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CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES

Venue: Town Hall, Moorgate
Street, Rotherham.

Date: Tuesday, 1 June 2004

Time: 9.00 a.m.

A G E N D A

1. To determine if the following matters are to be considered under the categories suggested in accordance with the Local Government Act 1972.
2. To determine any item which the Chairman is of the opinion should be considered as a matter of urgency.
3. Minutes of a Meeting of the Cabinet Member, Education, Culture and Leisure Services held on 11th and 18th May, 2004 (copy herewith). (Pages 1 - 4)
4. PRESENTATION - Rotherham Learning Grid (Dawn Rowley, Information & Performance Review Manager)
5. The Annual Review and Evaluation of the School Improvement Plan April 2003 - March 2004 (Catharine Kinsella, Strategic Leader School Improvement) (copy herewith) (Pages 5 - 46)

- to provide an annual review and evaluation of the School Improvement Plan

6. Coronation Park Doorstep Green (Nick Barnes, Business Development Officer, Culture, Leisure & Lifelong Learning) (copy herewith) (Pages 47 - 50)

**- to approve the formal creation of a Doorstep Green at Coronation Park,
Maltby**

7. Minutes of a Meeting of the Leisure Joint Centre Project Board held on 14th May, 2004 (copy herewith). (Pages 51 - 54)

- to receive the minutes

8. Adoption of Public Open Space Hesley Grange Development, Thorpe Hesley (R. Cummins, Culture, Leisure & Lifelong Learning) (copy herewith) (Pages 55 - 57)

- to consider a request to adopt public open space at Hesley Grange, Scholes.

9. Date and Time of Next Meeting

**CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES
11TH MAY, 2004**

Present:- Councillor Boyes (in the Chair).

Apologies for absence were received from Councillors Austen, Littleboy and Rushforth.

**305. MINUTES OF THE MEETING OF THE CABINET MEMBER FOR
EDUCATION, CULTURE AND LEISURE SERVICES HELD ON 27TH
APRIL 2004.**

Resolved:- That the minutes of the meeting of the Cabinet Member, Education, Culture and Leisure Services held on 27th April, 2004 be received.

306. TOURISM PANEL MINUTES

Resolved:- That the minutes of the meeting of the Tourism Panel held on 26th April, 2004 be received.

307. SOUTH YORKSHIRE CONNEXIONS LIMITED

Consideration was given to a report of the Community Learning and Young People's Services Manager on new arrangements for the Company governance of South Yorkshire Connexions Limited.

South Yorkshire Connexions Ltd. (CSY) is a company limited by guarantee that contracts with the Department for Education and Skills to deliver the Connexions Service throughout South Yorkshire.

RMBC is a founding member of the company and has a seat on the Board of Directors.

CSY has proposed new documents concerning company governance and approval is sought to allow the Director of Education, Culture and Leisure Services, or her/his nominated representative, to agree these documents and also for her/him to nominate the RMBC Board Member.

CSY has drawn up new Memorandum of Association, Articles of Association, Members Agreement and Internal Rules, and has used the opportunity to address other smaller matters to ensure the smooth running of the Company.

Resolved:- (1) That, subject to the approval of the Cabinet, the Director of Education, Culture and Leisure Services, or her/his nominated representative, agree the new governance documents of Connexions South Yorkshire Limited and any future changes.

(2) That, subject to the approval of the Cabinet, delegated authority be granted to allow the Director of Education, Culture and Leisure Services to nominate the RMBC Board Member of Connexions South Yorkshire Limited.

(3) That the report be referred to Cabinet for approval.

308. EXCLUSION OF THE PRESS AND PUBLIC

Resolved:- That, under Section 100A(4) of the Local Government act 1972, the press and public be excluded from the meeting for the following item of business on the grounds that it involves the likely disclosure of exempt information as defined in Paragraph 8 of Part 1 of Schedule 12A to the Local Government Act 1972.

309. OPENING OF TENDERS - DEMOLITION OF SHEFFIELD ROAD SWIMMING POOL, ROTHERHAM.

The Cabinet Member opened four tenders for the following scheme:-

Demolition of Sheffield Road Swimming Pool, Rotherham.

Resolved:- That the Head of Asset Management evaluate the tenders and accept the appropriate tender in accordance with delegated powers.

**CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES
TUESDAY, 18TH MAY, 2004**

Present:- Councillor Boyes (in the Chair); Councillors Austen, Littleboy and Rushforth.

Apologies for absence were received from Councillors (none).

**310. OUTLINE BUSINESS CASE FOR LEISURE/JOINT SERVICE CENTRE
PROJECT AND NEXT STEPS**

Consideration was given to a report of the Acting Strategic Leader, Resources and Information on the need to seek agreement to continue the procurement of the Leisure/Joint Service Centre Project, having reported on the outcome of the Outline Business Case Submission to the Treasury Project Review Group, and the Council's request for additional PFI Credits from the Office of the Deputy Prime Minister (ODPM).

The Treasury Project Review Group has approved the Council's Outline Business Case for the Leisure/Joint Service Centre Project and the ODPM has agreed additional PFI Credits. If agreed, the next step is to place an advertisement in the Official Journal of the European Union requesting bids from the private sector to design, build, finance and operate all of the facilities (including the leisure delivery) for a period of up to 30 years.

The result of this exercise will be brought back to the Cabinet in August before the full tender document, the Invitation to Negotiate, is issued. The whole procurement procedure should last until Autumn 2005, when it is planned that building would commence.

The Project Review Group approved the Council's Outline Business Case on 11th May 2004, and at the same time, the ODPM agreed a sum of £5.83m PFI Credits (compared to the original £2.6m).

Ten existing outdated swimming pools are to be closed and replaced with four new strategically sited pools, one to serve Rotherham town centre and the west of the borough, and three to serve the north (Wath), east (Maltby) and south (Aston) of the borough respectively. A town centre fringe 1970's leisure centre at Herringthorpe will be demolished and rebuilt as a dry centre.

The PFI credits will fund pools placed on secondary school sites: Wath in the north, Maltby in the east and Aston in the south. These will be complemented by a new town centre pool at St. Ann's as well as the dry centre at Herringthorpe. The latter will be financed by the private partner with repayments by the Council from ring fenced revenue budgets. On completion of the build, all existing swimming pools will close.

Resolved:- That, subject to the approval of The Cabinet, a notice calling for expressions of interest for this project be placed in the Official Journal of the European Union with a further report on the outcome of this process being made to Elected Members in August 2004.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS**1. Meeting**

Cabinet Member and Advisers

2. Date of Meeting

1st June 2004

3. Title

The Annual Review and Evaluation of the School Improvement Plan (Education Development Plan 2 [EDP2] Annex 2) April 2003 – March 2004.

4. Originating Officer

Catharine Kinsella
Strategic Leader School Improvement
Ext: 2678

5. Issue

The Educational Development Plan (EDP) is a statutory document that requires Council approval. The current EDP is the second EDP covering the period April 2002 – March 2007. Each year Annex 2 of the EDP, the School Improvement Plan (SIP), has to be re-written and submitted to the Department for Education and Skills (DfES) together with an evaluation of the previous year's School Improvement Plan.

6. Summary

This report provides an evaluation of the School Improvement Plan for April '03 – March '04, together with a copy of the revised School Improvement Plan for April '04 – March '05.

7. Clearance/Consultation

The Council is required to consult with schools, Governors and the diocesan authorities about the School Improvement Plan. Details of this consultation is contained in the evaluation report, Section E.

8. Timing

The revised School Improvement Plan and the evaluation report for the '03 – '04 School Improvement Plan has to be submitted to the DfES by July 2004.

9. Background

The priorities identified for EDP2, for 2002 – 2007, were arrived at following significant consultation and gained Council approval in June 2002. The priorities were submitted to, and approved by, the Secretary of State for Education. Changes to the priorities require the approval of the Secretary of State but activities can be changed to meet the changing needs of the local agenda. The School Improvement Plan gives details of the actions to be undertaken in order to achieve the targets set out in the EDP2. It is a statutory requirement to revise the SIP annually.

Each year an evaluation of the previous year's School Improvement Plan must also be submitted to the DfES. The evaluation for 2003 – 2004 is enclosed as Appendix A. The plan for 2003 - 2004 has been evaluated against the 2003 test and examination results (see Section A). Section B gives more detail of the achievements and difficulties arising from the implementation of the 2003/04 SIP which is the second year of implementation

of the EDP 2. The 2004 test and examination results, when available, will give a clearer indication of the progress.

Section C evaluates the cost effectiveness of the School Improvement Plan for 2003 – 2004. In summary:

- The contextual factors influencing the work of schools are either in line with or worse than similar factors compared with statistical neighbours.
- The achievements resulting from the school improvement strategy are mainly in line with or above the achievements of statistical neighbours.
- The resource costs associated with delivering the School Improvement Plan are below similar authorities.

This leads to the judgment that the overall cost effectiveness of the School Improvement Plan, for 2003 – 2004, is satisfactory.

Section D details the resource allocations for the School Improvement Plan for 2004 – 2005, with a significant proportion of the total costs being met through grant funding.

Section E gives details of the consultation undertaken for the revised School Improvement Plan for 2004 – 2005.

10. Argument

The Educational Development Plan was written, in 2002, taking account of the Corporate Plan and the draft Community Strategy. Since the approval of EDP2, the Community Strategy has been published, the Council has identified nine political priorities supporting the Community Strategy priorities and the Corporate Plan has been revised.

The revised School Improvement Plan takes account of both the Community Strategy, the nine political priorities and the Corporate Plan. The targets identified in EDP2, together with the Local Public Service Agreement targets for Key Stage 3 and the Foundation Stage, are the same for the Community Strategy and the Council's Best Value Performance Plan.

11. Risks and Uncertainties

Raising standards and ensuring the quality of education are the core focus of the Council's educational strategy. The School Improvement Plan contributes to the key priorities of *Investing in the Economy; Investing in People; A Place which Cares; A Place for Everyone* and *A Safe Place*. The plan and its evaluation are fundamental to the priority *To be a progressive, responsive, accessible and quality service provider*.

Failure to achieve the proposed targets and improve in the delivery of the service will have a negative impact on the regeneration strategy for Rotherham and the confidence of its citizens in the quality of education provided within schools and early years provision.

12. Finance

Section D (Appendix 1) gives details of the resources deployed to implement the revised School Improvement Plan for 2003 – 2004.

13. Sustainability

The School Improvement Plan meets the sustainability agenda by contributing to the economic, employment, social and cultural needs of local people.

14. Wards Affected

All

15. References

Education Development Plan 2002 – 2007

Cabinet 05th September 2001

Education Development Plan 2002 – 2007:
including the School Improvement Plan
and costings for 2002 – 2003

Cabinet 27th March 2003

16. Presentation

- Early Years provision and the development of Foundation Stage Units is good
- Attainment at Key Stage 1 (age 7) in both literacy and numeracy is close to national levels of attainment..
- At Key Stage 2 (age 11) progress in the percentage of pupils achieving the average levels for their age, from 1998 to 2002, has been significant in both English (20%) and mathematics (24%).
- Challenging targets have been set to raise achievement at the end of Key Stage 3 (age 14).
- Activities involving all secondary and special schools, funded through Objective 1 grants, have been undertaken to improve 14 -19 educational opportunities.
- Targetted programmes, to raise the attainment of the most vulnerable children, are being developed and will be implemented throughout the timescale of the Education Development Plan.

