

20 March 2017

Agenda Item: 4

**REPORT OF THE ACTING SERVICE DIRECTOR, EDUCATION STANDARDS
AND INCLUSION**

**PERFORMANCE FIGURES FOR NOTTINGHAMSHIRE SCHOOLS,
ACADEMIES AND COLLEGES – ACADEMIC YEAR 2015/16**

Purpose of the Report

1. To inform Members of the achievements of young people attending Nottinghamshire schools, academies and colleges in Key Stage assessments in 2015/16.

Information and Advice

2. At the end of each Key Stage, students are assessed by a combination of teacher assessment and/or testing. The expected level of attainment together with assessment age is summarised below:

Key Stage	Age	Expected level of attainment	Method of assessment
Early Years Foundation Stage Profile	3-5	A 'Good Level of Development' – reaching at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics	Teacher Assessed
Key Stage 1	5-7	Expected Standard	Teacher Assessed
Key Stage 2	7-11	Expected Standard	Test / Teacher Assessed
Key Stage 4 (GCSE and equivalent qualifications)	14-16	A*-C grades in GCSE English and mathematics English Baccalaureate Attainment 8 Progress 8	Test
Key Stage 5 (GCE A level and equivalent qualifications)	16-18	Average point score per exam entry together with threshold pass rates	Test

3. Early Years Foundation Stage together with Key Stage 1 results are reported directly to the Local Authority (LA). Key Stage 2 test results are reported to schools and the LA by the Standards and Testing Agency. The LA receives Key Stage 4 and Key Stage 5 results from the Department for Education.
4. For each measure the performance of Nottinghamshire is benchmarked against the England average and that of the Council's children's services statistical neighbours, where available. Nottinghamshire's Statistical Neighbours changed in October 2014 and are:
 1. Derbyshire
 2. Staffordshire
 3. Lancashire
 4. Worcestershire
 5. Cumbria
 6. Northamptonshire
 7. Essex
 8. Kent
 9. Cheshire West and Chester
 10. Warwickshire
5. The statistical neighbour average is based on the same methodology as used in the local authority interactive tool (LAIT) in that outcomes for each LA are averaged to create a statistical neighbour figure (as opposed to a weighted average). This will have the effect of treating each LA as having an equal population as opposed to a weighted average which takes into account population size. The statistical neighbour average excludes Nottinghamshire results.

Early Years Foundation Stage Profile

6. In 2016, 67.1% of Nottinghamshire pupils achieved a good level of development (reaching at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics). This represents an increase of 1.8 percentage points on the 65.3% reported in 2015.
7. Comparisons nationally over the same period show a 3 percentage point increase (to 69.3% of pupils achieving this measure) and 2.9 percentage point increase against statistical neighbours (to 70.5%).
8. The County's overall ranking against statistical neighbours has fallen from 9th (where 1st is best) to 10th (out of 11 positions) over the two years. A similar fall was witnessed nationally with Nottinghamshire now placed 108th amongst all 151 LAs nationally (85th in 2015).
9. Analysis by the school districts shows results are varied. Gedling district schools witnessed the greatest decrease from 2015 with a fall of 1.5 percentage points (to 68.6%) followed by Newark district with a 0.7 percentage point fall (to 65.0%). All other districts witnessed an increase from 2015 outcomes.
10. Although Ashfield, Broxtowe and Rushcliffe districts all witnessed an increase in the percentage of pupils achieving a good level of development from 2015 outcomes,

those increases were less than witnessed nationally (3 percentage point increase). Only Mansfield and Bassetlaw witnessed greater increases (although all districts with the exception of Rushcliffe are below the national average).

11. The FSM gap for pupils eligible for free school meals attaining a good level of development and those not eligible has narrowed. The LA gap now stands at 22.6 percentage points which is a 5 percentage point fall from the 27.6 reported in 2015.
12. 2016 data shows that 47.1% of FSM pupils achieved a good level of development which is a 6.1% point increase on 2015. 69.7% of non-FSM pupils achieved this measure in 2016 which is a 1.2% point increase on 2015.
13. 2016 headline figures for Nottinghamshire are:

	Nottinghamshire			National			Statistical Neighbours		
	2016	2015	Difference	2016	2015	Difference	2016	2015	Difference
Good Level of Development (GLD)	67.1%	65.3%	↑ 1.8%	69.3%	66.3%	↑ 3.0%	70.5%	67.6%	↑ 2.9%

