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# RUTLAND JOINT STRATEGIC NEEDS ASSESSMENT 2018

## ACHIEVING EDUCATIONAL POTENTIAL – CHILDREN AGED 4 TO 18 YEARS

DECEMBER 2018

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Whilst every effort has been made to ensure the accuracy of the information contained within this report, Leicestershire County Council cannot be held responsible for any errors or omission relating to the data contained within the report.

## FOREWORD

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The purpose of the Joint Strategic Needs Assessment (JSNA) is to:

- To improve the health and wellbeing of the local community and reduce inequalities for all ages.
- To determine what actions the local authority, the local NHS and other partners need to take to meet health and social care needs, and to address the wider determinants that impact on health and wellbeing.
- To provide a source of relevant reference to the Local Authority, Clinical Commissioning Groups (CCGs) and NHS England for the commissioning of any future services.

The Local Authority and CCGs have equal and joint statutory responsibility to prepare a Joint Strategic Needs Assessment (JSNA) for Rutland, through the Health and Wellbeing Board. The Health and Social Care Act 2012 amended the Local Government and Public Involvement in Health Act 2007 to introduce duties and powers for Health and Wellbeing Boards in relation to JSNAs.

The JSNA has reviewed the data relating to educational attainment in Rutland, from early years through to school leaving age. The processes used to oversee progress are outlined and unmet needs and recommendations that have arisen from this needs assessment are discussed.

The JSNA offers an opportunity for the Local Authority, CCG and NHS England's plans for commissioning services to be informed by up to date information on the population that use their services. Where commissioning plans are not in line with the JSNA, the Local Authority, CCG and NHS England must be able to explain why.

## EXECUTIVE SUMMARY

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In this chapter we examine how pupils in Rutland's state-funded schools perform in comparison with pupils nationally in Early Years Foundation Stage, Key stage 1, Key stage 2 and Key stage 4 statutory assessments. The chapter includes data trends over the past 5 years to evaluate performance over time. It is important to note that Key stage 1, 2 and 4 had a change of assessment measures between 2014-15 and 2015-16 which impacts on data patterns.

## CONTENTS

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1. Introduction.....	1
2. Level of need in Rutland .....	1
3. Policy and Guidance .....	10
4. Current Services.....	11
5. Unmet needs/Gaps.....	12
6. Recommendations.....	12

### List of Tables

Table 1: KS1 SATs – Year on year comparison against National – Expected Standard.....	3
Table 2: Key Stage 4 GCSEs and Attainment 8 Scores .....	5
Table 3: Absences in primary schools, 2016/17 .....	6
Table 4: Absences in secondary schools, 2016/17 .....	6
Table 5: Ofsted ratings for primary schools and secondary schools in Rutland, 2018.....	7

### List of Figures

Figure 1: Percentage of reception children achieving a good level of development, 2012-2017.....	2
Figure 2: Key Stage 2 SATs - Expected standard in Reading, Writing & Maths (combined).....	4
Figure 3: Key Stage 4 GCSEs and Attainment 8 - Five year trend of expected standard.....	5

## **1. Introduction**

This chapter presents a comprehensive overview of how Rutland's state-funded schools perform. The majority of indicators presented are from national sources so are subject to a time lag due to the time required for data collection, data analysis and publication. Where possible, comparisons have been made to national averages and local context has been included. We appreciate that this document uses technical language. This is due to the nature of the JSNA, which is intended for use by commissioning organisations such as local authorities and the NHS in developing their commissioning plans. One example is the use of statistical significance. A statistical significant result ensures the result is not likely to be caused by chance, for a given statistical significance level. Using these statistical tests improves the reliability of our evidence base which will help strengthen our commissioning based decisions

## **2. Level of need in Rutland**

It is recognised that many factors impact on children's educational potential being achieved and it is well known that lower educational outcomes are further associated with poorer outcomes in later life. More detail on these wider determinants of health are available in the 'Children and Young People Staying Safe and Healthy Joint Strategic Needs Assessment'.