17. Recommendations

- a. That the report be received**
- b. That the revised School Improvement Plan be accepted and a full copy placed in the Members' library and on the intranet.**
- c. That the evaluation of the School Improvement Plan for 2003 – 2004 be received.**

The Annual Evaluation of The School Improvement Plan
(Annex 2 of the Education Development Plan 2002 – 2007)
April 2003 - March 2004

Section A: Outcomes against targets

EDP 1 covered the period from April 1999 to March 2002 with the results of 1998 giving a baseline against which to measure improvement. EDP 2 covers the period April 2002 to March 2007 with the 2001 results providing a baseline. Annex 2 of the EDP, the School Improvement Plan (SIP), was re-written for April 2003 to March 2004. This evaluation relates to the 2003/04 SIP.

Targets for 2003 for Key Stages 2, 3 and 4 were set in December 2001. The LEA's procedures for data management were not well established at this time. However, the process has been much improved through 2003 by the introduction of data and target setting using the Fischer Family Trust data. There had been a significant improvement in performance at KS2 and KS4 from 1998 to 2001 and the schools' targets for 2003 were both aspirational and reflected previous levels of improvement. The results for 2003, in KS2 did not match these aspirations and reflected a year of consolidation rather one of continued progress. Performance in KS3 and KS4, whilst still below national averages showed a rate of progress in excess of that nationally or by statistical neighbours.

1. Statutory Targets

1.1. LEA Performance Targets for KS2

Table 1: Key Stage 2 targets	2001 Baseline %	2003 Target %	2003 Actual %	LEA progress from 2001 %	Difference between LEA target & Actual %	2003 National %	Difference between LEA 2003 actual & National %
English L4+	69	81	69.4	0.4	-11.6	75	-5.6
Mathematics L4+	73	82	68.2	-4.8	-13.8	73	-4.8

Attainment in Key Stage 2 SATs was well below the set target in both English and mathematics. Attainment in 2003 since the baseline of 2001 has fallen, having remained at roughly the 2001 levels for 2002. Lack of progress in KS 2 is a national picture. Attainment in mathematics fell, for the first time in 2003, this is predicted to be a single year drop in performance. The difference between Rotherham's attainment and national averages continues to reduce in English which is now 5.6% below the national average. However, the difference has increased in mathematics from 2.1 in 2002 to 4.8% in 2003.

1.2. LEA Performance Targets for KS3

Table 2: Key Stage 3 targets	2001 Baseline %	2003 Target %	2003 Actual %	LEA progress from 2001 %	Difference between LEA target & Actual %	2003 National %	Difference between LEA 2003 Actual & National %
English L5+	58.6	73	64	+5.4	-9	69	-5.0
Mathematics L5+	63.7	72	66	+2.3	-6	71	-5.0
Science L5+	61.4	69	63	+1.6	-6	68	-5.0
ICT L5+	N/A	71	70	N/A	-1	N/A	N/A

Attainment in Key Stage 3 had shown little progress since 1998. Statutory targets were introduced in KS3 for 2003. The difference between attainment in Rotherham and national averages is 5.0% below in English, mathematics and science. Attainment at the end of KS3 in 2003 has shown greater improvement in English than the national rate of improvement. Whilst there is no national information currently, performance in ICT is improving and the 2003 outcomes were in excess of the target.

1.3. LEA Performance Targets for KS4

Table 3: Key Stage 4 targets	2001 Baseline	2003 Target	2003 Actual	LEA progress from 2001 %	Difference between LEA target & Actual %	2003 National %	Difference between LEA 2003 Actual & National %
5+ A* - C GCSE (or equivalent)	43.6%	48%	44.4%	+0.8%	-3.6%	52.9%	-8.5%
5+ A* - G GCSE [Inc English & mathematics] (or equivalent)	N/A	91%	88.3%	N/A	-2.7%	88.8%	-0.5%
1+ A* - G GCSE (or equivalent)	96.4%	96%	94.8%	-1.6%	-1.2%	94.6%	+0.2%
Average point score per pupil (capped)	36.9 uncapped	38.3	32.1	N/A	-6.2	34.8	-2.7

Performance at KS4 in 2003 did not realise the set targets although the level of attainment increased by 2.8% on 2002 results. Attainment remains below the national averages for 5+ A* - C, 5+ A*-G (inc. En and Ma) and average point score. It is in line with national averages for 1+ A* - G and in line with statistical neighbours for all indicators. Value-added indicators from KS3 to KS 4 are above the national figures, the best compared with Barnsley, Doncaster and Sheffield and the third highest compared with statistical neighbours.

2. Non - Statutory targets for 2002

2.1 Attainment of children in local authority care

See Section B Priority 4

2.2 Attainment of ethnic minority children

See Section B Priority 4

2.3 Reducing unauthorised absence

See Section B Priority 4

3. Stretch Targets for Local Public Service Agreements

There are two education targets and one social services target linked to pupil performance. These are:

TARGET 1 (Education lead)

Increase the percentage of 14 year olds at or above the standard of literacy, numeracy, science and information and communications technology (ICT) for their age National Target:

- by 2004, 75% of 14 year olds will achieve level 5 in English, mathematics and ICT, and 70% in science.

- by 2007, 85% will achieve level 5 or above in English, mathematics and ICT, and 80% in science

by 2004, no Local Education Authority will achieve less than 65% at level 5 and above in English and mathematics, and 60% in science.

Performance indicators used to measure this target

Percentage of pupils aged 13 on 31st August 2004 and on the roll in schools maintained by the Local Education Authority, achieving level 5 or more in: English, mathematics, science and ICT.

Baseline – summer 2001 [accurate at the time targets were set]

English	61%
Mathematics	63%
Science	61%
ICT	60%

Performance expected at the end of the LPSA period - Summer 2005

Performance expected without the LPSA	Performance with the LPSA	Enhancement with the LPSA	
English	76%	79%	3%
Mathematics	76%	83%	7%
Science	73%	79%	6%
ICT	75%	81%	6%

TARGET 2 (Education lead)

Improve the attainment and progress of pupils in the Foundation Stage.

Performance Indicators Used to Measure This Target

Average points score for pupils in all schools maintained by Rotherham LEA for Key Stage 1 Assessments of: reading , writing and mathematics.

Baseline – summer 2001

Reading:	15.51
Writing:	14.34
Mathematics:	16.36

Performance expected at the end of the Local PSA period: Summer 2005

Performance expected without the local PSA	Performance with the local PSA	Enhancement with the LPSA	
Reading:	15.80	15.95	0.15
Writing:	14.50	14.65	0.15
Mathematics:	16.50	16.65	0.15

Interim performance target: Summer 2005

Reading:	15.85
Writing:	14.55
Mathematics:	16.55

Target 3 (Social Services lead)

Improving the educational attainment of children and young people in care (national)

Performance Indicators Used to Measure This Target

- (i) The number of young people leaving care aged 16 or over with 5 or more passes at GCSE grades A* - C. Data source - OC1.
- (ii) The number of young people leaving care aged 16 or over with 1 or more GCSE passes at grades A* - G or a G.V.N.Q. (Numerator of PAF P1 A2).
- (iii) Increase in average SATs results outcomes for children in public care aged 11 years (Local Indicator).

Baseline – summer 2001

- (i) 1 child achieved 5 GCSEs A* - C.
- (ii) 34.3% of children achieved 1 GCSE A* - G or G.N.V.Q.
- (iii) 27.5%.

Performance expected at the end of the Local PSA period: Summer 2005 (except indicator 1 which is cumulative for 2004/05 and 2005/06)

Performance expected without the local PSA	Performance with the local PSA	Enhancement with the LPSA
(i) 1 child.	7 over 2 yrs (cum)	5 additional over 2 years.
(ii) 40%.	90%	50%
(iii) 37%.	44%	7%

Section B:**Progress towards 2004 and 2005 targets****Priority 1: Raising Attainment in Early Years towards the Early Learning Goals and in Primary Education in Numeracy and Literacy**

A1: Raising the quality of provision across all early years settings.

i) Progress

Thirty Foundation Units are now in place, evaluation and follow up by Sheffield Hallam University evidences positive developing practice. Foundation Stage (FS) co-ordinators are in place in all schools and attend termly meetings; this is impacting very positively on the appropriateness of the curriculum in reception classes. Specific support is being targeted at non-maintained funded providers who are assessed as needing support to deliver quality provision.

ii) Outcomes**a) Process****i) Supporting school self evaluation and review**

- Sheffield Hallam evaluation of Foundation Stage Units very positive
- 'Quality in Action' used to support self review in all funded settings
- Outreach teachers supporting 'Quality in Action' self review in all funded settings
- FS co-ordinators, teaching staff and non-maintained funded providers have undertaken Effective Early Learning (EEL) training, impact on adult and child observation skills

ii) Improving the quality of school leadership and management

- FS profile training for Headteachers
- FS profile training for Co-ordinators
- Regular Headteacher updates
- Co-ordinators identified in all schools 95% attendance at termly meetings
- All schools identified FS governor - training in place.

iii) Improving the quality of teaching

- EEL training for Co-ordinators, teaching staff and non-maintained funded providers
- Termly training for Co-ordinators
- All FS teaching staff receiving at least four days training per year.
- Positive course and conference evaluations.

b) Performance**Foundation Stage Profile**

	PSE			CLL				Maths			KUW	PD	CD
	DA	SD	ED	LCT	LSL	Rd	Wr	NLC	C	SSM			
LEA	7	6.5	6.5	6.4	5.7	6.2	5.6	7.1	6	6.6	6.3	7	6.4

c) Summary

The quality of provision continues to improve, PSE outcomes are encouraging as research demonstrates this area has a positive impact on later achievement.

A2a: Raising attainment in literacy

i) Progress

Attainment in KS1 has improved significantly from 1998-2003. The 2003 reading standards at all levels show attainment to be in line with national results and with statistical neighbours. In writing, the 2003 results show attainment in line with national results and with statistical neighbours at L2+ and below both these comparators at L3.

KS2 English results in 2003 remained the same as 2002 and significantly below the national figures. At KS2 English attainment is below national results and statistical neighbours. However, progress from 1998 to 2003 has been greater than national and statistical neighbours at L4+ and broadly similar at L5.

Consultant recruitment is now more stable and there are 3.5 fte Literacy Consultants in post. Senior Consultants' job descriptions have been revised to give a clear focus for their work in relation to the identified priorities.

There is a clear definition of under performing schools. These have now been identified and a programme of intervention determined.