Key Stage 1

14. The 2016 Key Stage 1 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. New interim frameworks for teacher assessment have been introduced to reflect the revised curriculum. Results are no longer reported as levels and each pupil will now receive their teacher assessments based on the standards in the interim framework.
15. Because of these changes, figures for 2016 are not comparable with those for earlier years. The expectations for pupils at the end of Key Stage 1 have been raised.
16. Comparisons against national averages place Nottinghamshire below average in all subjects. Reading and mathematics are two percentage points lower than national and writing and science are one percentage point lower.
17. The County's overall ranking against statistical neighbours is varied. Outcomes in reading are ranked 10th (out of 11 positions, where 1st is best) from joint 9th in 2015. In writing, the County is ranked joint 7th (from joint 9th in 2015) and 7th (from 11th in 2015) in mathematics.
18. Comparisons nationally out of all 151 LAs show the County's position has remained relatively static in mathematics, ranked 93rd (95th in 2015), but witnessed a decline in reading (104th from 80th in 2015) and writing (93rd from 81st in 2015).
19. At the expected standard 2016 headline figures for Nottinghamshire are:

	Nottinghamshire	National	Statistical Neighbours
	2016	2016	2016
Reading	72%	74%	74%
Writing	64%	65%	65%
Mathematics	71%	73%	72%

Key Stage 2

20. The 2016 Key Stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. New tests and interim frameworks for teacher assessment have been introduced to reflect the revised curriculum.
21. Results are no longer reported as levels and each pupil now receives their test results (in reading; grammar, punctuation and spelling; and mathematics) as a scaled score and teacher assessments (in writing and other subjects) based on the standards in the interim framework for teacher assessment which has been introduced to reflect the revised curriculum.
22. Due to these changes the outcomes for 2016 are not comparable to those for earlier years. The expectations for pupils at the end of Key Stage 2 have been raised. Given the differences in the curriculum and assessments, levels are not comparable with scaled scores or teacher assessment outcomes.
23. Pupils at the end of Key Stage 2 are expected to achieve a scaled score of 100 (which represents the expected standard) in test subjects and are expected to achieve a teacher assessment judgement of 'working at the expected standard' or 'working at greater depth in the expected standard' (in writing) and to have made progress between their prior attainment at Key Stage 1 (typically aged 7 years) and Key Stage 2 outcomes.
24. Comparison with national data shows that at the expected standard, Nottinghamshire is in line with all subjects apart from reading, where outcomes are one percentage point lower than the 66% reported nationally. Writing (teacher assessed) is one percentage point higher than national.
25. Comparisons with all 152 local authorities nationally places the County 75th in grammar, punctuation and spelling (where 1st is best); 91st in reading; 71st in writing; 75th in mathematics and 69th in the combined measure of reading, writing and mathematics. When comparing against Level 4 or above from 2015 (the expected standard at the time) outcomes for grammar, punctuation and spelling have improved (from 83rd), remained broadly the same in writing (72nd) and combined reading, writing and maths (65th) but fallen in reading (64th) and mathematics (59th).
26. Against statistical neighbours the County improved on last year's performance in grammar, punctuation and spelling, ranked 3rd (from 5th in 2015). The County witnessed a decline in all other subjects, reading 8th in 2016 (from 5th 2015), writing 5th (from 4th in 2015) and mathematics 4th (from 3rd in 2015). The overall combined

reading, writing and mathematics measure remains static at 4th between the two years.

27. Final data for Nottinghamshire schools shows that there are 16 schools below the government's minimum performance floor standards (five are currently academies; three were at the start of the 2015/16 academic year). This is where fewer than 65% of pupils achieve the expected standard in combined reading, writing and mathematics and where these pupils have also made progress below the national thresholds in reading or writing or mathematics. **(Appendix 1)**
28. 2016 is the first year in which coasting schools have been identified. Coasting schools are those schools where fewer than 85% of pupils achieve the expected standard in combined reading, writing and mathematics and which are also below the national thresholds for progress for three consecutive years. These schools are considered coasting as they are failing to push each pupil to reach their full potential.
29. Data from 2014, 2015 and 2016 suggests that 13 Nottinghamshire schools were below the coasting schools threshold (four are currently academies; three were academies at the start of the 2015/16 academic year. Two of the 13 were also below floor standards in 2016). **(Appendix 1)**
30. Coasting schools are required to produce a clear plan for improvement. The Regional Schools Commissioner (RSC), together with their local elected head teacher board, will assess whether each school has a credible plan, which is likely to support the school to improve.
31. The RSC has written to the 13 schools to request the return of these improvement plans by 1 February 2017 and has stated that the expectation is that a sponsored academy solution will only happen in a small minority of cases and only when improvement cannot be brought about in any other way.
32. At the expected standard 2016 headline figures for Nottinghamshire are:

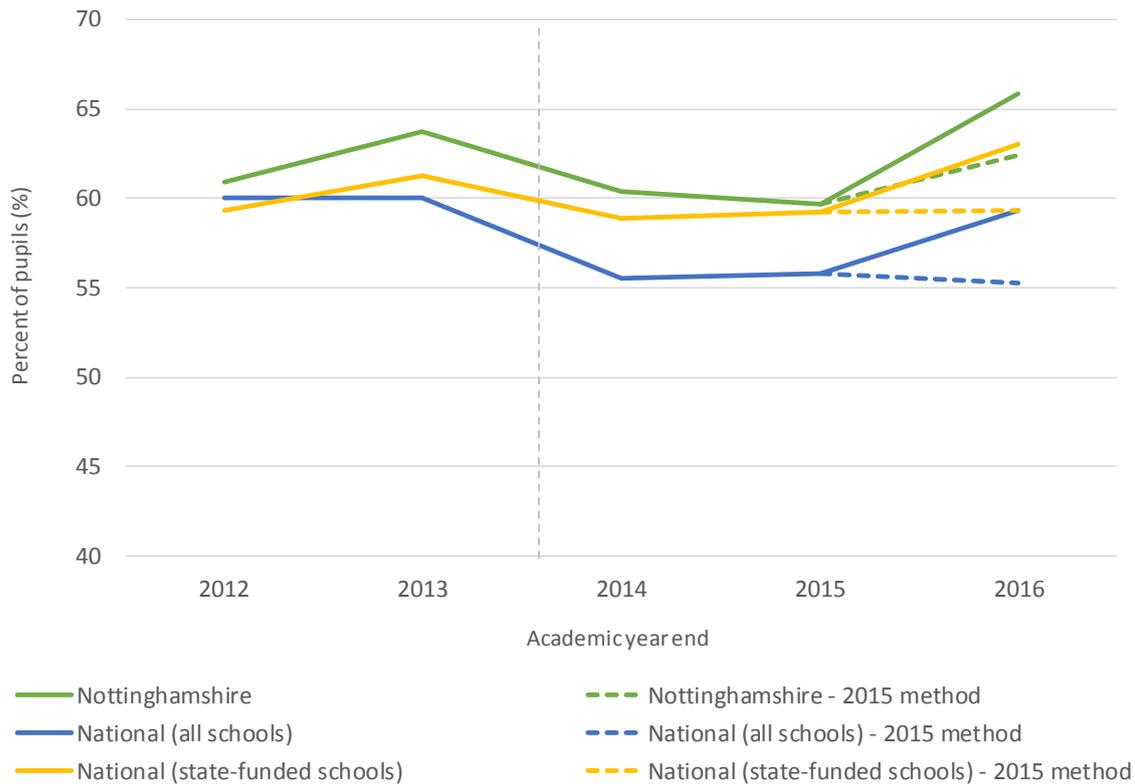
	Nottinghamshire	National	Statistical Neighbours
	2016	2016	2016
Grammar, punctuation and spelling	73.0%	73.0%	72.0%
Reading	65.0%	66.0%	67.0%
Writing (Teacher Assessed)	75.0%	74.0%	74.0%
Mathematics	70.0%	70.0%	69.0%
Reading, Writing & Mathematics	54.0%	54.0%	53.0%

33. A detailed breakdown of outcomes at Key Stage 2 by gender, ethnicity, free school meals eligibility, first language other than English, Nottinghamshire districts and wards can be found in **Appendices 2 and 3**.

Key Stage 4 (GCSE and equivalent qualifications)

34. There have been a number of changes to the way in which Key Stage 4 results are reported this year. The traditional headline measure of the percentage of pupils achieving 5 or more A*-C grades including GCSE English and mathematics is no longer reported or used for school accountability purposes.
35. Attainment 8 will be reported for all schools this year which measures the average attainment across 8 subject areas of English, mathematics, three English Baccalaureate qualifications and three other approved qualifications which can include non-GCSE subjects.
36. A progress measure, called Progress 8, will be used for the floor standard / coasting schools measure. Progress 8 compares the difference between a students' Attainment 8 score and the average Attainment 8 score nationally for pupils with the same level of attainment at the end of primary school (Key Stage 2).
37. Existing measures such as the English Baccalaureate and A*-C grades in both English and mathematics remain although there have been changes to how English is reported in that the best outcome between English Language and English Literature is used (historically only English Language counted).
38. In 2016 Nottinghamshire has remained above the national average for A*-C in English and mathematics. 65.9% of pupils achieved this measure, an increase of 6.2 percentage points from 2015. Nationally (state-funded schools) the increase was 4.1 percentage points to 63.3%. When applying 2015 methodology to 2016 data (using English Language outcome), Nottinghamshire witnessed an increase of 2.7 percentage points while nationally there was a slight increase of 0.1 percentage points for state funded schools and a 0.5 point decrease for all schools.