### **2.1. Early year's foundation (EYFS)**

#### **2.1.1. Good Level of Development**

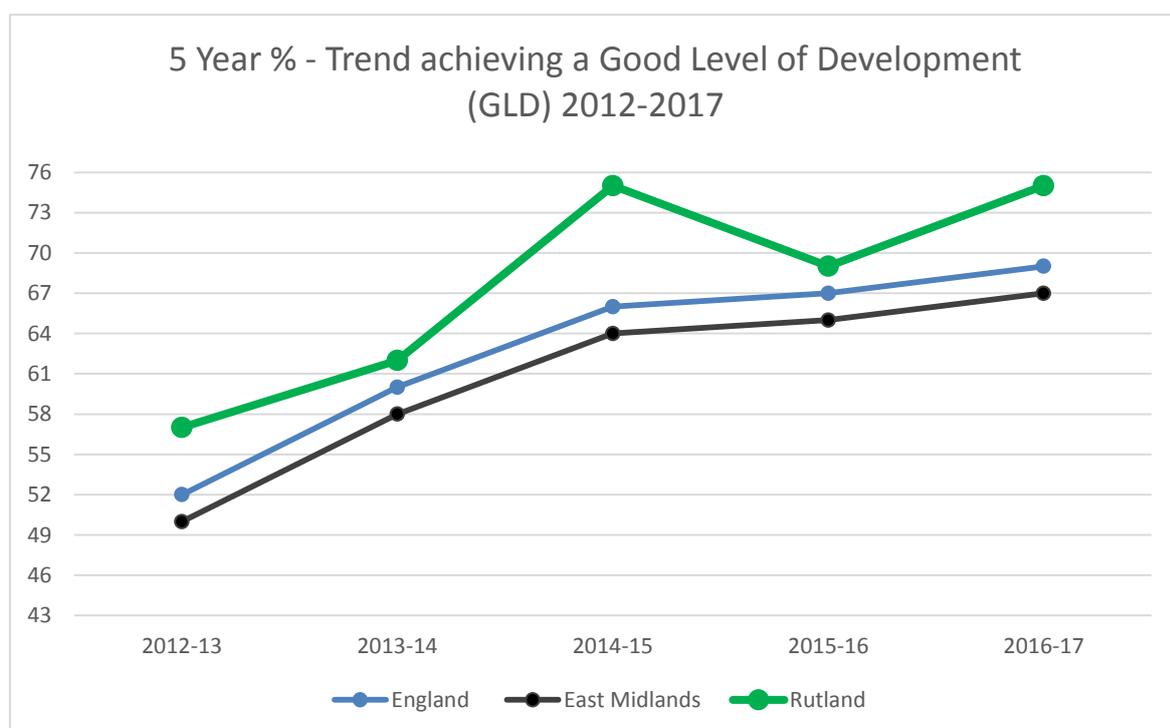
Performance at the end of the Early Years Foundation Stage (EYFS) is measured by the Good Level of Development (GLD) which measures a child's attainment across the first 12 Early Learning Goals.

School readiness is a measure of how prepared a child is to succeed in school cognitively, socially and emotionally. 'Good level of development' is used to assess school readiness. It is measured at the end of the reception year and covers: communication and language; physical development; personal, social and emotional development; literacy; mathematics; understanding the world; and expressive arts, designing and making. School readiness starts at birth with the support of parents and other caregivers, as children start to acquire these skills. School readiness at age 5 (the end of reception year) has a strong impact on future educational attainment and life chances.<sup>1</sup>

Rutland's scores for 'Good Level of Development' remains above that seen nationally. There are inconsistencies in performance over time, however indications are that this may be

influenced by the characteristics of the cohort. For example, in 2014 the cohort was made up of a high proportion of summer born children and in 2016 the cohort had a high percentage of boys. However, there will be continued challenge to those Early Years providers where performance is not at a level that would be expected for that cohort, with LA commissioned programmes to support the development of a curriculum to meet the needs of all groups of pupils.