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

- Fischer Family Trust (FFT) data made available to all Headteachers
- Comprehensive data made available to schools
- Headteachers attended training on the intelligent use of data

ii) Improving the quality of school leadership and management

- 82 Literacy Co-ordinators attended termly one day Co-ordinator meetings
- 55 Headteachers attended a Literacy Conference aimed at updating them on current issues and expectations
- 36 Headteachers and literacy co-ordinators from 20 schools involved in a writing project aimed at improving leadership and management of writing
- 5 schools achieved Basic Skills Agency (BSA) Primary Quality Mark. 15 schools now have Quality Mark
- 20 schools have been supported through the Primary Strategy Consultant Leader (PSCL) programme

iii) Improving the quality of teaching

- 73 Y2/Y3 teachers attending courses on guided reading to assist in the transition between KS1 and KS2.
- 75 Y6 teachers attended joint NLNS more able pupils training
- 20 Y6 teachers attended training on planning exemplification materials
- 76 Y3 teachers attended joint NLNS training
- 67 teachers attended training for guided reading: (10 FS and Y1 -27, Y4 – 17, Y5/6 - 23)
- 107 teachers attended locally designed poetry courses
- 13 Leading Literacy Teachers provided demonstration lessons and classroom support for 87 KS1 and 50 KS2 teachers in 40 schools.

b) Performance

At the end of KS 1	% of pupils achieving at least L2 in Reading	% of pupils achieving at least L2 in Writing
1998	74	79
2003	83	81
Progress	+9	+2

At the end of KS 2	% of pupils achieving at least L2 in English
1998	55
2003	69
Progress	+14

c) Summary

Significant progress has been made at KS1 in reading and writing. The 2003 reading standards at all levels show attainment to be in line with national results and with statistical neighbours. In writing the 2003 results show attainment in line with national results and with statistical neighbours at L2+ and below both these comparators at L3+. However, progress in L2+ reading (8%) from 1998 to 2003 has been much greater than both national (4%) and statistical neighbours (4%). Similarly at L3+ progress (6%) has been greater than national (2%) and statistical neighbours (3%). In writing progress (1.6%) at L2+ has been greater than national (0.2%) and similar to statistical neighbours (1.1%). Progress in writing (10.2%) has been better than nationally (8.8%) and similar to statistical neighbours (10.7%).

At KS2 English attainment is below national results and statistical neighbours. However, progress at L4+ (14%) from 1998 to 2003 has been greater than national (11%) and statistical neighbours (10.5%). Progress at L5+ (10.4%) has been broadly similar to national (9.3%) and statistical neighbours (10%).

A2b: Raising attainment in numeracy**i) Progress**

Since the introduction of the National Numeracy Strategy in 1999, the % increase in standards L4+ and L5+ is greater than statistical neighbour and national increases. The focus has been on improving teaching and learning through Consultant support and training programmes. On-going evaluation of support, training and the impact has resulted in revised processes and models of support. There is a clear focus on enabling schools to evaluate the impact of training/ support / school actions on the quality of children's learning and their subsequent progress.

ii) Outcomes**a) Process****i) Supporting school self evaluation and review**

- Evaluation tool used in all cohort 5 support schools to identify priorities for action and to evaluate impact of support
- Evaluation tool updated in cohort 4 schools which are receiving further support
- Observations to evaluate the impact of training completed by consultants in support schools

ii) Improving the quality of school leadership and management

- 96% of mathematics Co-ordinators attended 3-day training programmes
- 13 new Mathematics Co-ordinators attended one-day training
- 50% of Headteachers have applied to attend 2 day training programme in May 2004
- Supported the development of leadership and management (HT and Co-ordinator) in 35 cohort 4 and 35 cohort 5 support schools
- In depth numeracy reviews carried out in 2 schools of concern

iii) Improving the quality of teaching

- 141 primary teachers attended training to enhance subject knowledge and understanding in KS1/2: impact evaluated by Co-ordinators/Consultants
- 104 Teaching Assistants attended the 2-day course "Supporting Children in the Daily Mathematics Lesson"
- 35 Newly Qualified Teachers attended 1-day course "A Focus on Numeracy"
- 80 Y3 teachers attended 2-day literacy and numeracy course "Teaching literacy and mathematics in Y3"
- 52 Y6 teachers attended 2-day literacy and numeracy course "Y 6 More Able Children"
- In-school Consultant support: planning; assessment; teaching and learning
- In-school Consultant support to develop the Co-ordinators capacity to improve teaching

b) Performance

At the end of KS 1	% of pupils achieving at least L2 in mathematics
1998	79
2003	91
Progress	12

At the end of KS 2	% of pupils achieving at least L2 in mathematics
1998	49
2003	73
Progress	24

c) Summary

Attainment in 2003 at KS1 is in line with both statistical neighbours and national attainment. At KS2 attainment for all pupils has dropped from in line with statistical neighbours and national at both L4+ and L5+ in 2002 to below statistical neighbours and national in 2003. Boys' attainment at L4+ in 2003 was in line with statistical neighbours, girls' was below.

At KS1 there has been a 6.35% increase at L2+ from 1999 to 2003, compared to 3.63% (statistical neighbours) and 3.56% (national). There has been an 11.65% increase at L3+ from 1999 to 2003 compared to 8.71% (statistical neighbours) and 7.88% (national).

At KS2 there has been a 5.36% increase at L4+ from 1999 to 2003, compared to 3.52% (statistical neighbours) and 3.61% (national), despite a drop of 2.8% in 2003. There has been a 6.85% increase at L5+ from 1999 to 2003 compared to 6.27% (statistical neighbours) and 5.22% (national).

A3: Promote a rich and diverse curriculum

i) Progress

This specific area has not, as yet, impacted on attainment in the core subjects across the LEA. However, it has provided a good basis from which the Primary Strategy can develop. 50% of the schools involved in the *Rich and Diverse Curriculum Working Party* reflected significant improvements in their 2003 results and are now disseminating this practice more widely. The emphasis on Assessment for Learning has established an LEA wide awareness of this particular aspect. Best practice is developing in a group of schools, that are preparing to share and model this more widely. The attention to key skills and thinking skills, most particularly those of problem solving, evaluation and reasoning, continue to have caused adjustments to be made to the curriculum and placed a greater emphasis on the strands of Using and Applying in Mathematics and Scientific Enquiry.

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

- Schools review curriculum provision, through the tariff criteria, acknowledges key skills as a specific aspect of curriculum planning and implementation
- The greatest majority of schools now monitor standards in non - core subjects through the use of the LEA's Record Keeping System
- 70% of schools are undertaking review and evaluation of Assessment for Learning

ii) Improving the quality of school leadership and management

- Working Party of six Headteachers, from low attaining schools, involved in the development of materials to support the integration of a rich and diverse curriculum within a raising attainment programme
- Focus group of six Headteachers leading Assessment for Learning across their schools
- 70% of Assessment Recording and Reporting (ARR) coordinators providing a stronger lead, most particularly in Assessment for Learning

iii) Improving the quality of teaching

- Increased awareness and pursuit of teaching strategies associated with accelerated learning from a range of external providers
- 11 teachers accessed Teachers International Professional Development (TIPD) to research a "Thinking Oriented Curriculum" in Australia
- Greater weight now given to learning and learning styles

Priority 2: Raising Attainment in Key Stage 3**A1: Strategic management****i) Progress**

The overall quality of leadership and management of the KS 3 Strategy at school, collaborative and LEA levels has improved significantly.

ii) Outcomes**a) Process****i) Supporting school self evaluation and review**

- More effective school level planning, evaluation and review processes

ii) Improving the quality of school leadership and management

- Increased commitment from Headteachers and Leadership Teams
- More effective training, support and networking activities for school KS3 Strategy Managers
- Improved collaboration and partnership working between KS3 Strategy Managers

iii) Improving the quality of teaching

- Impact of training and consultancy on the quality of teaching and learning in core and foundation subject departments
- Increased commitment to school-wide improvement in teaching and learning
- More effective strategies for improving teaching and learning at school and collaborative levels

b) Performance

		1999 (%)			2003 (%)			1999 - 2003 (%)		
		LEA	SN	UK	LEA	SN	UK	LEA	SN	UK
En	L5+	62	61	64	65	65	68	3	4	4
	L6+	25	24	28	30	29	34	5	5	6
Ma	L5+	57	58	63	67	67	70	10	9	7
	L6+	31	32	37	46	45	49	15	13	12
Sci	L5+	49	51	56	64	65	68	15	14	12
	L6+	18	19	24	35	35	40	17	16	16

c) Summary

Performance at Level 5+ and Level 6+ remains below national levels in English, mathematics and science at KS3. The overall rate of improvement from 1999 - 2003 is in line with the rate of improvement nationally and within statistical neighbours. The rate of improvement from 2002 - 2003 was above the rate of improvement locally and nationally.

A2: Key Stage 3 English**i) Progress**

All schools are implementing the English strand of the KS3 Strategy and have introduced new schemes of work. Teachers have developed an objective-based approach to short and medium-term planning. Discrete teaching strategies, advocated by the KS3 National Strategy, including guided work, are being used in schools and literacy across the curriculum have been developed in all schools. Catch-up and other intervention programmes are now in place in all schools.

ii) Outcomes**a) Process****i) Supporting school self evaluation and review**

- All secondary schools have received additional support which involves audit, action planning and intervention (additional training and consultancy)
- Heads of Departments (HoDs) are using assessment data (including data generated from Optional Tests) to target intervention strategies more effectively
- English departments are managing an improving writing project that has involved work analysis, joint planning, team teaching and review

ii) Improving the quality of school leadership and management

- Network meetings have been regularly attended by HoDs and Co-ordinators (KS3 English and literacy)
- A new series of literacy across the curriculum training has been introduced using the Literacy Co-ordinators' Network
- Regular meetings take place between the English Consultant and HoDs/KS3 Co-ordinators in schools receiving additional support

iii) Improving the quality of teaching

- Increased emphasis on the explicit teaching of language features in text and increased use of guided approaches to reading and writing
- Commitment from English Departments to KS3 training
- Significant improvement in KS3 SAT results for 6 out of the 8 additional support schools
- Leading English Teachers (LET) identified, trained, contributing to curriculum development work and assisting with central training of English teachers (2003 – Guided Reading, 2004 – Guided Writing) through INSET and LET visits programme
- Advanced Skills Teacher (AST) for KS 3 English working with NQTs and contributing to teacher development through AST/LET visits programme

A3: Key Stage 3 mathematics**i) Progress**

All additional support schools have used the strategy units of work and booster lessons. There has been increased use of the key objectives for assessment and tracking. A more effective programme of training and school-based consultancy has been provided.

ii) Outcomes**a) Process****i) Supporting school self evaluation and review**

- Review and evaluation of strategy units of work, transition programmes and assessment arrangements

ii) Improving the quality of school leadership and management

- Collaborative planning and the development of schemes of work
- Analysis of tests and assessments
- The development of medium and short term planning
- Training and consultancy for numeracy across the curriculum
- Development and implementation of post Ofsted Action Plans

iii) Improving the quality of teaching

- Lesson observation and joint planning/team teaching to support the teaching of units of work and booster lessons
- Introduction of strategy teaching units to all secondary schools
- Training for Teaching Assistants and Leading Mathematics Teachers

A4: Key Stage 3 Science**i) Progress**

All schools are responding positively to the strategy and some are developing areas of strength that can be shared using the network groups. The repeats of additional support training units and the new units (strengthening the teaching and learning in the key ideas) have all been received positively. The network groups have been very successful in disseminating good practice and raising expectations.

ii) Outcomes**a) Process****i) Supporting school self evaluation and review**

- Science Departments have reviewed their schemes of work to improve progression and develop strategy approaches to planning and teaching
- Departments are beginning to analyse SATs and other standardised assessments to inform the review of schemes of work

ii) Improving the quality of school leadership and management

- The HoSc network group meets regularly with an additional opportunity to meet at the regional HoSc Conference
- The KS3 Science Co-ordinator network group meets each term. Areas of focus have been the development of schemes of work and intervention
- A group of Lead Science Teachers has been identified. The LSTs have started to work together in LIG collaborative groups

iii) Improving the quality of teaching

- Lesson observations and feedback have taken place in 5 schools and these have been used to identify further development within the departments
- Some demonstration lessons have been used to exemplify the use of the intervention materials
- Lead Teachers are now available to demonstrate specific strategies with their own classrooms
- Lead Teachers and Lead Departments are beginning to contribute to curriculum development work in their own schools and across the LEA