Percentage of pupils achieving A-C grades in English and mathematics*



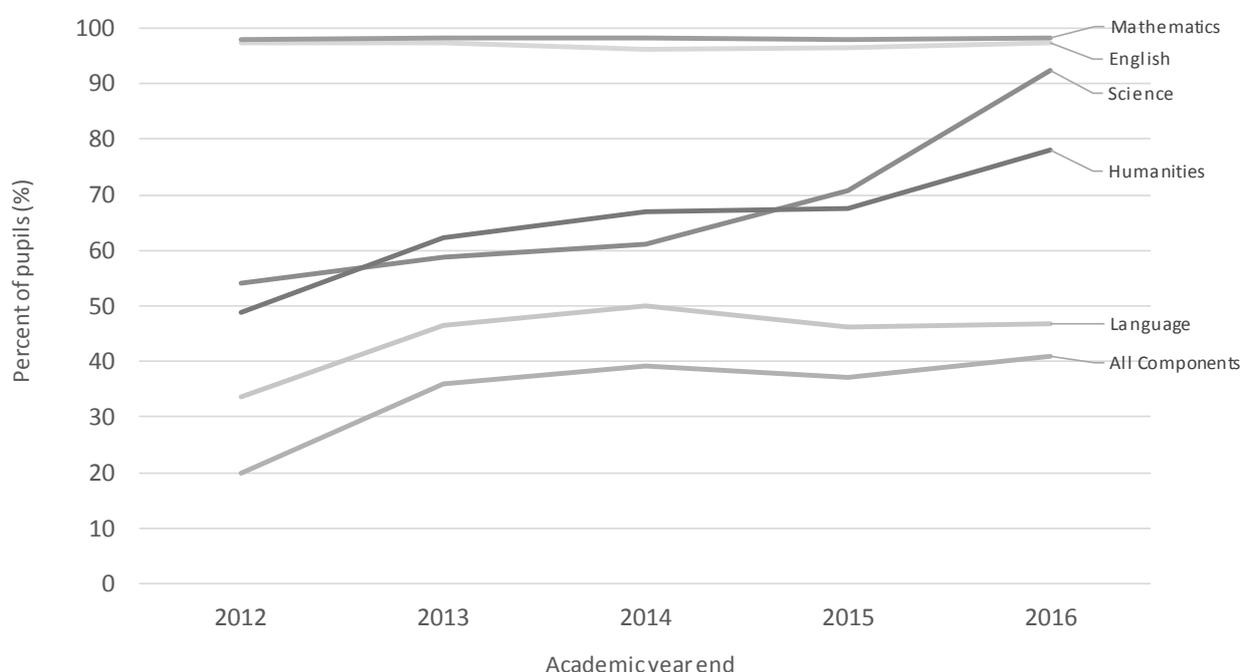
		2012	2013	2014	2015	2016
% A*-C in both English & mathematics	Nottinghamshire	60.9	63.7	60.4	59.7	65.9
	Nottinghamshire - 2015 method	.	.	.	.	62.4
	National (all schools)	60.0	60.0	55.5	55.8	59.3
	National (all schools) - 2015 method	.	.	.	.	55.3
	National (state-funded schools)	59.3	61.3	58.9	59.2	63.0
	National (state-funded schools) - 2015 method	.	.	.	.	59.3

39. Comparisons against statistical neighbours show an increase of 3.6 percentage points (to 63.4%) for A*-C grades in English and mathematics. Nottinghamshire is now ranked 2nd in this measure out of 11 local authorities (an improvement from 7th in 2015) and nationally out of all 151 local authorities is placed 41st (an improvement from 72nd in 2015).
40. Despite a decline in the percentage of pupils achieving the English Baccalaureate in 2015 (A*-C grades in English, mathematics, two science subjects, a humanities and a language), 2016 figures show a return to 2014 levels (an increase of 2.8 percentage points from 2015 to 25.4%) which is now above the state school national average of 24.8% (increase of 0.5 from 2015).
41. Amongst statistical neighbours there was only marginal increases in this measure of 0.3 percentage point (to 24.2%) for the English Baccalaureate. Nottinghamshire is

now placed 4th in 2016 (an improvement from 7th in 2015). Nationally there was an increase of 24 places to 62nd (from 86th in 2015).

42. Entries and outcomes in English Bacculaureate subjects are important for schools in 2016 when there is greater challenge around the Attainment 8 and Progress 8 measures. The Attainment 8 measure, which has replaced 5+ A*-C grades including English and mathematics as the government’s main measure of attainment together with Progress 8, relies heavily on the entries in English Bacculaureate subjects (five out of the eight subjects will be English Bacculaureate based).
43. The percentage of pupils entering key subjects between 2015 and 2016 shows an increase in science subjects (70.9% to 92.3%) as well as an increase in Humanities subjects (67.4% to 78.0%).

