

Subject: RE: Monkwood Amalgamation
Date: Tue, 8 Apr 2008 18:55:53 +0100
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CC: Graham.Sinclair@rotherham.gov.uk; Catharine.Kinsella@rotherham.gov.uk; David-Education.Hill@rotherham.gov.uk

Thank you for your email.

Please find details of the "evidence" you have requested in your email below, that was referred to at the parents' meeting held on 4th March 2008 at Monkwood Infant School in relation to the proposed amalgamation of the Infant and Junior Schools:

Benefits of "Through Schools"

The benefits of a "through school" structure have been supported by research and the experience of practitioners both locally and nationally:

(DFEE (DCSF) guidance issued in 1987 following the publication of a White Paper entitled "Better Schools"

"Continuities and Discontinuities in Learning": Maurice Galton, John Gray & Jean Ruddock - University of Cambridge & Ian Schagen & Maria Charles - National Foundation for Educational Research

School Effectiveness Service Rotherham

School Effectiveness & Planning Services: Birmingham; Knowsley; Bradford; City of Nottingham; City of Leeds; Telford & Wrekin

The key benefits can be summarised as:

- A single vision and consistent ethos to benefit pupils, staff and parents/carers
- Continuity, and progression of learning between 5 and 11 (3 and 11 in Rotherham schools)
- Unified leadership and management of curriculum, teaching and learning
- Enhanced range of staff expertise
- Consistency of approaches to inclusion and well being
- Effective relationships with children and parents/carers over the full primary phase
- Efficient use of resources - human and educational

All of the above contribute to marked benefits for Children

The National Curriculum Handbook for Primary Teachers in England (DFEE/QCA 1999) emphasises the importance of "continuity" and "progression" for all children. Both younger and older children have opportunities to share the outcomes of learning activities and develop enhanced understanding of the range of personal achievement across the key stages. A "through school" provides an environment where children can work and play together over a longer period of time developing greater understanding and appreciation of one another's diverse strengths, skills and personalities.

A "through school" structure allows children:

- a longer period of time in which to develop closer contact with the staff & headteacher
- to benefit from all teachers and other staff having a good understanding of the child's whole experience
- increased stability; security and confidence can be built more easily when children have minimal transition
- continuity, especially for the most vulnerable children and those with special needs
- access to a curriculum planned and assessed across the full primary range
- opportunities for increased educational contact with younger and older children and the chance to share the outcomes of learning across the key stages
- opportunities for increased social development - older pupils having some appropriate pastoral responsibility for younger children
- access to a greater range of staff talent and expertise with a larger staff
- access to a wider enrichment opportunities across the curriculum and beyond

As referred to during the meeting, there is a notable difference in the standards profile for through Primary Schools and separate Junior Schools in Rotherham by the end of key Stage 2 - as detailed in the table below:

LA Totals

2007

| | Reading | | Writing | | English | Maths | Science | | L4 | L5 |
|-----------------|---------|-------|---------|-------|---------|-------|---------|-------|-------|-------|
| | L4 | L5 | L4 | L5 | L4 | L5 | L4 | L5 | | |
| Primary | 80.5% | 39.5% | 64.6% | 15.4% | 77.2% | 26.4% | 74.5% | 26.9% | 85.4% | 40.0% |
| Separate junior | 81.2% | 40.3% | 63.4% | 15.4% | 76.6% | 26.5% | 71.1% | 25.6% | 85.5% | 40.4% |

2006

| | Reading | | Writing | | English | Maths | Science | | L4 | L5 |
|-----------------|---------|-------|---------|-------|---------|-------|---------|-------|-------|-------|
| | L4 | L5 | L4 | L5 | L4 | L5 | L4 | L5 | | |
| Primary | 79.1% | 40.2% | 63.3% | 14.0% | 74.8% | 26.3% | 72.3% | 28.4% | 83.0% | 40.8% |
| Separate junior | 76.3% | 36.0% | 60.7% | 13.4% | 73.5% | 23.6% | 70.2% | 27.4% | 81.9% | 37.2% |

2005

| | Reading | | Writing | | English | Maths | Science | | L4 | L5 |
|-----------------|---------|-------|---------|-------|---------|-------|---------|-------|-------|-------|
| | L4 | L5 | L4 | L5 | L4 | L5 | L4 | L5 | | |
| Primary | 84.4% | 41.0% | 64.8% | 14.3% | 79.1% | 26.0% | 75.2% | 29.4% | 87.2% | 45.8% |
| Separate junior | 81.2% | 33.5% | 58.8% | 14.1% | 75.1% | 21.6% | 73.9% | 29.3% | 86.2% | 43.5% |

The table above illustrates that over the last three years our collective strategies to address the significant differences in standards between through primary schools and separate Junior Schools are bearing fruit and improving year on year.

I hope that the information provided meets your request.

Yours faithfully

Helen B Rogers
Assistant Head of School Effectiveness (3 to 11)