**Figure 1: Percentage of reception children achieving a good level of development, 2012-2017<sup>2</sup>**



### 2.1.2. Phonics Screening

In 2016/17, 83.3% of Year 1 pupils in Rutland achieved the expected level in the phonics screening check. This is similar to the England value of 81.1%. Meanwhile, 11 children with free school meal status achieved the expected level in the phonic screening check (61.1%). This is similar to the England value of 68.4%.<sup>3</sup>

### 2.2. Key Stage 1 SATs

Key stage one performance in reading, writing and mathematics is measured through teacher assessment at the end of Year Two. The performance of pupils in Rutland state-funded schools has been consistently above national average for a number of years in all subjects although the gap between the local authority and national Key Stage 1 outcomes have narrowed in 2017 to broadly in line with pre-2016 levels. Note the change in

assessment methods in 2015-16. Prior to that date, attainment had been measured in Levels, with Level 2 being expected. This is now referred to as Expected Standard; the percentages refer to those children attaining Expected Standard or better.

**Table 1: KS1 SATs – Year on year comparison against National – Expected Standard<sup>4</sup>**

Key Stage 1		2012-13			2013-14			2014-15			2015-16			2016-17		
		L2+	% point difference		L2+	% point difference		L2+	% point difference		EXS +	% point difference		EXS +	% point difference	
Reading	Rutland	91%	2%	↑	91%	1%	↑	93%	3%	↑	80%	6%	↑	79%	3%	↑
	National	89%			90%			90%			74%			76%		
Writing	Rutland	88%	3%	↑	88%	2%	↑	90%	2%	↑	70%	5%	↑	72%	4%	↑
	National	85%			86%			88%			65%			68%		
Maths	Rutland	94%	3%	↑	95%	3%	↑	96%	3%	↑	78%	5%	↑	78%	3%	↑
	National	91%			92%			93%			73%			75%		