A5: Key Stage 3 foundation subjects**i) Progress**

Schools have responded positively to the programme of training and school-based consultancy. An increased number (37) of Foundation Subject Departments have been in receipt of training and/or follow-up development work. There are signs of positive impact on the quality of teaching and learning in all of these departments.

ii) Outcomes**a) Process****i) Supporting school self evaluation and review**

- Some focused teaching and learning auditing has been completed in departments
- Follow-up action plans have been agreed
- Schools have received support to develop approaches for consulting pupils as part of the development of more effective self-evaluation and review processes

ii) Improving the quality of school leadership and management

- FS training and materials used to develop whole-school teaching and learning priorities in 5 schools
- Consultant support for KS3 Strategy Managers to align department teaching and learning developments with whole school priorities
- Four 'innovation projects' started to develop new strategies for assessment for learning and raising boys' attainment

iii) Improving the quality of teaching

- School-based training and consultancy for 37 departments in secondary schools and 4 special schools
- Training was judged to be useful or very useful by all participants
- Whole school INSET delivered in four schools
- Training sessions focusing on assessment for learning, teacher repertoire, structuring lessons and teaching thinking delivered (all participants judged these sessions to be useful or very useful)
- Subject networks initiated for MFL, history and geography
- Development work (linking the English and FS strands) focused on improving teaching and learning in 3 English departments
- Training for NQTs in effective KS3 lessons

A6: Continuity and progression

i) Progress

There has been some progress in improving curriculum continuity and transferring data and information from KS2 to KS3. However, this remains an area of weakness overall and therefore a continued high priority for development.

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

- Transfer, analysis and use of KS2 TA and SAT information to inform curriculum review and planning

ii) Improving the quality of school leadership and management

- Increased collaborative working between primary and secondary schools

iii) Improving the quality of teaching

- Increased opportunities for cross-phase teaching and learning
- More effective use of strategy transition units and bridging activities
- Improved transfer and analysis of KS2 TA and SAT information - impact on planning, teaching and learning
- Effective development and implementation of teaching and learning 'innovation projects' and impact in targeted schools

Priority 3: Raising Attainment Key Stage 4

i) Progress

All secondary and special schools have been involved in a wide range of development activities that focus on ensuring that the curriculum on offer to young people better meets their needs. Young people now have access to a broader range of vocational, key skills and other accredited vocational courses.

Partnership working has been established with a wide range of providers including FE, WBL, HE, employers and the Voluntary and Community sector to broaden the range of pathways available to young people 14-19. 14-19 developments continue to be supported by significant funding from Objective One Pathways to Success, the LSC Standards Fund to support the Area Wide Inspection Action Plan and Excellence in Cities. Planning has taken place to ensure that other developments including Connexions, Increased Flexibility and South Yorkshire E- learning Project are adding value to provision. Collaborative provision between schools, colleges and work based learning providers continues to develop. Specialist schools are forming effective partnerships with employers resulting in innovative delivery of vocational learning.

A 14 -19 Celebration Week was held involving a wide range of partners and highlighting the wide range and scope of development across the borough.

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

- The LIG collaboratives are in place and supporting the evaluation and review of 14-19 provision
- Two 14-19 area based collaborative projects are in place with management groups representing key stakeholders are reviewing and developing provision
- Coordinators meetings in place to support the management of LEA wide curriculum development activities
- Guidance for the delivery of out of school learning has been sent to all schools
- Increased Flexibility Projects have been reviewed and developed. More young people now accessing the programme.
- Schools using quality frameworks to identify best practice and areas for development. The Lead Department programme has identified 8 lead departments and the Specialist School for Business is investigating the University of Warwick Work Related Standards

ii) Improving the quality of school leadership and management

- The LIG collaborative are sharing best practice. This includes sharing management expertise in the area of 14-19 curriculum development
- The Vocational Education Cluster Group chairs are accessing an education management programme delivered by SHU
- Schools co-ordinators involved in 14-19 developments meet on a regular basis and have access to development activities. Pathways to Success SHU evaluation reporting progress.

- Citizenship co-ordinators have been meeting to share best practice
- Timetabling managers group linked to training and development programme delivered supported by SHU
- 4 Examination Officers on a course leading to a formal qualification

iii) Improving the quality of teaching

- Extensive programme of training to develop the teaching of vocational courses, Key Skills other alternative provision and Citizenship
- Process has been made in developing closer links with employers to support the delivery of vocational courses
- Innovative learning programmes developed including links with The Source Meadowhall to deliver retail courses and delivery of Fibre Optic training courses. These have, for the first time nationally, offered qualifications in this area to pupils under 16
- Websites are in place to share best practice
- A full time coordinator is working to develop Health and Social Care in collaboration with the Health Service
- Resource materials developed to support the delivery of new vocational courses
- Model CEG programmes has been developed for delivery from Y9
- Developing schools capacity to deliver CAD/CAM

b) Performance

Key Stage 4	5+ A* -C %	5+ A* -G %	1+ A* -G %
2002	41.6	90	95
2003	45	88	95

Participation in education and training of 16 year olds

2003	Remained in school	Further Education	Employed	Training	Left the area	Not in Education & Training
Rotherham	28.99%	37.60%	16.56%	4.12%	1.28%	11.45%

c) Summary

Good progress has been made in developing 14-19 provision. The borough wide 14-19 strategy has provided a focus for development and is supporting strategic partnerships. Schools have had access to extensive training and support in order to develop their provision for this age group. Collaborative activities have been extended and are now impacting on provision. A number of innovative programmes are fostering links between Specialist Schools and employers.

A wide range of material has been developed to provide guidance in curriculum planning and highlight best practice this includes DVD on opportunities in the music industry and event management and a major publication highlighting the Aim Higher programme. Websites have been used to share best practice across the LEA and South Yorkshire.

Priority 4: Support for Specific Groups of Vulnerable or Underachieving PupilsA1: Attendance**i) Progress**

There have been a number of initiatives over recent years, that should impact on improving levels of school attendance. These are:

- a) Excellence in Cities (Learning Support Units and Learning Mentors).
- b) The Connexions initiative geared towards providing services for vulnerable young people aged 13 – 19.

The Education Welfare Service (EWS) ensures parents fulfil their statutory responsibilities in respect of their children's education. The management of the service changed during 2001 with the appointment of a new Chief Education Welfare Officer. There has been considerable 'modernisation' of the EWS with clear Enforcement Procedures, and Service Level Agreements with schools. Whilst work is being consolidated, and Rotherham compares favourably to its local neighbours, in comparison with its statistical neighbours it is still in the lower quartile. Though it was anticipated that a database of referrals would be established, decisions were not finalised about the precise ICT solution for the EWS, therefore this work has been delayed.

ii) Outcomes**a) Process****i) Service improvements**

- Data base of children who are being home educated maintained by the EWS
- Guidance produced for schools and parents/carers who wish to home educate
- Introduced clear criteria for referral to EWS
- Service Level Agreements produced and disseminated to schools
- Re-structure of EWS

ii) Supporting school self evaluation and review

- Schools have received comprehensive information on pupil attendance, including a sample school policy
- Governors encouraged to produce and implement a policy on attendance

iii) Improving the quality of school leadership and management

- Service Level Agreements with schools support school's management of resources and planning towards improving attendance rates
- All schools have been sent a self evaluation of attendance issues which is linked to the tariff criteria
- All schools are supported by EWS to produce annual attendance action plans

b) Performance

Absence	Authorised (sec) %	Authorised (prim) %	Unauthorised (sec) %	Unauthorised (prim) %
1999/2000	7.9	5.5	1.2	0.6
2002/2003	7.3	5.7	1.4	0.5
Progress	-0.6	+0.2	+0.2	-0.1
02/03 National	7.2	5.4	1.1	0.5

A2: Exclusion**i) Progress**

Maintaining capacity and ensuring all permanently excluded pupils receive 25 hours supervised education within the DfES timescale has been sustained. The Behaviour Improvement Programme is working closely with Behaviour Support Service (BSS) at operational and strategic levels. BSS is undertaking more direct liaison and joint work with both Youth Offending Services and the Get Real Team. The BSS staff are supporting parents and delivering training to parents and children with EBD through a number of initiatives.

ii) Outcomes**a) Process****i) Service improvements**

- Priority BSS intervention is with schools of concern and this work has taken approximately 25% of BSS time in last 12 months
- BSS provides intensive support to pupils at serious risk of exclusion
- Pre-referral telephone advice is available to all schools

ii) Supporting school self evaluation and review

- BSS fully involved in inputting to LEA tariff system for SEN, inclusion and attitude and behaviour categories
- BSS staff accompanying LEA officer on some School Self-Evaluation Review visits
- Inclusion Services, through the Inclusion Strand of EiC, including BIP, is promoting a supporting self-review and evaluation of attendance, exclusions, LSUs and Learning Mentors

iii) Improving the quality of school leadership and management

- KS3 Strategy training on behaviour and attendance delivered to 45 senior staff from secondary schools
- LEA guidance and model policy for schools on Positive Handling completed and distributed to schools and governing bodies. Presentation given to secondary, primary and special school Headteachers with follow-up advice as requested by schools

iv) Improving the quality of teaching

- BSS provided training to 987 school personnel, provided consultancy and guidance to 59 schools to help reduce barriers to learning created by emotional and behavioural difficulties

b) Performance

Permanent Exclusions	Secondary	Primary	Special
2001-02	35	12	6
2002-03	34	7	3
Progress	-4	-5	-3

- Financial year 2003-04, BVPI 159 for hours of interim tuition at 31.12.03 was on track to exceed targets in all categories, with each child receiving an average of almost 23 hours/week
- In school year 2002-03, permanently excluded pupils were reintegrated as follows:
- Of 54 referrals, at 31.8.03
 - 3 were permanently excluded for a 2nd time
 - 11 were reintegrated to mainstream schools
 - 8 went to special schools
 - 4 were on trial moving towards full admission to mainstream
 - 8 lived or moved out of Rotherham
 - 12 remained in interim tuition
 - 11 moved into KS4 PRU provision
- In total, BSS gave pre-referral advice on 186 pupils (72 primary, 104 secondary) and had handled 184 referrals (84 primary, 100 secondary)

c) Summary

BSS has moved forwards on a number of fronts, notably maintaining reintegration of permanently excluded pupils into schools, an extensive and comprehensive programme of training to schools and the initial work of the Behaviour Improvement Programme.

A3: Raising the attainment of children in public care (CiPC)

i) Progress

Personal Education Plans are under regular review and young people are encouraged to complete their own comment forms prior to the meeting. Training for all social work staff is currently underway and foster carers support groups have been targeted. Over 300 young people have been in contact with the team both for individual and group support and events. The Teenagers to Work project has developed and has supported over 50 young people into placements. The team was instrumental in helping the Council reach Beacon status for 'Removing barriers to work'. The information sharing protocol with guidance and procedure notes has been distributed to all schools and key partners. There is a weekly homework club, supported by teachers from the team and a successful joint bid with the Libraries has provided an ICT learning mentor who is running after school ICT clubs for CiPC.

