Using Data to Improve Standards

13 October 2016

The Role of Local Authorities in Supporting Schools to Drive Data-Led Improvement

Gillian Heath
DAISI
The Role of Local Authorities

Supporting Schools to Drive Data-Led Improvement
HOW local authorities can work in partnership with schools supporting their data and performance evaluation

**Data**
- Ensuring data collected and submitted is accurate and robust by supporting schools through statutory census collections and assessment submissions through data checking
- Supporting an electronic Y6/Y7 common pastoral transfer form
- "Our pupils " benchmark data ; clusters, MATS, LA, TSA, partnerships, alliances, improvement boards etc..
- Contextual analysis; pupil characteristics
- Detailed comparative analysis - groups
- Data presented in easy to understand reports for use by multiple audiences; SLT, staff, Governors, MATs . Time saving and value for money
- A consistent reporting style supports local cohesion , promotes a shared knowledge and understanding of the data and in turn underpins data -driven school to school support activity and networks

**Support**
- Early performance analysis to provide maximum time for evaluation and planning
- Rapid bespoke analysis supporting Ofsted inspections
- Providing bespoke training on school specific data – staff development/Ofsted readiness
- Attend school business manager networks and run workshops ensuring changes in legislation and guidance are communicated
- Attend head teacher standards or business meetings to gain feedback and consensus on content of data reports
- Presenting data workshops at annual governor conferences
- Providing in school training on understanding data for governors

**Partnership**
- Also Local Authorities can work in partnership to support schools with data and performance analysis – commissioning services from each other to support local need and extend current traded services offers, in times of reducing LA core budgets.
How Nottingham City works in partnership supporting data and performance evaluation

**Schools and Academies**
- Traded Service
- Data Packs; Early Years, Phonics, KS1, KS2 TA, KS2 Test, KS2 Scaled Scores, KS4
- Primary School Performance Profiles
- Question Level Analysis – KS1 Tests, SATs; Y6 and Y7 reports
- e-RAISE - RAISEonline made easy!
- Understanding the Ofsted Dashboard video
- Training
- Census Support
- Assessment & Moderation Support

**Local Authority**
- Strategic Analysis
  - Performance Scorecards
  - Statistical First Release
  - Deprivation mapping, analysis and bespoke school statements
  - Destination Analysis
  - KS5 Analysis

**Nottingham EIB**
- Bespoke/Commissioned Analysis
  - In depth Maths and English analysis KS1-KS4
  - Analysis of pupil mobility between KS2 and KS3
  - Data Mapping
  - Question Level Analysis SATs; Y6 and Y7 reports,
  - Question Level Analysis GCSE Maths & English
Enhancing school effectiveness through the strategic use of data and intelligence

helping schools complete key evaluation and improvement documents
## Data Pack: Key Stage 2 Tests

### Key Stage 2 Tests

<table>
<thead>
<tr>
<th>Subject</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RWM</strong></td>
<td>72.0% of the 58 pupils achieved the expected standard. This makes the school twelfth out of 78 schools for RWM.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>84.7% of the 58 pupils achieved the expected standard. This makes the school thirteenth out of 78 schools for Reading.</td>
</tr>
<tr>
<td><strong>Writing (TA)</strong></td>
<td>64.7% of the 58 pupils achieved at least the expected standard. This makes the school ninth out of 78 schools for Writing.</td>
</tr>
<tr>
<td><strong>GPS</strong></td>
<td>66.6% of the 58 pupils achieved at least the expected standard. This makes the school tenth out of 78 schools for GPS.</td>
</tr>
<tr>
<td><strong>Maths</strong></td>
<td>83.1% of the 58 pupils achieved the expected standard. This makes the school fifteenth out of 78 schools for Maths.</td>
</tr>
<tr>
<td><strong>Science (TA)</strong></td>
<td>88.1% of the 58 pupils achieved the expected standard. This makes the school thirteenth out of 78 schools for Science.</td>
</tr>
</tbody>
</table>
# SATs Question Level Analysis