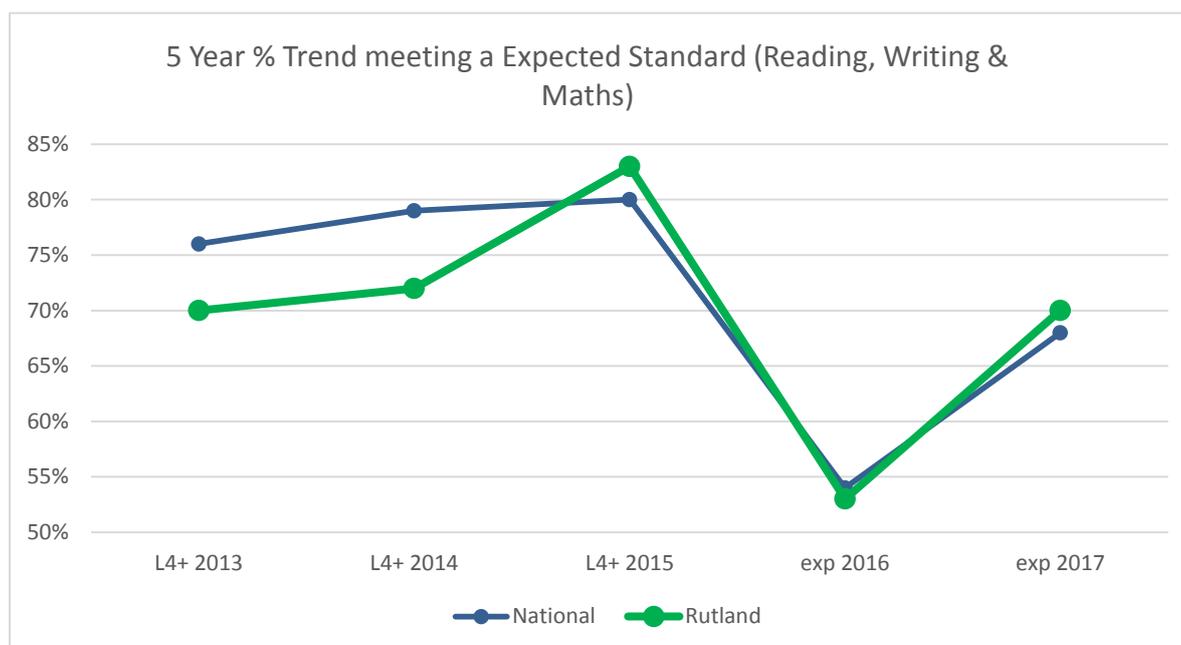
### 2.3. Key Stage 2 SATs

Key stage two performance is measured at the end of year 6. Writing is measured through teacher assessment whilst reading, grammar, punctuation and spelling, and mathematics are measured by standard assessment tests (SATs). The 2017 Rutland average for combined Key Stage 2 Reading, Writing and Mathematics attainment at expected standard at 67% is higher than the national average of 61.0%. Improvement from 2016 in combined Reading, Writing and Mathematics attainment is at a rate higher than that seen nationally, with the percentage of children in Rutland schools 14% higher than in 2016 compared with 8% improvement nationally.

Performance in Rutland schools has considerably improved from 2013 and 2014 when LA percentage of expected standards being met across all three subjects were lower than national results. Rutland scored higher than the National average in 2015 and 2017.

Note the change in assessment methods in 2015-16. Prior to that date, attainment had been measured in Levels, with Level 4 being expected. This is now referred to as Expected Standard; the percentages refer to those children attaining Expected Standard or better.

**Figure 2: Key Stage 2 SATs - Expected standard in Reading, Writing & Maths (combined)<sup>5</sup>**



#### **2.4. Key Stage 4 GCSEs and Progress 8**

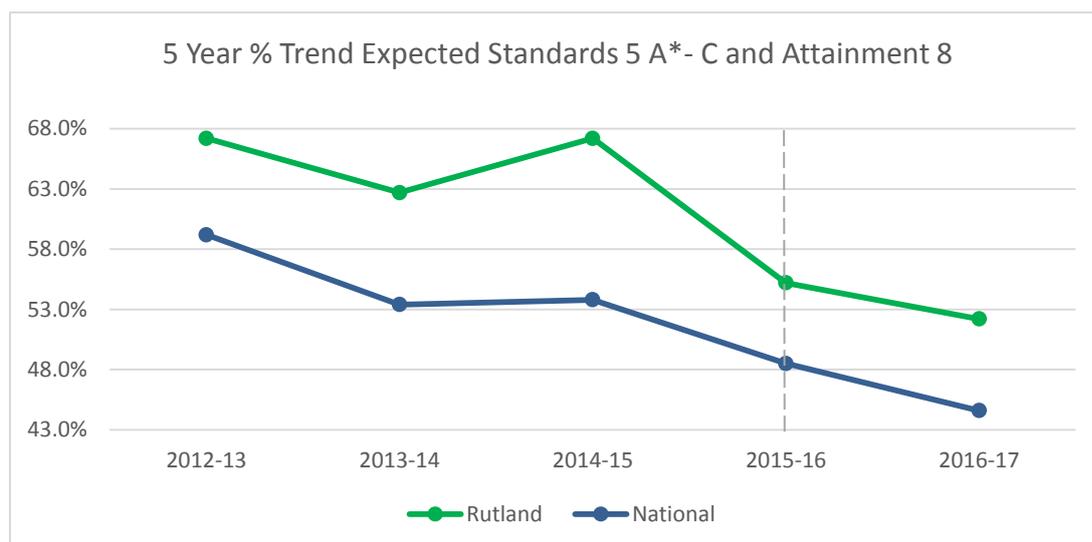
As of summer 2016, Key Stage 4 is measured through GCSE examination, the Attainment 8 score, the Progress 8 score and the English Baccalaureate (EBacc). Prior 2016 the main method of measuring of a schools performance was by calculating the percentage of pupils who got five or more A\* to C grades. Attainment 8 measures the achievement of a pupil across 8 qualifications. Progress 8 measures the progress students make between the end of Key Stage 2 and Key Stage 4 based on performance in eight qualifications. The headline EBacc attainment measure in 2017 is the percentage of pupils in a school gaining a grade 5 or above in English and maths, and a grade C or above in other subjects.

