage 2:**

- KS2 outcomes have been consistently below the national average in West Berkshire, despite relatively low levels of disadvantage. Only 57% of pupils met the expected standard in RWM in 2024/25, compared to a national average of 62%. Outcomes in West Berks have hovered around 56% postCovid, so are not showing signs of improvement.,
- At least 49 schools (3 have results suppressed so I have not included them) have results that declined in 2025 compared to their 2024 results. That's 60% of schools on a declining trajectory.
- The national average for outcomes for disadvantaged pupils in 2025 was 47%. More than 50% of schools in West Berkshire (with results not suppressed), have results below this figure. 30% of those schools had results below 30%. However,

<sup>1</sup> Source data – LGA inform

## Education Outcomes

there is one standout: Theale CE Primary, where 90% of disadvantaged children achieved the expected standard. This shows what can be achieved and it is clear that schools need to learn from best practice here.

- Only three schools in the LA received a letter for having outcomes in the top 25% for disadvantaged pupils. These are Theale CE Primary, Hungerford Primary School and Robert Sandilands Primary & Nursery.

## Phonics:

- 2025 data: 78% achieved the expected standard = LA ranking at 107<sup>th</sup> out of 153 Local Authorities.
- 2024 data: 79% achieved the expected standard = LA ranking at 93<sup>rd</sup> out of

153 Local Authorities. So West Berks, whilst improving the % by one from 2024 to 2025, has slipped down a rankings charts suggesting other local authorities are improving their results more quickly.

- Phonics - disadvantaged pupils:
  - 2024 data: Out of your 54 schools, 38 had results below the national average. That's 70% of your schools not meeting the average attainment for their disadvantaged children.
  - In 2025 the situation for disadvantaged children is similarly bleak. Only 56% of these children reach the expected standard by the end of year 1, ranking the LA as 149<sup>th</sup> out of 152, one of the worst in the country.

## GLD:

- Overall looks good but masks some severe underperformance. In 2024, you only had 10 schools whose performance is above the national average of 70% (I accept that some results are suppressed). When you then look at the trajectory of these children into Year 1 and the outcome of the phonics assessments, there are few signs of improvement or optimism.
- Again, there are exceptions: The Willows School, with high levels of deprivation in Newbury, had a fairly low score of 66% achieving GLD in 2024, but phonics and KS2 results show great progress under difficult circumstances. As with Theale, you need use schools like The Willows to support other schools. If you do not, it is hard to see how you will ensure all your schools reach the target of 75% achieving GLD by 2028.

I asked you what was being done to both support schools to improve their results and also to hold leaders to account more effectively. You explained that due to a history of under investment, the school improvement service has been running well below capacity for a number of years and therefore unable to perform the functions you would want, despite your efforts to highlight the actions needed to ensure effective and sustained improvement.

<sup>1</sup> Source data – LGA inform

## Education Outcomes

This arrangement meant that schools determined the nature of improvement activities, and work carried out by the School Improvement team was often limited to supporting head teachers during Ofsted inspections rather than driving genuine school effectiveness.

Although most of the schools in West Berkshire are judged to be good or outstanding against the old OfSTED framework, we discussed the fact that many of these schools will be eligible to be inspected over the next couple of years and a history of poor outcomes, especially for disadvantaged children, is unlikely to secure a similarly positive judgement in the future.

We discussed a couple of schools in particular which had exceptionally low outcomes for pupils and I asked why the team hadn't chosen to intervene using some of the tools available, for example establishing an Interim Executive Board or sending a Warning Notice. You explained that the limited resources available meant that even low-cost interventions, such as issuing warning letters or installing interim executive boards, were not always feasible due to the lack of capacity to follow up and manage these processes effectively.

You also highlighted that the lack of a robust, centrally funded school improvement strategy resulted in persistently poor outcomes for children, especially in primary schools, with West Berkshire ranking 11th out of 11 statistical neighbours.

I was encouraged by the plans outlined for a comprehensive **reset of school improvement in West Berkshire**, including recruiting additional school improvement advisors, implementing annual school evaluations, and establishing a more systematic approach to intervention and accountability, with a focus on supporting disadvantaged pupils.

You also mentioned that you had recently established an Education Scrutiny Committee in West Berkshire. It is surprising that one hasn't existed previously. I would be happy to attend at some point in the future to set out the DfE's concerns about performance across education in the LA.

It is clear that at officer level there is a commitment to bring about the improvement changes that are needed and a desire to ensure all schools can learn from the few that do perform well.

I look forward to meeting again before the end of the summer term to hear about the plans that are being put in place to ensure that outcomes improve across the board.

This includes your commitment to look at which West Berkshire schools are participating in the NELI programme and encourage eligible schools to apply for this free resource; sharing the best practice from Theale CE Primary regarding outcomes for disadvantaged pupils more widely across West Berkshire schools and conducting deep dives into inclusion and pupil premium strategies in all schools to ensure funding is effectively reaching disadvantaged pupils.

You will be aware that, as part of our Universal RISE offer, West Berkshire headteachers have been invited to be part of a programme to support improving outcomes for disadvantaged children, with a particular focus on Yr R. This is a free resource, facilitated by some of the leading experts in this field. I know you have been allocated 20 spaces, and

<sup>1</sup> Source data – LGA inform

## Education Outcomes

I hope that you will be ensuring the leaders of schools displaying the most concerning data will be attending this programme.

I also committed to talk to Park House to understand why the school had admitted no children with EHCPs in the last academic year and to ensure that they are complying with the Fair Access Protocols.

I am copying this letter to the Leader of the Council, Lee Dillon MP for Newbury and Olivia Bailey MP Reading and West Berkshire and Parliamentary Under-Secretary of State (Minister for Early Education) and Parliamentary Under-Secretary of State (Minister for Equalities)

Yours sincerely,

A handwritten signature in black ink, reading "K. Dethridge". The signature is written in a cursive style with a large initial 'K' and a long horizontal stroke at the end.

**Dame Kate Dethridge**

Regional Director, South East Regions Group

Department for Education