## DAISI QLA KS2 Question Level Analysis Summary 2016 - Overall (88)

### Question Summary - All Papers by Question Type

#### GPS

<table>
<thead>
<tr>
<th>All Papers Question Types</th>
<th>Max Marks Available</th>
<th>Scores Achieved</th>
<th>School</th>
<th>Nottingham LA</th>
<th>Gap</th>
<th>National</th>
<th>National Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combining words, phrases and clauses</td>
<td>200</td>
<td>322.9</td>
<td>62.9</td>
<td>67.0</td>
<td>4.1</td>
<td>12.2</td>
<td>18.3</td>
</tr>
<tr>
<td>Functions of sentence</td>
<td>174</td>
<td>204</td>
<td>67.0</td>
<td>69.0</td>
<td>-2.0</td>
<td>4.0</td>
<td>10.1</td>
</tr>
<tr>
<td>Familiar words / word classes</td>
<td>150</td>
<td>199</td>
<td>66.6</td>
<td>68.1</td>
<td>-1.5</td>
<td>4.5</td>
<td>10.5</td>
</tr>
<tr>
<td>Multiplication</td>
<td>870</td>
<td>802.3</td>
<td>80.2</td>
<td>80.2</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>1160</td>
<td>1379</td>
<td>89.1</td>
<td>91.0</td>
<td>-1.9</td>
<td>19.0</td>
<td>30.0</td>
</tr>
<tr>
<td>Grammar and punctuation</td>
<td>56</td>
<td>59</td>
<td>80.0</td>
<td>81.0</td>
<td>-1.0</td>
<td>11.0</td>
<td>22.0</td>
</tr>
<tr>
<td>Verbs, tenses and consistency</td>
<td>600</td>
<td>621</td>
<td>70.0</td>
<td>70.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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<tr>
<td>Vocabulary</td>
<td>290</td>
<td>314</td>
<td>76.6</td>
<td>76.4</td>
<td>0.2</td>
<td>0.4</td>
<td>0.8</td>
</tr>
<tr>
<td>All Questions</td>
<td>4150</td>
<td>4325</td>
<td>81.3</td>
<td>80.3</td>
<td>0.1</td>
<td>0.7</td>
<td>1.4</td>
</tr>
</tbody>
</table>

#### Reading

<table>
<thead>
<tr>
<th>All Papers Question Types</th>
<th>Max Marks Available</th>
<th>Scores Achieved</th>
<th>School</th>
<th>Nottingham LA</th>
<th>Gap</th>
<th>National</th>
<th>National Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain related context</td>
<td>170</td>
<td>199</td>
<td>67.5</td>
<td>70.0</td>
<td>-2.5</td>
<td>6.5</td>
<td>14.0</td>
</tr>
<tr>
<td>Categorise and summarise main ideas</td>
<td>170</td>
<td>199</td>
<td>67.5</td>
<td>70.0</td>
<td>-2.5</td>
<td>6.5</td>
<td>14.0</td>
</tr>
<tr>
<td>Your pupils overall exceeded expectations (progress score -2.42)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>All Papers Question Types</th>
<th>Max Marks Available</th>
<th>Scores Achieved</th>
<th>School</th>
<th>Nottingham LA</th>
<th>Gap</th>
<th>National</th>
<th>National Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>220</td>
<td>217</td>
<td>79.9</td>
<td>80.0</td>
<td>-0.1</td>
<td>1.0</td>
<td>1.4</td>
</tr>
<tr>
<td>Calculations</td>
<td>1572</td>
<td>1472</td>
<td>67.9</td>
<td>68.5</td>
<td>-0.6</td>
<td>3.8</td>
<td>8.2</td>
</tr>
<tr>
<td>Fractions, decimals and percentages</td>
<td>150</td>
<td>150</td>
<td>71.5</td>
<td>73.0</td>
<td>-1.5</td>
<td>1.5</td>
<td>3.0</td>
</tr>
<tr>
<td>Geometry – position and direction</td>
<td>120</td>
<td>119</td>
<td>70.0</td>
<td>72.0</td>
<td>-2.0</td>
<td>4.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Measurement</td>
<td>850</td>
<td>900</td>
<td>71.5</td>
<td>73.0</td>
<td>-1.5</td>
<td>4.5</td>
<td>9.0</td>
</tr>
<tr>
<td>Number and place value</td>
<td>450</td>
<td>450</td>
<td>70.5</td>
<td>72.0</td>
<td>-1.5</td>
<td>4.5</td>
<td>9.0</td>
</tr>
<tr>
<td>Data and proportion</td>
<td>150</td>
<td>150</td>
<td>70.5</td>
<td>72.0</td>
<td>-1.5</td>
<td>4.5</td>
<td>9.0</td>
</tr>
<tr>
<td>Geometry</td>
<td>220</td>
<td>211</td>
<td>71.5</td>
<td>72.0</td>
<td>-0.5</td>
<td>4.5</td>
<td>9.0</td>
</tr>
<tr>
<td>All Questions</td>
<td>850</td>
<td>850</td>
<td>71.5</td>
<td>72.0</td>
<td>-0.5</td>
<td>4.5</td>
<td>9.0</td>
</tr>
</tbody>
</table>

DAISI
Deprivation Profile: IDACI

[Graph showing deprivation profile with bars and a trend line. The graph indicates different percentage ranges of deprivation across various levels, with color-coded segments for different groups.]