Figure 3 shows the last 5 years average of expected standard for schools in Rutland.

Rutland has exceeded the National average by at least 6% every year. In 2014-15 Rutland scored 13.4 percentage points higher than the National average, this was the highest difference over the 5 years.

Rutland and England both seem to follow a downwards trend from the year 2016 onwards. However, this reflects the changing assessment criteria of Attainment 8. Despite the descending line Rutland comfortably sits above the National Average in each year.

**Figure 3: Key Stage 4 GCSEs and Attainment 8 - Five year trend of expected standard<sup>6</sup>**



**Table 2: Key Stage 4 GCSEs and Attainment 8 Scores**

Table 2 shows the percentage point difference per year between the National Average and Rutland.

Key Stage 4	5+ A*-C GCSEs including Maths and English						Attainment 8								
	2012-13		2013-14		2014-15		2015-16		2016-17						
	GCSEs	% Point difference	GCSEs	% Point difference	GCSEs	% Point difference	A8	% Point difference	A8	% Point difference					
Rutland	67.2	8%	↑	62.7	9.30%	↑	67.2	13.40%	↑	55.2	6.70%	↑	52.2	7.60%	↑
National	59.2			53.4			53.8			48.5			44.6		

**Table 2: Key Stage 4 GCSEs and Attainment 8 Scores<sup>6</sup>**

Progress 8 is a new measure of progress children make between the end of primary school and the end of secondary school. A positive score means the school has made better progress than expected. A score below -0.5 will trigger an inspection and a score of 1+ will exempt the school from an inspection for a year. Rutland schools' Progress 8 score of 0.32 compares very favourably with the national score of -0.0 in 2016-17. Rutland schools' Progress 8 score of 0.32 compares very favourably with the national score of -0.0 in 2016-17.

## 2.5. Attendance and absences in state-funded Rutland Primary and Secondary Schools

Absence from Rutland schools is well below that seen nationally and regionally, however this remains a focus of discussion with school leaders to ensure the safeguarding of children and young people.

**Table 3: Absences in primary schools, 2016/17<sup>7</sup>**

Pupil absence 2016/17	Percentage of sessions missed			Persistent absentees	
	Overall absence	Authorised Absence	Unauthorised absence	Number	Percentage
England	4.0%	3.0%	1.1%	325,230	8.3%
East Midlands	4.0%	2.9%	1.1%	27,655	8.2%
Rutland	2.8%	2.4%	0.4%	81	3.2%

**Table 4: Absences in secondary schools, 2016/17<sup>7</sup>**

Pupil absence 2016/17	Percentage of sessions missed			Persistent absentees	
	Overall absence	Authorised Absence	Unauthorised absence	Number	Percentage
England	5.4%	3.8%	3.8%	392,200	13.5%
East Midlands	5.3%	3.8%	1.5%	34,155	13.6%
Rutland	3.5%	2.8%	0.8%	151	6.0%

## 2.6. Exclusions

Rutland has had 2 permanent exclusions in 2017/18: one primary phase child, which was dealt with as a managed move, and one secondary phase young person. There have been no appeals considered by Independent review panels by reason for exclusion. Rutland County Council had a part time Social Inclusion Officer, (SIO) who conducts school meetings and visits to the home. The SIO conducts fortnightly meetings with the 3 secondary schools in

Rutland to discuss cases that may be at risk of coming off roll or at risk of exclusion. Rutland does not have any Pupil Referral Unit places in the county.

## 2.7. Ofsted Ratings – Primary and Secondary Schools in Rutland

This section identifies the number of schools in each Ofsted category based on their most recent inspection (at August 2018). The education function of the local authority has a duty to ensure there are sufficient high quality school places and works closely with school leaders to achieve the aim for all children to attend good or outstanding state-funded schools. This is articulated through Rutland County Council’s Corporate Plan 2017-20 which sets out the ambition for all children and young people to be able to access high quality education within settings where every individual matters equally and is encouraged to aim high and achieve their very best.