A learning mentor for early years has been appointed and works to help prepare children in nursery settings for school, this post also offers specific support to reception and year 1 children.

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

- Framework for writing school policy to support CiPC available to each school, and advice and support offered
- Admission priorities for CiPC are in the process of being reaffirmed by the Council and all school heads

ii) Improving the quality of school leadership and management

- Training offered to designated governors and chairs - little take-up.

iii) Improving the quality of teaching

- Training has been offered to all schools on working with CiPC
- Designated teachers conference planned for 11th November 2004

b) Performance

In 2003:

- SATS: KS1 – 44% (48% 2002) of CiPC achieved the Rotherham average
KS2 – 26% (47% 2002) of CiPC achieved the Rotherham average
KS3 – 30% (13% 2002) of CiPC achieved the Rotherham average
- GCSEs 76% (93% 2002) of CiPC achieved at least 1 A* - G
50% (71% 2002) of CiPC achieved 5+ A* - G
15% (7% 2002) of CiPC achieved 5+ A* - C

c) Summary

The Get Real Team has grown and developed to improve the educational attainment of this vulnerable group of children and young people. The information sharing protocol will seek to ensure that all parties involved with CiPC will work together and understand each other's roles in order to promote the education of this client group.

The numbers within each cohort remain small and therefore the progress of 1 child can dramatically alter the achievements of the group as a whole. The value added element does not appear statistically but the team works very proactively to secure the inclusion of all CiPC within the educational system.

A4: Support for pregnant schoolgirls and school-aged mothers

i) Progress

There has been success during this period with girls wishing to remain at school. The Rowan Centre continues to give excellent education and support to those young women who attended.

ii) Outcomes

Performance

33 referrals were received, some quite complex.

- 11 attended the Rowan Centre
- 1 was Year 12
- 2 lived outside Rotherham and were referred on
- 3 were miscarriages/terminations
- 16 remained at school or received part time support

iii) Summary

Figures published for 2002 show Rotherham has the lowest figures for teenage pregnancy in South Yorkshire.

A5: Improving support for pupils with significant medical needs.

i) Progress

The LEA has worked with all partners to establish a local policy in line with the DfES/DoH circular for supporting children with medical needs circulated in 1996.

All strategies to support children with significant medical needs have been achieved. The post is currently funded from standards fund, and we are exploring ways in which funding could be provided through revenue budget. The work of the Health/Education Nurse Adviser has been well received, and contributes to the Government and Council agenda of Inclusive education.

ii) Outcomes

a) Process

i) Service improvements

- Working group established to produce local guidance in response to the Government Circular
- Information leaflet produced
- Health/Education Nurse Adviser appointed

ii) Supporting school self evaluation and review

- Sample policy established and circulated to schools to facilitate the implementation of a plan to support children with significant medical needs

iii) Improving the quality of school leadership and management

- Guidance provided to schools in Circular 110 – includes arrangements schools should make to ensure that staff are confident about indemnity cover, and training available to support their role

A6: Improving attainment and educational outcomes for children from ethnic minorities

i) Progress

Ethnic Minority Achievement Grant (EMAG) funding continues to be devolved to schools by formula. 15 primary schools, 4 secondary schools. 2 special schools and 1 nursery school are now in receipt of funding. The attainment of ethnic minority pupils in these schools continues to improve.

The Welcome Centre (a reception centre for older asylum seeker pupils) has opened and is running successfully. Following evaluation, a report has been prepared and agreement reached on expansion and diversification of the provision to meet the needs of this group of pupils.

A review of the Traveller Education Service has been completed and changes implemented.

ii) Outcomes**a) Process**

- Analysis of ethnic data (including attainment) is now available across the LEA as well as for targeted schools
- Individual analyses of ethnic data (including attainment) are available to targeted schools
- Training is available to schools on implementing the requirements of the Race Relations (Amendment) Act
- Training has been made available to Teaching Assistants on meeting the needs of ethnic minority pupils
- Consultancy is increasingly provided to schools on meeting the needs of isolated bilingual learners
- Training has been made available on meeting the needs of ethnic minority pupils within the National Strategies

b) Performance Summary

		1999 %			2003 %		
		Ethnic minority	National	LEA	Ethnic minority	National	LEA
KS2	English (L4 +)	41	70		57	75	69
	Maths (L4+)	16	68		60	73	68
	Science (L4+)	43	78		71	87	84
KS3	English (L5+)	N/A	N/A	N/A	60	69	64
	Maths (L5+)	N/A	N/A	N/A	57	68	66
KS4	GCSE 5A*-C+	30	48		40	53	45

c) Summary

The results of the ethnic minority pupils are generally below both LEA and national averages. However, at KS 1 ethnic minority pupils now perform at or above LEA and national levels. Progress is being made to improve ethnic minority attainment through co-ordinated programs within the national strategies.

A7: Support for schools and families for children with Special Educational Needs (SEN)**i) Progress**

Meetings are held, in clusters of schools, for parents/carers to clarify how Parent Partnership and other support services work together to support children with SEN. Website developed, providing information about the Parent Partnership Service (PPS) and information relating to SEN issues. Content reviewed annually and updates added termly. Availability of the website publicised via Service Newsletter and information flyer. Booklet, *Rotherham Parents Guide to Special Educational Needs*, produced collaboratively by Inclusion Services includes description and contact details of services available to support children with SEN, special school and unit provision within the Borough, and useful contacts. As part of the work of the SEN & Disabilities Group of the Children & Young Peoples Development Team, the PPS is compiling a directory of all Voluntary Organisations and Parent Support Groups that exist with Rotherham.

Working in Partnership with Parents training programme developed aimed at schools and a range of workshops on SEN issues for parents delivered in schools, on request. Parents Information Sharing Workshops established termly in central location. Mediation Awareness training provided and protocol for making referrals to Yorkshire & Humberside Mediation Service established and communicated to schools and LEA Services.

Resource Pack produced collaboratively by Inclusion Services which includes factual information and resources to assist SENCOS in fulfilling their role and responsibilities.

Priority 5: Schools of Concern**i) Progress**

There remain no schools in special measures in the authority.

Two primary schools have been judged to have serious weaknesses, one in January 2004, a second in March 2004. All other primary schools designated with serious weaknesses have been removed from that category at their subsequent inspection. Three underachieving primary schools have been removed from that designation on their subsequent Section 10 inspection. Three local primary schools of concern are moving towards resolution of the main issues, not least through the appointment of new headteachers to the schools.

Two secondary schools remain of significant concern. One, designated with serious weakness in November 2001, did not show adequate progress at HMI monitoring. Senior management re-structured with an Executive Headteacher, in anticipation of the school's closure onto another school in September 2004, with subsequent positive impact that has added pace to improvements in the school.

In this period another secondary school slipped from underachieving to serious weakness designation despite intensive support from the period when HMI monitoring illuminated a high proportion of unsatisfactory teaching. A new Headteacher was appointed from January 2004, a second HMI monitoring visit will take place at the end of March, 2004. The school was judged to have made limited progress at the first monitoring visit in July, 2003. Additionally there are two schools facing challenging circumstances with enhanced levels of intervention, one designated a local school of concern.

There are no special schools or PRUs in OFSTED categories, though two special schools and one PRU are local schools of concern.

A small number of schools have required special support, for example with extended absence of Headteacher. Each of these has been supported effectively either by seconding a currently serving Headteacher or by appointing an ex-Headteacher for a defined period of time to secure the quality of provision in the school.

ii) Outcomes**a) Process****i) Supporting school self evaluation and review**

- The LEA's tariff criteria structure is now applied to schools in all phases, supporting the school self evaluation and review
- In primary schools (now in their fourth cycle) this is demonstrating improvement from previous years in many instances
- The pace of change in a small number remains of concern and a focus for SIA work

ii) Improving the quality of school leadership and management

- In this group of schools the leadership and management of the headteacher has changed in five of the schools, with consequent positive impact on the quality of educational provision offered within the school

iii) Improving the quality of teaching

- Where quality of teaching was an issue from the inspection designation all schools have shown improvement

b) Performance

Improvements in performance lag behind other gains. Some schools are showing substantial gains, these are recorded on their tariff summary. There is still a small group of schools where performance remains stubbornly low despite high levels of support. Intervention strategies through the National Primary Strategy, Key Stage 3 Strategy, Schools Facing Challenging Circumstances and Leadership Incentive Grant are providing significantly enhanced focus for schools of concern and those with an urgent need to improve attainment and achievement.

c) Summary

The Council is demonstrating increased effectiveness in its intervention with schools of concern. Practice with secondary schools needs careful scrutiny in the light of the two comprehensive schools with serious weaknesses, allied to reviewing intervention in departments with ground to gain. Progress is generally good with this priority, the LEA Statistical Profile confirms the low proportion of weak schools compared with statistical neighbours.

Priority 6: Supporting Schools in Raising the Attainment of Pupils through the Promotion of Inclusive Activities and Strategies.

i) Progress

The SEN Strategic Development Plan 2002-2006 was produced and distributed to all schools in September 2002, and forms the key planning document for future developments in relation to promoting more inclusive provision within the borough. Formal approval to changes in provision and the future role of special schools for pupils with moderate learning difficulties, severe learning difficulties, physical difficulties and other specialist resourced provision, in particular autism spectrum disorder has been determined by the School Organisation Committee during 2003/2004. All schools have received an annual update of progress within the SEN Strategic Development Plan 2002-2006, which was distributed in September 2003. The Council is currently implementing the recommendations of the individual reviews.

The Council has also produced further guidance in relation to the identification of pupils with special educational needs, and reviewed the current funding mechanisms that support pupils with statements of SEN producing a universal funding matrix for SEN pupils. The Council is planning to delegate significant funding attached to pupil statements into mainstream school budgets by 1 April 2004. This will be supported by guidance for all schools in the use of these delegated funds.

These developments have been supported by an improved range of training activities within the Inclusion Services Training Programme, particularly in relation to the Code of Practice, including target setting initiatives, as well as internal improvements made to the databases on which SEN information is collated.

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

- Recommendations made for future provision for pupils with hearing and visual impairment and specific learning difficulties
- Revised guidance issued to schools (*Identification of pupils with SEN* [June 2003], *SEN Referral Manual* [Sept 2002] *Parents Guidance re SEN* [Sept 2002])
- School Self Review for Inclusion piloted over last year

ii) Improving the quality of school leadership and management

- Increased Inclusive training programme delivered for schools
- Training for schools to improve quality of advice submitted for statutory assessment
- Information/guidance distributed to Headteachers/budget managers/SENCOs re use of delegated budgets
- Work ongoing in developing the target setting process for pupils with SEN including introduction to P Scales and Pivats, adoption of Pivats by special schools and development of consistent moderation of assessment at P levels

iii) Improving the quality of teaching

- Input at NQT training/ learning mentor/ teaching assistant training re effective teaching/support for pupils with special needs
- Learning Support and Behaviour Support Service courses in training re removing barriers to learning

c) Summary

Work ongoing means that the Council, through the range of inclusive developments above, will begin to reduce the number of pupils in the special school sector over the next four years. This will be supported by an extensive training programme for schools, the delegation of funding for statemented pupils currently retained centrally, early intervention, and the refocusing of the role of special schools and resourced units in sharing expertise with mainstream schools.