Percentage of pupils entering each component of the English Bacculaureate



		2012	2013	2014	2015	2016
% English Bacculaureate Entries	English	97.3	97.3	96.2	96.4	97.5
	Mathematics	97.9	98.2	98.4	98.0	98.2
	Science	54.1	58.9	61.1	70.9	92.3
	Humanities	48.7	62.3	67.1	67.4	78.0
	Language	33.5	46.4	50.1	46.2	46.9
	All Components	20.0	36.0	39.1	37.0	40.8

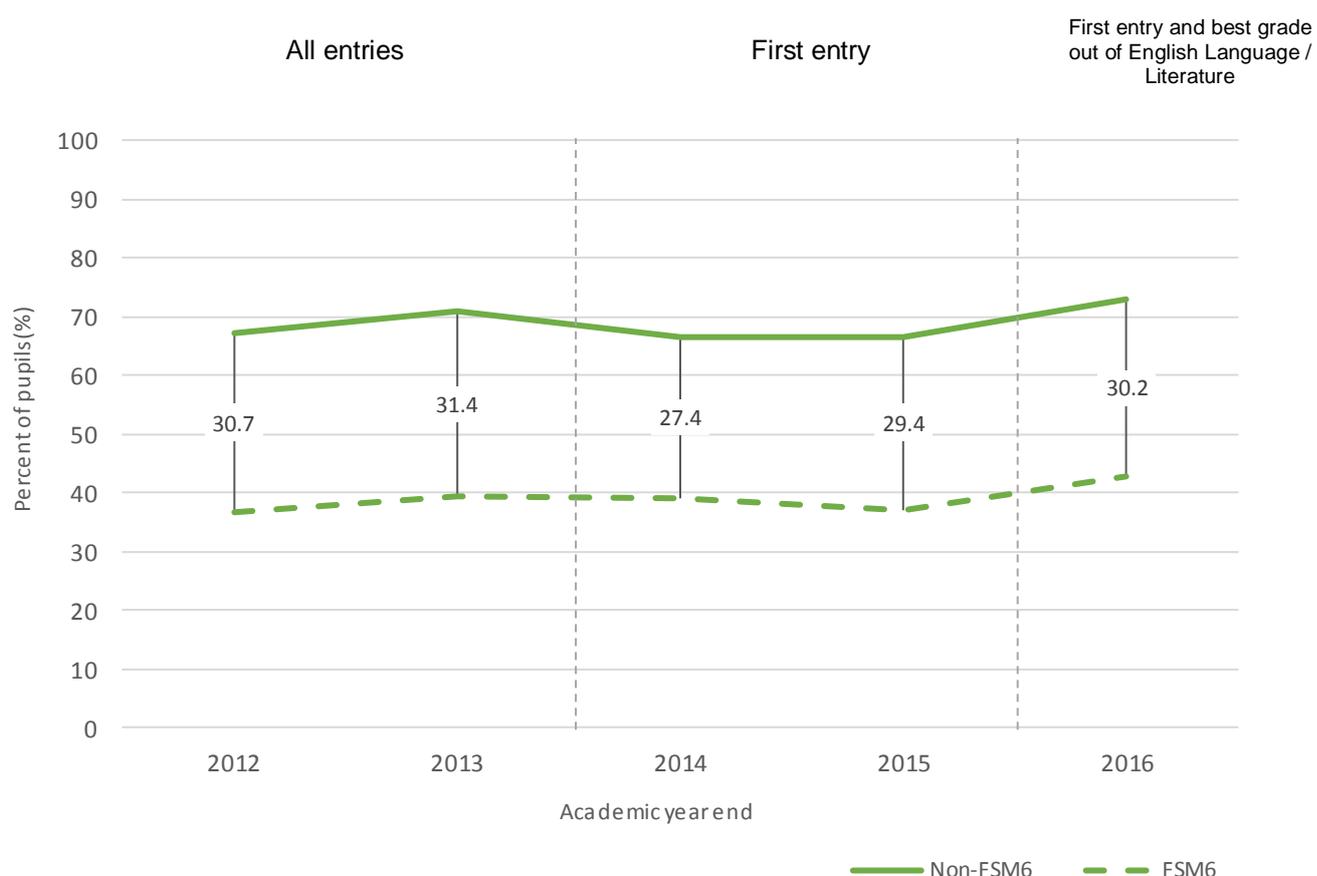
44. The Attainment 8 figure (the average attainment across 8 subject areas of English, mathematics, three English Bacculaureate qualifications and three other approved qualifications) for Nottinghamshire stands at 50.8 in 2016 (an increase of 3.0 points)

or just above a grade C on average across all subjects. Nationally over the same period there has been an increase of 1.7 points to 50.1 (grade C) for state funded schools.