0% to 1%: 0.72% to 0.42%
1.1% to 2%: 0.42% to 1%
2.1% to 3%: 1% to 1.5%
3.1% to 4%: 1.5% to 2%
4.1% to 5%: 2% to 2.5%
5.1% to 6%: 2.5% to 3%
6.1% to 7%: 3% to 3.5%
7.1% to 8%: 3.5% to 4%
8.1% to 9%: 4% to 4.5%
9.1% to 10%: 4.5% to 5%
10.1% to 11%: 5% to 5.5%
11.1% to 12%: 5.5% to 6%
12.1% to 13%: 6% to 6.5%
13.1% to 14%: 6.5% to 7%
20.1% to 25%: 7% to 7.5%
25.1% to 30%: 7.5% to 8%
30.1% to 35%: 8% to 8.5%
35.1% to 40%: 8.5% to 9%
40.1% to 45%: 9% to 9.5%
45.1% to 50%: 9.5% to 10%
50.1% to 55%: 10% to 10.5%
55.1% to 60%: 10.5% to 11%
60.1% to 65%: 11% to 11.5%
65.1% to 70%: 11.5% to 12%
70.1% to 75%: 12% to 12.5%
75.1% to 80%: 12.5% to 13%
80.1% to 85%: 13% to 13.5%
85.1% to 90%: 13.5% to 14%
90.1% to 95%: 14% to 14.5%
95.1% to 100%: 14.5% to 15%

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Least Deprived →

Most Deprived

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Percentage of most deprived students by IDACI category.

Nottingham Schools (IDACI 2015, Cohort 2015/16)
School (IDACI 2015, Cohort 2015/16)
School (IDACI 2010, Cohort 2014/15)
Pupils at Nottingham Schools (IDACI 2010, Cohort 2014/15)
Pupils at your schools

<table>
<thead>
<tr>
<th>Pupil Residence (IDACI score of LSOA):</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationally and locally, schools are often compared directly on the average deprivation score measure. Each pupil is assigned the score of their home LSOA. The scores for all pupils in a school are totalled and divided by the number of pupils on roll to produce an average deprivation score.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupils attending X have an average IDACI deprivation score of 0.358 (based on residence). This means that 35.8% of pupils may be experiencing family income deprivation in comparison with 34.5% of pupils for Nottingham overall.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.38% of X’s pupils reside in LSOA which are ranked in the most deprived 1% of LSOA nationally, compared to 5% of Nottingham city pupils.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.08% of X’s pupils reside in LSOA which are ranked in the most deprived 5% of LSOA nationally, compared to 24% of Nottingham city pupils.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>54.12% of X’s pupils reside in LSOA which are ranked in the most deprived 10% of LSOA nationally, compared to 43% for Nottingham city pupils.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Blank</td>
<td>330</td>
<td>0.76%</td>
</tr>
<tr>
<td>Total</td>
<td>43260</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
e-RAISE – RAISEonline made easy!
What do schools think of e-RAISE?

The original one – particularly using the school’s own data was very well received and an absolute Godsend when we were inspected at the end of January.

It was good to use with governors explaining RAISEonline, which was a lot easier than going through the Ofsted Dashboard.

We found our 2015 e-Raise report to be fantastic and so simple to understand and use. In addition it would have taken us an inordinate length of time to produce anything quite like it. Thank you! In Ofsted speak ‘Outstanding Best Value!!’

I have found the e-Raise report really useful. It is clear and easy to understand. The response from you to any questions or changes has been excellent.
Collecting, collating and analysing data
to identify potential issues and drive improvement in Nottingham schools
Strategic aims

To be realised by 2018

- Promoting ambition
  - EIB dashboard
    - strategic plan (DA)
      - launch maths strategy (PF)
      - launch English strategy
    - a flying start: better transition (SF)
  - supporting families & learners
    - launch science and computing strategy

To be realised by 2025

- Teaching: achieving excellence
  - recruitment & retention (new post)
  - workload reduction strategy (DA)
    - establish subject networks and Progress Boards for
      English, mathematics, science and computing
  - collaborate in providing high quality training and professional development
  - become a city of excellence for STEM and computing provision

- Outcomes: getting ahead
  - a good school for every Nottingham learner
  - LA score cards & risk assessments (DA)
    - getting to good programme
      - establish city-wide subject
        progress boards (DA)
  - collaborate on a common curriculum
  - promoting employability

A brighter future for Nottingham children

Education Improvement Board

STRATEGIC PLAN 2015-2025
The Education Improvement Board commissioned DAISI to provide question level analysis of 2016 SATs tests for Year 6 and incoming 2016 Year 7 cohort for every Nottingham City school/academy for maths, reading and GPS.