Priority 7: Raising Attainment in ICT**i) Progress**

There is a growing confidence in the use of ICT within the classroom, by pupils and staff. A range of professional development training has been offered to schools which focused on the use of ICT in both a subject and cross curricular. Evaluation of courses and in school work is positive and shows they have been of value to the participants.

All ICT development plans were processed, and over 50% of schools have since received monitoring visits by members of the ICT Curriculum Team. These have identified further issues for development and in some cases triggered additional monitoring and support. Schools identified through Ofsted or SIS visits, have been given extra support. Assessment of pupils' use of ICT is an ongoing area for development. Evidence in the portfolio of work shows a higher level of ICT and an improving range and an increased breadth of study. Activities which involve the use of ICT are more challenging.

The delivery of the KS3 ICT core and additional training has been completed to date. All schools have attended at least one part of the programme. Evaluation of the training has been excellent, and the LEA has been requested to feed back on assessment at the regional meeting. Identified extra support schools have taken up their allocation. The Transition project has gone beyond the pilot stage and will be repeated in summer 2004. Elements of the strategy are now embedded in KS3 and have been utilised in KS4. Elements of the KS3 strategy are now reflected in cross curricular work. Schools within the authority have adopted a rolling implementation of the strategy and this is now nearing completion.

ii) Outcomes**a) Process****i) Supporting school self evaluation and review**

- Planning for ICT delivery is in place, this now needs reviewing and relating to the rest of the curriculum
- Strategies for monitoring are being implemented
- An assessment procedure has been agreed and adopted
- Assessment package adopted by primary schools
- Scrutiny of work and development of portfolio

ii) Improving the quality of school leadership and management

- Effective Subject Leadership course delivered as part of primary co-ordinator meetings
- Pilot Cluster groups established
- Planning for ICT in literacy and numeracy completed
- Management of ICT sessions for SMT and subject leaders in secondary schools
- Portfolio of LEA ICT agreed and in place
- All secondary schools' SMT attended initial launch of ICT KS3 strategy

iii) Improving the quality of teaching

- Use of Interactive Whiteboard, and appropriate resources, has had a major impact on teaching strategies.
- Use of ICT to support learning is improving, with better use by staff as role models and in the development of the lesson

- Introduction of Interactive Whiteboard Project, IWBs put in to 12 schools, feedback and work on-going
- Course programme implemented, evaluation of courses has been generally good
- Case studies by teachers and newsletters sharing good practice have been published
- Range of ICT experiences shared with teachers
- Ofsted reports shows teaching of ICT to be satisfactory or better
- Access to resources on line, including locally created content
- Holiday workshops successfully completed
- Portfolio of evidence including contributions from schools, enabling assessment moderation, utilised by most schools
- 16/17 secondary schools now have the suggested 1 lesson of ICT per week
- *Using ICT to Support Geography* document given to all KS1 and KS2 schools
- *Using ICT to Support History* document published and available to all schols that attend relevant course
- Training day for Literacy and Numeracy Consultants in the use of Interactive Whiteboard
- Cross Key Stage speciality days e.g. science, implemented
- *ICT in Foundation Stage* booklet given to all Early Years settings, maintained and non-maintained sector
- Facilitated central ordering of e-credit software to ensure purchase of approved quality programmes
- Teachers' Open Day with pupils from Rotherham schools showcasing good practice
- Multi-media project with Clifton Comprehensive to produce KS2 geography resources
- ICT secondary HoD network meetings enabling work on levelling/KS3/KS4 pathways development
- Successful implementation of Laptops for Teachers scheme

b) Performance

- At KS 3 ICT: 70% level 5+, in line with the national average

c) Summary

Since the appointment of staff to support this area, progress has been very good. All actions have been completed on time and case studies shared with schools. A programme of training was published and delivered effectively. There has been engagement with a greater number of schools relating to both support and training. The use of ICT across the curriculum has been given a greater profile by the production of the subject based documents, this is now being reflected by the up-take of subject focussed courses. Schools are now engaging at a greater level with the process of assessment of ICT. This has been supported through the distribution of the Assessment Portfolio and training opportunities provided through the Curriculum Support Team, both centrally and in schools. This is being evidenced through the ICT Development Plan visits.

Priority 8: Building Schools Capacity to be Autonomous and Self ImprovingA1: Developing school's strategies for self review**i) Progress**

The targets set to be achieved by this date, relating to school self evaluation, have been met. The LEA is still on target to achieve the other targets within the designated time scale

ii) Outcomes**a) Process****i) Supporting school self evaluation and review**

- 80 primary school leaders have successfully completed the accredited OFSTED self review course
- The LEA guidance document for completion of OFSTED form S4 in primary schools has been rewritten in line with the new framework and circulated to the 45 schools that attended a recent OFSTED training course
- 10 schools have accessed aspects of the above training through school in-service
- All secondary Headteachers have undertaken peer review as part of the LIG process

ii) Improving the quality of school leadership and management

- 80 school leaders have developed leadership and management skills through day 3 of the OFSTED self review course.
- 20 schools are receiving direct training on leadership through the primary leadership programme.
- The LEA is promoting the development of S4 as a method of self evaluation during the spring term of 2004
- The LEA is promoting the development of S4 as a method of self evaluation during the spring term of 2004
- All secondary school leadership teams are committee to collegiate leadership development as LIG collaboratives.
- A team of secondary headteachers is training with a consultancy on a national pilot scheme for Community Leadership with the NCSL.

iii) Improving the quality of teaching

- 35 primary schools better equipped to monitor teaching and learning using the OFSTED framework and strategies used by school inspectors and then set appropriate targets for improvement.

b) Performance

- In grading the management qualities of schools OFSTED found in the last inspection data that Rotherham had a higher proportion of good and very good schools than the national figure or those achieved by statistical neighbours. The proportion of schools requiring some attention was lower
- The average teaching grades in Rotherham's schools from the last inspection were slightly better than those achieved both nationally and by statistical neighbours

A2: Healthy School Standard

i) Progress

All targets relating to the Healthy Schools initiative have been met. Schools are actively working within scheme. All the Healthy Schools Initiatives have been successfully implemented.

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

- 76% of schools have undertaken a Healthy Schools audit and produced an action plan
- Termly newsletter produced and distributed to schools to disseminate good practice

ii) Improving the quality of teaching

- Schools have been supported to develop their PSHE/Citizenship programmes through the Healthy Schools Programme
- A scheme of work for PSHE and Citizenship will be available to schools in the summer term 2004

b) Performance

- 10 schools have achieved full Healthy Schools status
- A national programme of PSHE CPD had been run for 10 teachers leading to certification. This has facilitated much sharing of ideas and good practice

A3: Building partnerships locally, regionally and nationally

i) Progress

There has been strong development in this activity with all elements making visible progress with the exception of the development of the individual pupil database. Links with local partnerships have helped establish a way forward. Rotherham has been called upon at various times to share its practice with other Partnerships and DfES highlighted the Partnership as having particularly good practice in relation to Primary EiC. Rotherham was visited by policy makers in relation to the national roll-out.

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

- All secondary schools now use Tariff for self evaluation in all EiC strands. This incorporates the national LIG criteria

ii) Improving the quality of school leadership and management

- Pilot group attended Whole School Monitoring and Evaluation course in relation to G&T
- Strands hold regular meetings to discuss progress and current key issues
- Positive responses in OfSTED reports in relation to EiC activities
- Secondary schools and Collaboratives centrally involved in the construction of multi-agency teams for Children's Services

iii) Improving the quality of teaching

- All schools have nationally trained co-ordinators
- Regular sharing of T&L practice via network meetings
- Greater focus on curriculum development

b) Performance

Target	2002 Target	2002 Actual	2003 Target	2003 Actual	2003 National
3 A*/A	10.5%	11.5%	11%	n/a	n/a
% 5A*-C	45%	41.6%	48%	44.5%	52.9%
% 1 A*-G	95%		N/A	94.6%	94.8%
GCSE APS	36.1	36.4	38.3	32.1	34.8
% Early entry (Y10)	2%	6.3%	3.5%	n/a	n/a
% of students to achieve L6+ at KS3	En = 28% Ma = 38% Sc = 28%	29.1% 37.8% 26.8%	28.6% 39% 30%	29% 44% 34%	35% 49% 40%
% of students to achieve L5+ at KS3	En = 68% Ma = 66% Sc = 64%	59.5% 62.1% 63.1%	73% 72% 69%	64% 66% 63%	69% 71% 68%
% of students to achieve L5+ at KS2 in LEA		En = 23% Ma = 25% Sc = 36%	30% 31% 35%	20.9% 24.3% 36.6%	27% 29% 41%
% of students to achieve L4+ at KS2 in LEA	En = 81% Ma = 81% Sc = N/A	69.6% 72.4%	81% 82%	79.4% 68.2% 84.3%	75% 73% 87%

SN and national data taken from LEA profile

c) Summary

KS3/4 targets not met. Overall performance limited by 2 schools recently experiencing difficulties and lowering overall performance.

A4: Further develop target setting**i) Progress**

Progress in 2003/2004 is at least good. Using prior attainment data from the Fisher Family Trust, all schools with KSs 2, 3 and 4 pupils were provided with timely individual pupil data for target setting in 2004/2005 and 2005/2006. KSs 2 and 3 received data for 2006/2007 provisional targets.

School Improvement Advisers and schools were provided with training to support the use of these data sets to bring about a consistent level of challenge to all schools. It is anticipated that a consequence of this more consistent approach will be a much improved match between target set and outcomes achieved. In 2003 there was still a

significant disparity between the two in each key stage as is illustrated by the table below.

Targets / Results	2003					
	LEA target	Schools' target	FFT B	FFT D	Results	Difference
KS2 En L4+	81%	79.3%	73%	82%	70.0%	-9.3%
KS2 Ma L4+	82%	82.6%	73%	84%	68.9%	-13.7%
KS2 En L5	30%	28.1%	26%	36%	21.0%	-7.1%
KS2 Ma L5	31%	33.7%	26%	33%	24.7%	-9.0%
KS3 En L5+	72.5%	70.3%	69%	76%	64.8%	-5.5%
KS3 Ma L5+	72%	69.9%	71%	74%	66.8%	-3.1%
KS3 Sc L5+	68%	69.3%	71%	76%	63.5%	-5.8%
KS3 ICT L5+	72%	68.3%				
KS4 5 A*-C	48%	47.8%	45%	50%	44.5%	-3.3%
KS4 Average Points (uncapped)	38	38.3	38	40	37.5	-0.8

Schools have responded positively to the provision of data, valuing the consistent nature of the data provided for each school. There still remain issues for School Improvement Advisers to achieve a higher level of consistency of challenge when setting targets. The targets for 2003 were not set with the benefit of the Fisher Family Trust prior attainment data accounting, to some degree, for the significant discrepancy between targets and outcomes.

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

Many schools have implemented pupil tracking systems that are impacting on teacher expectations of attainment and progress year on year. The provision of Fischer Family Trust data is contributing to these structures as schools have prior attainment information up to three years in anticipation of the tests to guide their pupil tracking / target setting procedures.

b) Performance

See table above re attainment information

A5: Continuing professional development (CPD) [and retention]

i) Progress

Action to support professional development of existing senior managers and encourage uptake on National College of School Leadership (NCSL) programmes to increase the pool of candidates equipped to move to SMT vacancies has continued. Development of Advanced Skills Teachers (AST) has ensured better targeted support for teaching and learning. Induction programme introduced for School Improvement Service personnel and all Performance Development Reviews and CPD now reflect the national competencies required for effective monitoring, support and challenge.