45. Comparisons to other local authorities for the Attainment 8 measure place Nottinghamshire 3rd amongst statistical neighbours (from 9th in 2015) and 51st against all local authorities nationally (92nd in 2015).
46. The Progress 8 figure (the average of the difference between each student's Attainment 8 score and the average Attainment 8 score nationally for pupils with the same level of attainment at the end of primary school) is broadly in-line with national. 2016 figures for Nottinghamshire show a score of -0.04 (an increase from -0.14 reported in 2015) compared with -0.03 for state funded schools nationally. Progress 8 scores are displayed as a proportion of a grade and so a value of -0.5 would mean pupils had achieved an average of half a grade less per subject than other pupils with the same prior attainment. This is also the threshold for the new floor standard measure which schools will be measured against in 2016.
47. Comparisons nationally for the Progress 8 measure place Nottinghamshire 5th amongst statistical neighbours and 80th against all local authorities nationally (position was unknown in 2015).
48. Data for Nottinghamshire schools show there are six schools below the government's minimum performance floor standards (five academies and one maintained). This is where the school has an average Progress 8 score less than -0.5 (or half a grade per subject less than that achieved by pupils with similar prior attainment nationally). However, one of these schools has since closed. Of these six schools, three of them were below floor standards in 2015 (all academies), one has relatively recently opened and two were above floor standards in 2015. (**Appendix 1**)
49. 2016 is the first year in which coasting schools will be identified. These are schools where fewer than 60% of pupils achieve 5+ A*-C grades including English and mathematics and where the proportion of pupils making expected progress in English and mathematics has been below the national medians in 2014 and 2015. In 2016 the definition used is based on the Progress 8 measure and has been set at half the floor standards value or -0.25. Schools below these thresholds in each of 2014, 2015 and 2016 are deemed to be coasting.
50. Data from these three years (2014, 2015 and 2016) suggest eight schools are currently falling below the coasting schools threshold (all apart from one are academies and one has since closed at the end of the 2015/16 academic year). (**Appendix 1**)
51. There has been a widening of the A*-C grades in both English and mathematics attainment gap for pupils who are eligible for free school meals at any point in the past six years (FSM6; deprivation element of the pupil premium funding) against those who are not eligible. Final 2016 data shows that 42.8% of FSM6 pupils achieved A*-C grades in both GCSE English and mathematics compared to 73.0% who were not FSM6. The FSM6 gap for the County is 30.2 percentage points which represents a widening of the gap compared with 29.4 percentage points reported in 2015.

52. Nationally the attainment gap in this measure stands at 26.9 percentage points (43.4% of FSM6 pupils achieving this measure compared with 70.3% of non-FSM6) for state funded schools. Although figures for Nottinghamshire show a widening of the gap, the performance of FSM6 pupils has increased at a faster rate than witnessed nationally in 2016. For FSM6 pupils the cohort increased 5.7 percentage points from 2015 compared with a national increase for this cohort of 3.8 percentage points. For FSM6 pupils Nottinghamshire is now 0.6 percentage points below the national average for this group compared with 2.5 the year before.

Percentage of pupils in Nottinghamshire achieving A-C grades in English and mathematics by FSM6 status together with the gap*



53. 2016 headline figures for Key Stage 4 are:

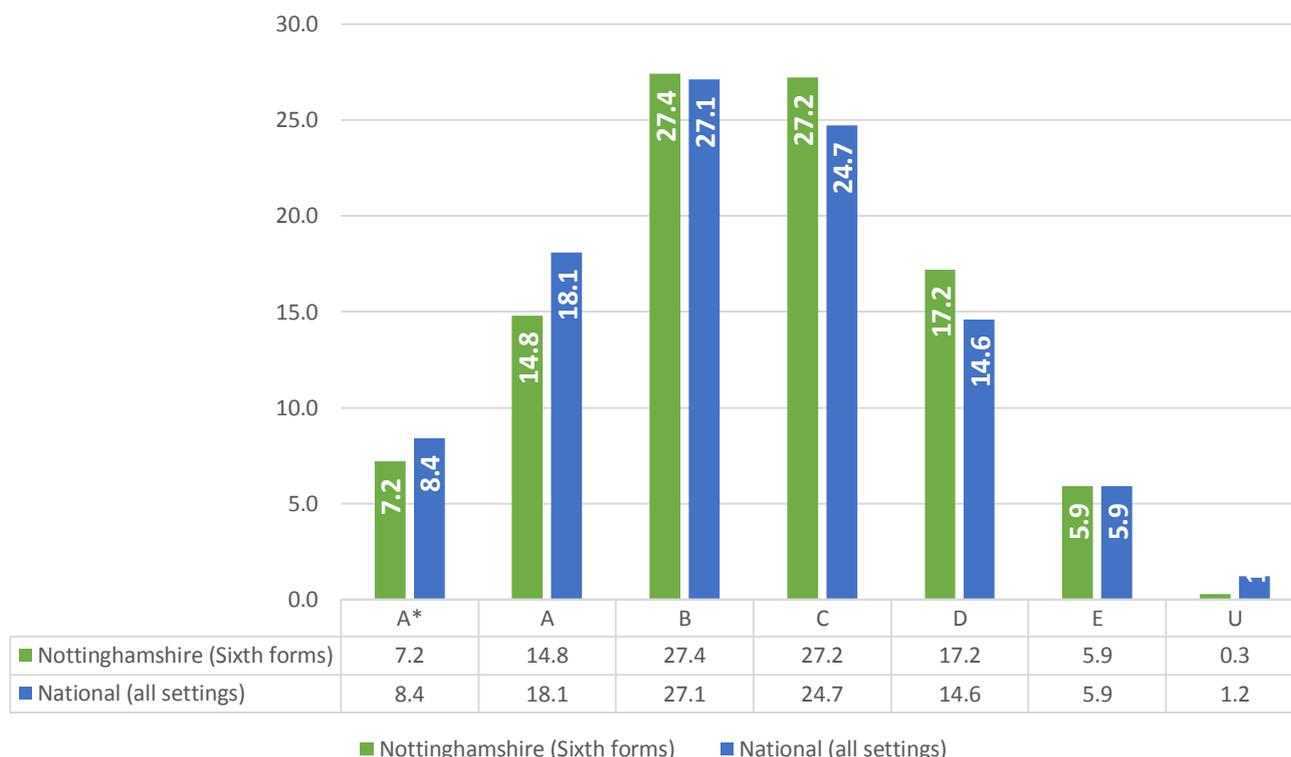
	Nottinghamshire			National			National (State Funded)			Statistical Neighbours		
	2016	2015	Difference	2016	2015	Difference	2016	2015	Difference	2016	2015	Difference
A*-C in English & maths	65.9%	59.7%	↑ 6.2%	59.3%	55.8%	↑ 3.5%	63.3%	59.2%	↑ 4.1%	63.4%	59.8%	↑ 3.6%
English Baccalaureate	25.4%	22.6%	↑ 2.8%	23.1%	22.9%	↑ 0.2%	24.8%	24.3%	↑ 0.5%	24.4%	23.9%	↑ 0.5%
Progress 8	-0.04	-0.14	↑ 0.10	0.00	0.00	- 0.00	-0.03	-0.03	- 0.00	-0.08	-	
Attainment 8	50.8	47.8	↑ 3.0	48.5	47.4	↑ 1.1	50.1	48.4	↑ 1.7	50.0	48.5	↑ 1.5

Key Stage 5 (GCE A / AS and equivalent qualifications)

54. Information regarding the achievements of young people in GCE A/AS and other Level 3 qualifications is based on final data collated for the 2016 Secondary School Performance Tables.
55. There have been a number of changes to the way in which qualifications are reported in 2016.
56. There has been a change in 2016 to the qualification groups reported for post 16 students. These qualification groups are A level, academic (which incorporates A levels), applied general and technical level. Applied general qualifications are those which provide broad study of a vocational subject area (e.g. level 3 certificate/diploma in business or applied science) where technical level qualifications are those which specialise in a technical occupation or occupational group (e.g. a level 3 diploma in construction or bricklaying).
57. Average point score (APS) per entry measures continue to be reported (a measure of the quality of qualifications) but per student measures (the average 'basket' of qualifications obtained by each student) is no longer reported.
58. A new point score system has been adopted. The old system used a scale of 150-300 for A levels, where a grade A* was given 300 points and a grade E was equal to 150 points. The new system uses a simpler scale of 10-60 points for A levels, where a grade A* is given 60 points and a grade E is given 10 points. The new system reduces the size of the gap between a fail grade (0 points) and the lowest pass grade, which was previously much greater than the gap between other grades (0-10 under the new system as opposed to 0-150). This will have the effect of fail grades having a reduced impact on average point scores.
59. Previously, students were only included in a measure if they had entered for at least one qualification the size of an A level in the reporting year. In 2016 the threshold for inclusion has been lowered to the size of half an A level.
60. There are changes to how students are allocated to an institution for accountability purposes. In previous years, a student was allocated to a single institution at the end of 16-18 study with all qualifications obtained assigned to that institution. In 2016 students can be reported against multiple institutions depending on where they took their qualifications in each of the past three years.
61. Discounting rules, the methodology in which a higher qualification displaces a lower (e.g. where, for example, if a student achieves an AS en route to achieving an A level in the same subject, only the A level pass would count) has changed. Previously discounting applied at a student level but from 2016 is now applied at student and institution level. This could have the impact of double counting qualifications for a small number of students.
62. Final data shows the overall pass rate in Nottinghamshire sixth forms increased by 1.3%. In 2016 99.7% of full A-level entries were at grades E or above. This compares with 98.8% nationally, no change from the previous year.