This provides analysis of all KS2 pupils’ performance across 74 primary schools/academies, a baseline for the new 2016 Year 7 cohort across 15 secondary schools/academies and a strategic overview of performance and analysis of pupil mobility.

Pupil’s responses to individual questions from all 2016 SATs tests; Maths x 3 papers, Reading x 1 paper and GPS x 2 papers.

Total of 32,949 test papers analysed;
- 222 Primary KS2 QLA Reports
- 45 Secondary Y7 QLA reports
- EIB Strategic QLA Report

Individual pupil performance examined, identifying strengths and weaknesses, overall performance of a cohort, school/academy, class, and identified groups of pupils.

QLA supports Ambition 2025 EIB Priorities 2, 3 and 4 for Maths, Transition and English.
SATs Question Level Analysis

DAISI QLA KS2 Maths 2016 - Question Summary - School

Question Summary - All Papers by Question Type

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Max Marks Available</th>
<th>Scores Achieved</th>
<th>Performance</th>
<th>Not Attempted</th>
<th>Nottingham LA</th>
<th>Gap</th>
<th>National</th>
<th>School National Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Questions</td>
<td>6360 4654</td>
<td>75.1%</td>
<td>3.4%</td>
<td>10.3%</td>
<td>66.3%</td>
<td>5.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td>232 184</td>
<td>79.3%</td>
<td>0.0%</td>
<td>67.2%</td>
<td>12.2%</td>
<td>64.9%</td>
<td></td>
<td>14.6%</td>
</tr>
<tr>
<td>Calculations</td>
<td>2278 1943</td>
<td>81.7%</td>
<td>2.9%</td>
<td>72.8%</td>
<td>9.3%</td>
<td>73.4%</td>
<td></td>
<td>8.3%</td>
</tr>
<tr>
<td>Fractions, decimals and percentages</td>
<td>1392 99%</td>
<td>71.5%</td>
<td>5.8%</td>
<td>61.8%</td>
<td>9.8%</td>
<td>62.8%</td>
<td></td>
<td>8.7%</td>
</tr>
<tr>
<td>Geometry - position and direction</td>
<td>110 82</td>
<td>70.7%</td>
<td>10.3%</td>
<td>51.2%</td>
<td>15.5%</td>
<td>55.7%</td>
<td></td>
<td>17.0%</td>
</tr>
<tr>
<td>Geometry - properties of shapes</td>
<td>406 294</td>
<td>70.0%</td>
<td>3.4%</td>
<td>55.3%</td>
<td>14.7%</td>
<td>55.0%</td>
<td></td>
<td>15.0%</td>
</tr>
<tr>
<td>Measurement</td>
<td>630 456</td>
<td>78.1%</td>
<td>1.7%</td>
<td>69.8%</td>
<td>8.3%</td>
<td>71.2%</td>
<td></td>
<td>6.9%</td>
</tr>
<tr>
<td>Number and place value</td>
<td>348 294</td>
<td>70.1%</td>
<td>6.0%</td>
<td>55.6%</td>
<td>14.5%</td>
<td>56.0%</td>
<td></td>
<td>14.1%</td>
</tr>
<tr>
<td>Ratio and proportion</td>
<td>282 168</td>
<td>72.4%</td>
<td>0.0%</td>
<td>67.8%</td>
<td>4.9%</td>
<td>66.3%</td>
<td></td>
<td>6.1%</td>
</tr>
<tr>
<td>Statistics</td>
<td>6360 4654</td>
<td>75.1%</td>
<td>3.4%</td>
<td>66.8%</td>
<td>10.3%</td>
<td>66.3%</td>
<td></td>
<td>5.7%</td>
</tr>
</tbody>
</table>
What do schools think of DAISI QLA?