**Table 5: Ofsted ratings for primary schools and secondary schools in Rutland, 2018<sup>8</sup>**

School Type	Number of schools	Schools Rated Outstanding	Schools Rated Good	Number of children attending
Primary Schools	17	4	13	2915
Secondary School	3	1	2	2481
<b>Total</b>	20	5	15	5594

The local authority complies with the DfE Schools Causing Concern Guidance which clearly identifies the expectations for local authorities to utilise their powers of intervention to those schools maintained by the local authority which are underperforming; where an academy or free school is of concern to the local authority, this Guidance must be followed. Strong working partnerships have been established with the Department for Education and the Regional Schools Commissioner’s office in sharing intelligence about academies within Rutland and challenging DfE officers where concerns over the performance of an academy or multi academy trust may have been identified.

## 2.8. Elective Home Education

Section 7 of Education Act 1996 requires that parents/carers must “cause the child to receive efficient full time education suitable to his or her age, ability and aptitude and to any special needs he or she may have either by regular attendance at school or otherwise.” In most cases parents are happy with their children’s education being provided by a school. Occasionally however, parents/carers prefer to make arrangements for their child to be

educated otherwise than in school, in many cases providing lessons at home.

There is no legal obligation for a parent/carer to register their child as being home schooled with the local authority. Rutland County Council operates a voluntary registration scheme for pupils undergoing elective home education (EHE) informed by the Council's Education Otherwise Policy. Local Authorities have no statutory duties in relation to monitoring the quality of EHE on a routine basis. However, under Section 437 (1) of Education Act 1996, local authorities can intervene if it appears that parent/carers are not providing a suitable and efficient education. Once registered with the council for home education a home visit is arranged to meet with the child and parent/carer. Information and guidance will be offered at this point followed by further visits to monitor the child's progress and the implementation of the home education programme. As well as their educational needs, the local authority will be mindful of a child's personal, health, safety and welfare needs at all times.

In Rutland the number of children electively home education (EHE) is small and there is no obvious trend emerging. At the end of the academic year 2015/2016 there were no children recorded as elective home educated; however through the year the number went up to 5 pupils. These consisted of 1 primary phase (awaiting a place at an independent school) and 4 secondary phase children. The reasons presented by parents and the schools included, for example, moving into Rutland and awaiting a place at the school of choice, moving into out-of-county schools.

At the end of the academic year 2016/2017 there were less than 5 primary school age child electively home educated. During the academic year, 4 of the children who were electively home educated were Year 11 pupils. The reasons presented by the parents and schools included, for example, to progress a music programme at a Conservatory of Music, or to take up home tuition, using a virtual school learning site. All of these families allowed Rutland County Council's Social Inclusion officer (SIO) contact at home. At the end of the 2017/2018 academic year there were no children electively home educated.

It should be noted that Rutland County Council operates an 'Education Otherwise' programme of support. This supports children who have significant needs that are not electively home educated and are children who need a different intervention to mainstream school. These children include those who are permanently excluded or are at risk of permanent exclusion, have medical needs, or are undertaking a managed move and include children who present as anxious school refusers. This may be diverting some children and parents from resorting to EHE as an alternative to mainstream school. Rutland currently has 21 children accessing Education Otherwise support. The Education Otherwise budget is £110,000.

The Local Authority is aware of some children in Rutland who are out of school and have chosen not to have contact with the LA or not to have ever registered with a school, some due to cultural or faith reasons, and therefore, under the current national guidance, the Local Authority has no statutory right to conduct visits or make contact. There have been no cases of EHE children being investigated (under s.436A of the Education Act 1996 or otherwise) to find if children are receiving suitable education and no school attendance orders have been issued with regard to children found to be receiving unsuitable EHE (or who have been claimed to be receiving EHE).

## **2.9. NEET**

Young people who are not in education, employment or training (NEET) are more likely to suffer from poor health, depression or early parenthood.