A number of developments at national level required the LEA to make in-year modifications to planned programmes i.e. initial plans for the roll-out of the years 2-5 programme required a changed emphasis shifting towards developing the capacity and awareness of the power of CPD at school level. The national emphasis, following publication of Time for Standards, necessitated the development of a co-ordinated approach to Workforce Reform in general.

A CPD Team was created and a new post of Senior School Improvement Adviser - CPD was created to signal the importance attached to workforce development. Support staff development work (including Standards Fund 508b activity) was integrated into this team and the School Improvement Plan (04-05) structured to reflect the changing emphasis on the whole workforce. Support for schools in implementing the National Agreement has involved significant consultation with unions and other stakeholder groups. A major emphasis during 03-04 has been on awareness raising, communicating with stakeholders through a variety of means. Provision of a range of CPD opportunities, including those focused on the National Strategies continued during the year.

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

- Improved skills of senior and middle leaders in undertaking school self-evaluation e.g. through supporting the use of tariff document, form S4, Ofsted framework
- Support for schools in reviewing existing practice in context of workforce reform
- Support for development of peer review through LIG

ii) Improving the quality of school leadership and management

- All newly appointed headteachers now routinely receive induction to ECALS
- Increased intake onto NCSL leadership programmes
- Increased range of CPD opportunities for senior staff including through LIG with greater emphasis on collaborative ventures – more schools supporting each other
- Individually targeted support to tranche 1 and 2 schools engaging with Remodelling
- Awareness raised of the implications of workforce reform to ensure effective and timely implementation phase 1 reforms

iii) Improving the quality of teaching

- AST support targeted in areas of concern identified through LEA monitoring
- Significant numbers of school support staff trained to support teaching and learning through in-class support and structured intervention programmes
- Also see CPD provided through National Strategies (NLS, NNS and KS3)

b) Performance

- 100% of schools indicated their adherence to phase 1 (24 tasks) within the first half term
- NRT targets for schools engaged with remodelling have been met

c) Summary

This has been an area of significant growth in the LEA but with the emphasis shifting appropriately in response to national priorities. The LEA's capacity to promote CPD, its links with Performance Management and its centrality to School Improvement has been significantly strengthened as has the degree to which schools work collaboratively and

share good practice. In the period of this review the significance of Workforce Reform has been recognised and promoted effectively to all stakeholders. Work in this area has been recognised nationally by workforce unions, WAMG and the NRT.

A6: Teacher supply & recruitment

i) Progress

Continued rigour in Newly Qualified Teacher (NQT) induction in all schools, evidenced through School Improvement monitoring visits, with focused support and intervention in the small number of schools where unsatisfactory progress was being made towards induction standards by NQTs. Targeted use of AST (NQT Induction) to support identified schools.

Active links with Higher Education Institutions (HEI) providers and raised profile for Rotherham in Y&H Regional Steering group and local Graduate Teacher Programme (GTP) partnership has led to increased number of training placements in primary schools. There has been an encouraging improvement in recruitment to many vacant posts. RMBC Supply Agency established and used by majority of schools. Increased attention being given to quality assurance procedures and training for supply teachers brokered through the LEA.

LEA made prompt response to 'Time for Standards' – lead officers in place and significant activity to raise awareness of the implications of the document. (Also see Priority 8 A5)

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

- NQT audit of induction practice increasingly used to develop induction programmes for other staff in schools
- Training in NQT induction supporting internal evaluation of procedures

ii) Improving the quality of school leadership and management

- Increasing number of senior staff involved in managing induction of NQTs and mentoring ITT students contributing to own CPD
- Improved response to advertised HT and DHT vacancies
- All newly appointed headteachers now routinely receive induction to ECALS
- Increasing range of CPD opportunities for senior staff including through LIG with greater emphasis on collaborative ventures
- Guidance provided for schools on new Induction Standards and CEDP

iii) Improving the quality of teaching

- High success rate of NQTs successfully completing induction and continued high retention rates
- Increasing number of highly motivated teachers qualifying through GTP route
- Increased emphasis on PDR and self-evaluation on NQT courses
- Higher profile and improved attendance at NQT network group meetings

b) Performance

- No NQT has failed induction in a Rotherham school since 1999
- Increased recruitment to vacant posts
- Sustained high numbers of NQTs recruited to posts each year
- Positive Ofsted report on the DRB for Graduate Teacher Programme

c) Summary

Investment in developing partnerships with HEI, over the last few years in particular, have raised the profile of Rotherham amongst prospective teachers as a positive placed to work. Much greater awareness of the varied training routes, particularly through GTP and partnerships with HEIs has had a positive impact on recruitment and retention. Positive feedback on RMBC placed supply teachers, some of whom have successfully moved into permanent posts. NQT induction has been taken very seriously since the introduction of new regulations (DfES Circular 5/99 and subsequent revisions). Rigorous quality assurance procedures by RMBC from the outset have minimised the potential for failures and consequently no challenges or appeals.

Section C: Cost Effectiveness of School Improvement Plan 2003 -2004

The analysis of the cost effectiveness of the School Improvement Plan 2003/04 has been arrived at through an overall assessment of effectiveness and efficiency in key areas in relation to costs. Account has been taken of the characteristics of the LEA compared with either statistical neighbours, national or regional figures (using the LEA Profile), the backgrounds of pupils and related external evaluations of effectiveness to the unit cost of the SIP. Thanks are offered to Wakefield School Improvement Service for sharing their model for evaluating cost effectiveness.

Contextual Factors (c.f. National)	Well above	Above	In line with	Below	Well below
Pupil attainment on entry				7	
Deprivation				7	
Free School Meals			7		
Ethnic Minorities			7		
Special Educational Needs		7			
Funding Per Pupil			7		

Effectiveness of EDP 1 Progress compared to stat. neighbours (2003)	Well above	Above	In line with	Below	Well below
KS1 Literacy			7		
KS1 Numeracy			7		
KS2 Literacy (BVP141)				7	
KS2 Numeracy (BVP140)				7	
KS3 Core Subjects			7		
KS4 5+A* -C (BVP1 38)			7		
KS4 1+A* -G (BVP1 39)			7		
KS4 APS [capped] (BVP1 37)			7		
Value-add. KS1 – KS2		7			
Value-add. KS2 – KS3				7	
Value-add. KS3 – KS4		7			

CPA and Ofsted evaluation	Well above	Above	In line with	Below	Well below
School Improvement Programme		7			

Other	V. Good	Good	Satisfactory	Unsatis.	poor
Attendance			7		
Exclusions [2001 figures]			7		

Unit Cost of EDP	Well above	Above	In line with	Below	Well below
LEA's EDP expenditure/ pupil				7	

Cost Effectiveness	Well above	Above	In line with	Below	Well below
Overall cost effectiveness of the EDP			7		

Overall the authority evaluates the cost effectiveness of the 2003 -2004 School Improvement Plan as **satisfactory**.

Section D: Resources for the School Improvement Plan 2004 - 2005

	Fair Funding Category					Total £
	Grant £	Strategic Management £	Access £	School Improvement £	SEN £	
Priority 1 (Primary)	850,593	0	0	179,500	1,260	1,031,353
Priority 2 (KS3)	276,500	0	0	18,275	0	294,775
Priority 3 (KS4)	691,037	0	0	76,075	0	767,112
Priority 4 (Vulnerable pupils)	1,454,500	0	128,880	0	117,810	1,701,190
Priority 5 (school of concern)	50,000	4,250	0	313,575	7,500	375,325
Priority 6 (Inclusion)	0	3,150	3,150	0	94,450	100,750
Priority 7 (ICT)	85,000	0	0	96,000	0	181,000
Priority 8 (Autonomous schools)	239,000	27,300	0	172,550	5,145	443,995
TOTALS	3,646,630	34,700	132,030	855,975	226,165	4,895,500

74% of the cost of implementing the School Improvement Plan is met through external grants. The highest costs relate to Priority 1 (Primary and Early Years) and Priority 4 (working with vulnerable children). The overall cost of £4,895,500 works out at £112 per pupil combined funding or £83.4 per pupil grant funding and £28.6 per pupil core funding.

Section E: Consultation

Intensive consultation was undertaken to determine both the priorities for EDP 2 and the activities relating to each priority for the School Improvement Plan (Annex 2) for 2002 – 2003. Details of this were recorded in the EDP 2 submitted to DfES in January 2002. The priorities for 2004 – 2005 haven't changed and there have been minimal changes to the associated activities.

The following consultation opportunities have been organised:

- Jan 2002: A letter and questionnaire document sent to all Headteachers, Chairs and Vice Chairs of Governors with an invitation to respond/comment on identified priorities for EDP2;
- Feb 2003: A letter and questionnaire document sent to all Headteachers, Chairs and Vice Chairs of Governors with an invitation to respond/comment on identified activities for SIP 2003/04 – no change for 2004/05;
- April/May 2004: Copies of SIP 2004/05 circulated to all Headteachers and Chairs of Governors;
- May 2004: Item presented to meeting for Cabinet Member and Adviser, and Cabinet for discussion and comment;

- June 2004: Item presented to Lifelong Learning Opportunities Scrutiny Panel for discussion and comment;
- June 2004: Copy of SIP for 2004/05 placed on Council website;
- June/July 2004: Agenda item on meeting with Diocesan representatives.

C. Kinsella
Strategic Leader School Improvement
29/04/04

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1. **Meeting** **Cabinet Member and Advisors
Education, Culture and Leisure Services**

2. **Date of Meeting** **1st June 2004**

3. **Title** **Coronation Park Doorstep Green**

4. **Originating Officer** **Nick Barnes, Business Development Officer,
Culture, Leisure and Lifelong Learning**

5. **Issue** The Cabinet Member for Education, Culture and Leisure is asked to approve the formal creation of a Doorstep Green at Coronation Park in Maltby (plan attached). (The grant offer was reported May last year.) The creation ties the land into a legal framework which defines its use for the life of the Doorstep Green for up to thirty years.

6. **Summary** The Countryside Agency has awarded the Friends of Maltby Parks in partnership with Rotherham Metropolitan Borough Council's Green Space Unit, a grant of £50,000 for the creation of a Doorstep Green at Coronation Park in Maltby. The group has worked closely with the Green Spaces unit, Maltby Town Council and Groundwork Dearne Valley to make this possible. In order to realise this funding, a number of legal documents must be completed which tie the council into an agreement with the Friends group. These include
 - the Deed of Covenant which dedicates the land for the purpose of a Doorstep Green,
 - the Report on Title which explains the council's interest in the land and
 - the Framework Agreement which formalises the partnership between the Friends group and the council,
 - in addition the Grant Terms and Conditions must be signed.
 At this point the Doorstep Green comes into existence.

7. **Clearance/Consultation** Strategic Leader; Culture, Leisure and Lifelong Learning, Legal & Democratic Services, Risk Management & Insurance Corporate Finance Service, Friends of Maltby Parks, Maltby Town Council, Groundwork Dearne Valley, Acting Director – Education, Culture and Leisure.