Thank you ever so much for the QLA reports and the subsequent updates. The service we have received from yourselves and the attention to detail have been fantastic. We have found the reports to be incredibly useful and they are helping us to shape our school improvement priorities for the coming year.
The Nottingham Entitlement

1. Administration

- The Transition Strategy is in place and has been agreed in partnership with key-stakeholders:
  - Primary schools
  - Secondary schools
  - Local Authority officers
  - Partner agencies
- Key information has been agreed in terms of a Common Transfer form
  - Excel spreadsheet format with information imported from SIMs
  - CTP files for individual children
  - Hard copy pupil files to include SEND information if appropriate
  - Safeguarding/confidential files as appropriate
- Key dates have been agreed
  - Induction day for Year 6 on the first Wednesday in July (first Tuesday in 2016 to avoid coinciding with Eid). Some schools may offer more than one day.
  - Initial Common Transfer Form with provisional grade assessments by first Friday after Easter break.
  - Formal SATs grade assessments by mid-July
  - Transfer of paper copy files by mid-July where destination school is known
- Each school has an identified ‘transition champion’ (a named individual who has the overall responsibility for effective transition and who acts as first point of call).
- All appropriate staff are fully involved in the transition process including:
  - Teachers
  - Teaching assistants
  - Learning mentors
  - Support staff
  - Partner agencies where a pupil has specific individual needs
- Meetings take place between primary and secondary staff which are:
  - Planned in advance at a mutually convenient time
  - Allocated enough time to ensure quality discussions take place
  - Well prepared in order that data and information shared is accurate and informative
- Parents and carers know about and understand the transition process. They receive information that is clear, informative and supportive. They know who to speak to and how to best contact them if they have any questions.

Pupil Level SATs results released by DfE 27 July 2016

Formal SATs grade assessments delivered by DAISI as QLA Reports on 1 August 2016
Ensuring best practice guidance from schools is spread across the LA
Best practice guidance from schools spread across the LA
From Vision to Strategy to Action Plan

Strand 1: Collaboration
Harnessing all Maths Leadership and Expertise to develop and spread outstanding practice to benefit all children and young people. Establish core group of professionals representing all key strategic partners.

Strand 2 Curriculum Development
Creating guidance for innovative and effective maths curriculum and assessment for all schools and academies EYFS to KS5.

DAISI; Analyse national and local performance data to track, examine and drill down into how Nottingham city children have performed in maths EYFS to KS5. All schools and academies are provided with annual data dashboard from the LA - September 2015.

Schools/academies submit termly progress against targets with SIA’s. DAISI Service produce detailed analysis, extract, publish and disseminate key messages. Identify key questions and opportunities to collectively address the trend of underperformance in maths. Develop City wide EYFS tracking and moderation systems supported through SIMS.

Strand 4: Rationalise all CPD offers
Harnessing all maths leadership and expertise to develop and spread outstanding practice for the benefit of all children and young people:

Schools/academies submit termly progress against targets with SIA’s. DAISI Service produce detailed analysis, extract, publish and disseminate key messages. Identify key questions and opportunities to collectively address the trend of underperformance in maths. Develop City wide EYFS tracking and moderation systems supported through SIMS.

Strand 5: Subject Knowledge
Develop subject specific knowledge for teachers of maths in EYFS to KS4.

Strand 6: Recruitment
Link with the EIB recruitment Plan - heads of maths in EYFS to KS4.

Strand 7: Transition
Link with EIB Transition Plan.
Nottingham Schools, in order of Progress 8 score.
City wide Y11 data analysis to action improvements

Doing what exactly?

• Have some performance data about the 2016 Y 11 school leavers
  – City wide
  – School by school
• Use that data to monitor City pupil performance
• Use that data to inform City teachers of strong and weak areas of T and L
• Ask subject groups to consider those strengths and weaknesses across the City
• **Not** use (this) data to hold a school to account (there are other ways to do that)
• Aim to improve every cohort – those with Outstanding/Good/Poor all get an opportunity to consider improvements
Progress Boards (proposal)

- Comprise a member of EIB plus
- Subject leads from schools taking part
- Maybe University academics from education / subject
  
  - Meet October annually and consider the data,
  - Bring their own knowledge of strengths / weaknesses
  - Produce an action plan with critical challenges
  - Committed to improvement for all
  - Meet a second time to consider the overall impact
Support for the actions

- Some subjects have subject hubs
- Some have City area meetings
- Some get help from their MAT/academy chain
- Some of the TSAs offer support – and may now get greater impact
- Some schools have examples of good practice – school to school

- No extra meetings but work through support from above
- Shared electronically

- Meet twice a year to i) analyse and ii) monitor
- Report to EIB on impact of work
- Annual DAISI data-harvest should indicate progress
Delivering intelligence to school improvement teams
Delivering intelligence to school improvement teams
<table>
<thead>
<tr>
<th>DAISI Products &amp; Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAISI</td>
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Delivering Intelligence;
using data to improve standards
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