In 2015, 2.1% of 16-18 years old in Rutland were not in education, employment or training (20 people). This is better than the England value of 4.2%.<sup>3</sup>

## **2.10. Special Educational Needs**

In Rutland in 2017, there were 347 pupils of primary school age with special educational needs (SEN). This is 11.9% of the total number of pupils and is lower than the East Midlands proportion of 12.7% and the England proportion of 13.8%.

For secondary schools, there were 374 pupils with special educational needs. This is 14.0% of the total number of pupils and is higher than the East Midlands proportion of 11.7% and the England proportion of 12.3%.

Percentages of children receiving SEN support in Rutland have risen significantly from 8.5% in 2015 to 13% in 2018. The rate of SEN support is now ranked third in the East Midlands (of 9 authorities) having been lowest from 2009 to 2015.

The demand for, and the spending on, services and support for children with SEND in Rutland has grown significantly. This represents 3% of the total number of pupils in all Rutland schools, compared with the England benchmark of 2.8%. However, this figure is predicted to rise due to the increase in the number of pupils requiring an Education, Health and Care Plan (EHCP) as a result of earlier diagnosis and consequent referrals for support, particularly for those with social, emotional and mental health needs.

The spending on Special Educational Needs and Disabilities (SEND) services and support in Rutland (funded mainly from the Dedicated Schools Grant - High Needs block) has grown by 16% in the past 3 years, rising from £3,061,000 in 2013/14 to £3,545,000 in 2016/17, and

continues on an upward trajectory.

Children with Communication and Interaction (C&I) needs, which includes ASD, and those with Social Emotional and Mental Health (SEMH) needs (20% of the population) have some of the highest cost education placements.

### **2.11. Learning Disabilities**

In Rutland in 2017, there were 385 pupils with a learning disability. This is 6.9% of the total number of pupils and is higher than the England proportion of 5.6%.<sup>9</sup>

Further data on the learning disabilities is detailed in the Learning Disability Market Position Statement (link still to be added).

A recent review of the Special Educational Needs and Disabilities population identified that Autistic Spectrum Disorder (ASD) accounts for almost a quarter of all SEND children in Rutland (87 children or 24%). This is the largest category of disability and this proportion is significantly larger than seen nationally.

### **2.12. Behavioural, emotional and social support needs**

In Rutland in 2014, there were 86 pupils with behavioural, emotional and social support needs. This is 1.14% of the total number of pupils and is lower than the England proportion of 1.66%.<sup>10</sup>

## **3. Policy and Guidance**

Local Authorities have a series of statutory responsibilities for education which are set out in sections 13 and 13a of the Education Act 1996 and the Childcare Act 2006. The local authority also complies with the DfE Schools Causing Concern (February 2018) which is guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers.

The Admissions Code December 2014 sets out the statutory guidance that schools must follow when carrying out duties relating to school admissions into primary school at reception year and secondary school at year 7 in September each year.

The Children and Families Act 2014 requires every local authority in England to appoint an officer employed by the authority to make sure that its duty to safeguard and promote the welfare of its children looked after (CLA) by the authority is properly discharged. That officer is referred to as the Head of the Virtual School.

#### 4. Current Services

At the heart of the education framework for Rutland is a commitment to encourage successful autonomous schools and to promote the activity of these and wider partners, including Single and Multi-Academy Trusts and Teaching School Alliances, to secure:

- the best possible levels of attainment and progress;
- outstanding leadership including effective governance;
- safety, fairness and equity for all pupils and staff;
- value for money and the capacity for continuous improvement within a self-improving system.

All Early Years providers in the Private, Voluntary, Independent sector and schools work in close partnership with the local authority Early Years' Service. Inspection outcomes are monitored and systematic review (as outlined in the Education Improvement Prioritisation and Entitlement document) is undertaken. Local authority support is targeted to early years' providers in inverse proportion to success to ensure that resources are used effectively, with the aim for good practice within the sector to be shared and built upon. All Early Years providers delivering the Early Years Foundation Stage (EYFS) are entitled to an offer of 'core support' from Rutland County Council Early Years' Service. This includes Keep in Touch visits to each early years setting, Private, Voluntary or Independent provider, school and childminder; access to three EYFS networks; Lead Early Years Providers training day and a programme of training.