63. 49.4% of A-level qualification entries in sixth-forms achieved a pass at grades A*-B. This represents a 2.9% increase on 2015 final data. Nationally over the same period there was a slight increase (0.2 percentage points to 53.6%) in this measure.
64. 7.2% of A-level entries were awarded an A* grade. This was an increase of 0.9% on 2015. Nationally 8.4% of entries were at this grade (a slight decrease of 0.2 percentage points).

Percentage of A-level entries by grade awarded in Nottinghamshire sixth forms in 2016 (Final)



65. The average point score (APS) per entry which incorporates all Level 3 qualifications and represents the average grade per exam was 30.37 (including colleges) which is an average grade C at full A-level. The APS per entry in sixth forms shows a point score of 31.43 which is just above an average grade C at full A level.
66. The APS per entry score for all centres (including colleges) nationally is 32.41 and for statistical neighbours is 31.06.
67. The County's overall ranking against statistical neighbours shows an increase of 2 place to 7th (from 9th in 2015). For sixth forms the County's position is 5th which represents an increase of 1 place (6th in 2015). The County's position nationally against all 151 LAs has risen to 102nd (from 111th in 2015) when including colleges.
68. For academic qualifications the APS per entry is 30.47 when including colleges and 30.65 in sixth forms. Nationally the equivalent figures are 32.11 and 31.03 respectively. In academic qualifications Nottinghamshire (including colleges) is placed

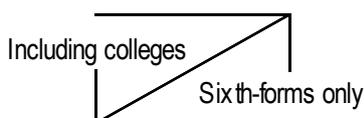
5th amongst statistical neighbours and 60th (where 1st is best) against all 151 local authorities nationally.

69. For technical level qualifications the APS per entry is 26.60 when including colleges and 34.96 in sixth forms. Nationally the equivalent figures are 30.77 and 36.89 respectively. In technical qualifications Nottinghamshire (including colleges) is placed 11th amongst statistical neighbours and 147th against all 151 local authorities nationally.
70. For applied general qualifications the APS per entry is 33.57 when including colleges and 36.79 in sixth forms. Nationally the equivalent figures are 34.69 and 37.99 respectively. In applied general qualifications Nottinghamshire (including colleges) is placed 7th amongst statistical neighbours and 98th against all 151 local authorities nationally.
71. 2016 headline figures for Nottinghamshire are:

	Nottinghamshire			National		
	2016	2015	Difference	2016	2015	Difference
Entry pass rate (A*-E) <i>(sixth forms only)</i>	99.7%	98.4%	↑ 1.3%	98.8%	98.8%	▬ 0.0%
Entry pass rate (A*-B) <i>(sixth forms only)</i>	49.4%	46.5%	↑ 2.9%	53.6%	53.4%	↑ 0.2%
Entry pass rate (A*) <i>(sixth forms only)</i>	7.2%	6.3%	↑ 0.9%	8.4%	8.6%	↓ 0.2%

Nottinghamshire	National	Notts/National Gap
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APS/Entry		Nottinghamshire		National		Notts/National Gap
		Including colleges	Sixth-forms only	Including colleges	Sixth-forms only	
All Level 3 students		30.37	31.43	32.41	32.10	- 2.04
						- 0.67
Academic students		30.47	30.65	32.11	31.03	- 1.64
						- 0.38
Technical Level students		26.60	34.96	30.77	36.89	- 4.17
						- 1.93
Applied General students		33.57	36.79	34.69	37.99	- 1.12
						- 1.20



Academic group incorporates A levels, applied general qualifications are those which provide broad study of a vocational subject area (e.g. level 3 certificate/diploma in business or applied science) and technical level qualifications are those which specialise in a technical occupation or occupational group (e.g. a level 3 diploma in construction or bricklaying).

Options Considered

72. This is a report outlining local outcomes against national and statistical neighbour benchmarks. No other option is appropriate.

Reason/s for Recommendation/s

73. Members will wish to note the report so that they are aware of the progress made in Nottinghamshire schools, academies and colleges.

Statutory and Policy Implications

74. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

RECOMMENDATION/S

- 1) That the achievements of young people attending Nottinghamshire schools, academies and colleges in Key Stage assessments be noted.

Marion Clay

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Constitutional Comments

75. As this report is for noting only, no Constitutional Comments are required.

Financial Comments (SS 07/03/17)

76. There are no financial implications arising from this report.

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0968