An overview of the performance of Rutland schools is maintained through an agreed and transparent process articulated through the Education Improvement Prioritisation and Entitlement document. The Learning and Skills Service meets at least three times per year to undertake a School Quality Assurance (SQA) desktop review of school effectiveness. At this meeting a range of evidence is considered and a prioritisation agreement made about each primary and secondary maintained school or academy. Schools are informed of the resulting priority status, with opportunities offered to maintained schools and academies to discuss the basis of the outcome and to review further evidence as required. The prioritisation enables the local authority to understand where there is potential vulnerability and to work with maintained schools and offer support to academies to address issues swiftly, including supporting these schools to build meaningful school improvement networks with others.

The Head of the Virtual School Head is also responsible for managing pupil premium funding

for the children they look after and for allocating it to schools as well as managing the early years' pupil premium and for allocating the premium to the early years' providers that educate CLA who are taking up the free early education entitlement for 3- or 4-year-olds.

It is a statutory requirement that admissions into primary school at Reception Year and Secondary School at Year 7 for September each year are co-ordinated by the local authority; parents of Rutland resident children apply to Rutland County Council for places. Applications for other year groups throughout the academic year, known as in-year admissions, are administered by the admission authority for the preferred school. In 2018:

- 97% of Rutland resident children have received an offer at their first preference primary school
- 96% of Rutland resident children have received an offer at their first preference secondary school
- 100% of Rutland resident children have received an offer at one of their preferred primary schools
- 100% of Rutland resident children have received an offer at one of their preferred secondary schools

The admissions team works in partnership with the Business Intelligence Team and Property Services to ensure there are sufficient school places available in Rutland and to monitor the available capacity within schools over the year.

## **5. Unmet needs/Gaps**

Rutland County Council produces a Learning and Skills Service Annual Review (LaSSAR) which acts as both a summary of the previous year's actions to address previous priorities as well as acting as a blueprint for future plans. The LaSSAR draws together a range of self-evaluation activities including internal and external review, data analysis, feedback and judgements and progress towards addressing local, regional and national priorities. This process enables the Learning and Skills Service to celebrate and build on from successes as well as to identify emerging issues and areas for improvement. It is through this annual process that unmet needs or gaps would be identified (see section 5).

## **6. Recommendations**

The Learning and Skills Service identifies areas for further improvement in the Annual Education Improvement Plan (AEIP) which is compiled following the annual self-review process undertaken at the end of each academic year. The AEIP expresses the key actions

required for ensuring the service to schools is effective in supporting and challenging schools leaders to sustain educational improvements. The impact of the AEIP is monitored through Rutland County Council's Education Performance Board, performance reports to Children and Young People's Scrutiny Panel and the Learning and Skills Service routine self-evaluation processes.

The 2018-19 Annual Education Improvement Plan will be completed when school performance data becomes available, however early indications are that it will include:

- Continuing to strengthen the capacity of systems leadership across the Local Authority through commissioned and brokered CPD programmes for leaders at all levels, including governors, and through partnership working with systems leaders to develop rigorous processes to secure robust sector-led, and delivered, school improvement.
- Utilising effective challenge and support mechanisms to increase schools' focus on effective provision for all groups of children and young people so that they are achieving their best possible standards, taking account of their starting points.

## GLOSSARY OF TERMS

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AEIP	Annual Education Improvement Plan
CCG	Clinical Commissioning Group
CLA	Children Looked After
DfE	Department for Education
EYFS	Early Years Foundation Stage
EBacc	English Baccalaureate
GLD	Good Level of Development
LA	Local Authority
OFSTED	Office for Standards in Education
LaSSAR	Learning and Skills Service Annual Review
SATs	Standard Assessment Tests
SQA	School Quality Assurance

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