8. **Timing** The project aims to deliver specific outputs before the end of November 2004. To reach this position the legal documents must be in place. These include the Deed of Covenant, the Report on Title and the Framework Agreement and then the Grant Terms and Conditions can be signed. At this point the

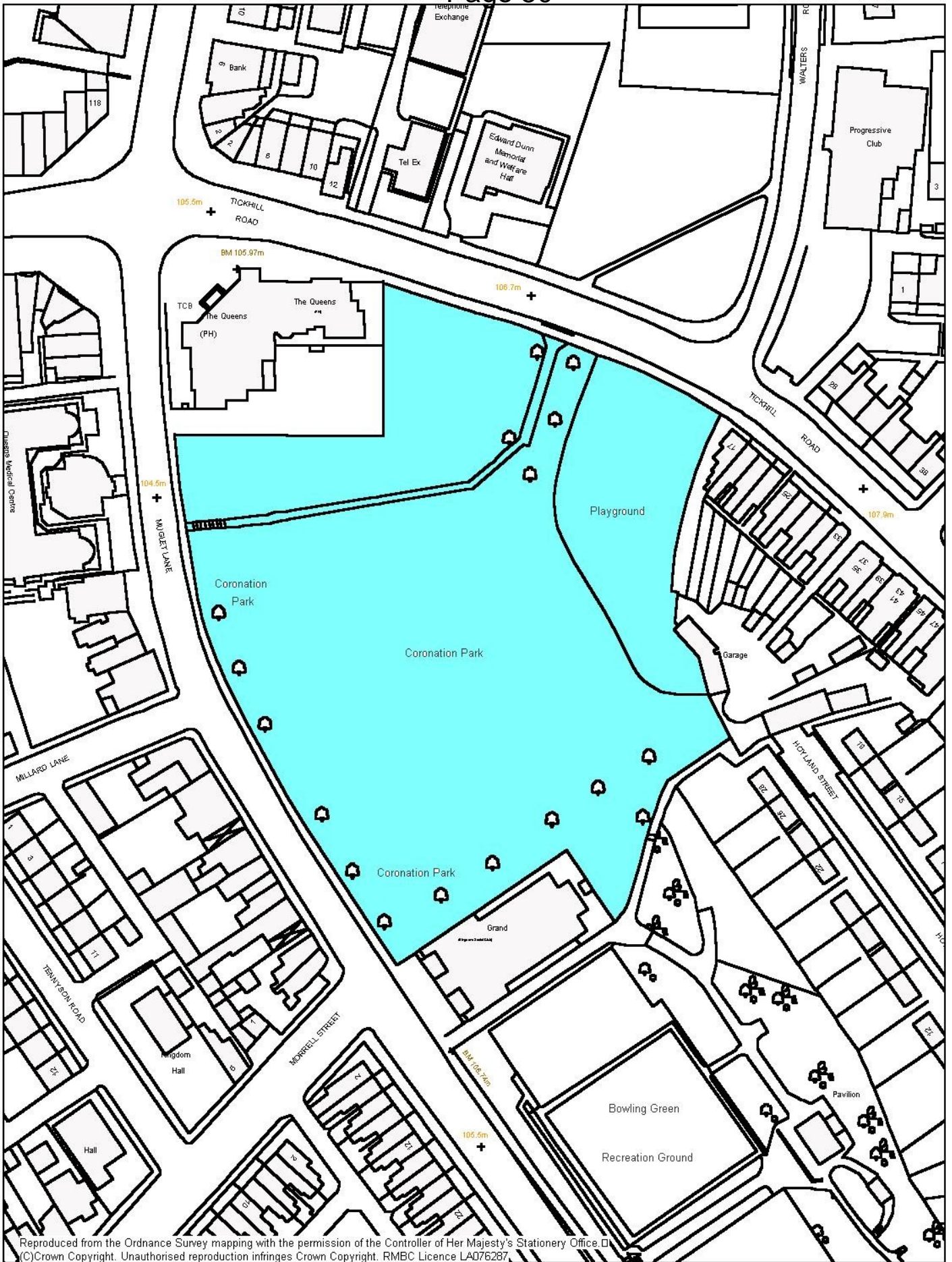
Doorstep Green comes into existence. The majority of the grant is to be used during 2005.

- 9. Background** The Friends of Maltby Parks approached the council with a request for support in developing a Doorstep Green at Coronation Park during 2002. Support was given to reach the approval stage and now the legal framework needs to be put in place to allow this important local initiative to come to fruition.
- 10. Argument** By dedicating this land as a Doorstep Green for up to 30 years the council is voluntarily preventing a change of use over that period. However as an existing area of Green Space land it is unlikely that there would be any intention in the intervening period to change the land use and therefore jeopardize the Doorstep Green status.
- 11. Risks and Uncertainties** Failure to formalise the designation of Coronation Park as a Doorstep Green will mean that the grant offered by the Countryside Agency is withdrawn and the arrangement will not proceed. This would also have implications for other funding streams that are being developed.
A change of land use once the agreement is in place would result in a liability to repay the original grant to the Countryside Agency.
- 12. Finance** The Doorstep Green funding matches funding through the Maltby Partnership and complements funding already secured from New Opportunities Fund through the Transforming Your Space theme.
The creation plan identifies a programme of works, which will be delivered (including landscaping, information provision and surfacing works), and for which the funding is in place.
- 13. Sustainability** Once in place the project will be placed onto the council's grounds maintenance contract and delivered as per that specification. In addition a dedicated Development Ranger has recently been appointed to work on the site to encourage local involvement and detached youth workers are assisting in making the park a safe place to participate in recreation.
- 14. Wards Affected** Ward 9 Maltby
- 15. References** Legal and Democratic Services
Countryside Agency
- 16. Presentation** Cabinet member support will allow the smooth running of this community led grant programme.

17. Recommendations

i) That the Cabinet Member for Education, Culture and Leisure approves the formal creation of a Doorstep Green at Coronation Park in Maltby.

ii) That this information, subject to i) above being agreed, is circulated to ward 9 Members.



Scale 1:1250

Date: 14/05/2004

Map Centre: □
453549,392031



Rotherham MBC

Econ & Devt Services □
Bailey House □
Rawmarsh Road □
Rotherham S60 1TD □
□



RMBC LEISURE / JOINT SERVICE CENTRE PROJECT BOARD
Friday 14th May 2004

Present:-

Councillor Georgina Boyes	Cabinet Member, Education, Culture and Leisure Services (in the Chair)
Councillor Gerald Smith Derrick Connolly	Cabinet Member, Economic and Development Services Capital Project Development Manager, Culture, Leisure and Lifelong Learning
Ian Gledhill Tony Preston	Strategic Resources Team (Legal) Business Development Manager, Culture, Leisure and Lifelong Learning
Phil Rogers Graham Sinclair	Strategic Leader, Culture, Leisure and Lifelong Learning Project Management Team Leader, Strategic Resources Team
Paul Smith	Design Consultancy Manager, Economic and Development Services
Kath Atkinson	Director for Strategic Planning and Development, Primary Care Trust
Peter Ross	Consultant

Apologies for absence:-

Jon Baggaley	Strategic Resources Team (Financial)
Andrew Bedford	Acting Executive Director, Education, Culture and Leisure Services
Kevin Gallacher	Primary Care Trust
Adam Wilkinson	Executive Director, Economic and Development Services

18/04. Minutes of Previous Meeting

The minutes of the previous meeting of this Project Board, held on 19th March, 2004, were agreed as a correct record.

19/04. Gateway Review and Action

The Project Board noted that:-

- all three banks (ie: HSBC, National Investment Bank and Innisfree) considered the leisure project to be an attractive one for marketing; there was also considered to be an element of demand risk, which the banks would discuss at the appropriate time;
- the Project was being marketed as a single package (this would continue to be monitored through this Project Board);
- a bid for funding from the Single Capital Pot would be made in respect of the St. Ann's swimming pool.

20/04. Outline Planning Permission and Consultation

Consultation meetings had been held in respect of all of the swimming pools. Discussions had also been held with Sport England.

21/04. Outline Business Case – Progress and Feedback

The Treasury's Project Review Group had now approved the outline business case and the Private Finance Initiative (PFI) credits for the Primary Care Trust's joint service centre. The PFI credits amounted to £5.83 millions, compared to the original award of £2.6 millions. The project was therefore considered to be affordable, value for money and deliverable.

22/04. Presentation to Borough Council Elected Members – 18th May, 2004

The Project Board noted that information about the project was to be provided for Borough Councillors on 18th May, 2004. This action would ensure that the appropriate Borough Council decisions would be made, enabling the project to be advertised in the European Journal for tendering purposes.

23/04. PFI Project – Progress and Update

The Project Board noted the following information:-

(a) an application for outline planning permission had been submitted in respect of the St. Ann's swimming pool; further applications had also been submitted in respect of the swimming pools/sports centres at Aston, Maltby and Wath upon Dearne and for the joint service centre at Maltby;

(b) at Wath upon Dearne, the new swimming pool building will encroach on part of the comprehensive school site;

(c) at Maltby, the joint service centre would be constructed on the "town side" of Braithwell Road, with the swimming pool and sports centre likely to be constructed on the opposite side of Braithwell Road;

(d) the swimming pool and sports centre at Aston would be built together; there might also be an issue of a small portion of the building having to be constructed on land designated as green belt (the "lost" portion of school field would be replaced elsewhere on the site);

(e) the joint service centre, being constructed at Maltby in partnership with the Primary Care Trust, was considered to be a challenging and innovative project, which would ultimately deliver a high level of service to local people; there were several issues still to be considered, especially those organisations which would not have a permanent presence at the centre (eg: Citizens' Advice Bureau) and how much rent they would pay; there was a further issue about the contribution to be received from the South Yorkshire Police, who intended to use the centre as a community base;

(f) it was confirmed that there would be a doctor's general practice within the joint service centre;

(g) two workshops had already taken place for representatives of those services which intended to have a permanent presence at the joint service centre; these workshops had been very well attended;

(h) the Project Board was informed of progress with the recruitment of partner organisations to provide financial services and legal services to the project; it was intended that the successful bidders would be appointed, after interview, during the Summer; it was noted that specific expertise and skills in this type of project were being sought from the organisations which had submitted bids, for example:-

financial services – complex financial modelling; utilisation of standard Government documentation;

legal services – property issues; Office of the Deputy Prime Minister code of practice for the transfer of staff;

(i) the project involved specialist construction work; the Project Team intended to create a unique grouping of partner organisations to take forward this project; there would be a continual dialogue with the Borough Council's highways and drainage teams during the design and planning stage;

(j) the Project Board agreed that Richard Caborn, M.P. (Minister for Sport) and the three local Members of Parliament should be informed of progress with this project, at regular intervals.

24/04. PFI Project – Overall Programme

The Project Board received a chart detailing the overall programme of the project. Members of the Project Board expressed their approval of the overall programme, noting that the intention was for construction work to start on site during Autumn 2005.

As part of the consultation stage, a public meeting would take place at Maltby on Monday, 28th June, 2004.

It was agreed that the overall programme and timescales would need to be discussed at every meeting of the Project Board.

25/04. Project Board – Revised Terms of Reference

The Project Board formally approved its revised terms of reference, as set out below:-

- (1) To meet a minimum of four times per year, unless otherwise agreed.
- (2) To steer the project to a successful conclusion at financial close, so that its milestones and objectives are met.
- (3) To receive regular reports based on the Project Plan from the Project Team on the progress of the project.
- (4) To approve any significant deviations from the Project Initiation Document (PID).
- (5) To ensure the minutes of the Project Board are received by the Cabinet Member for Education, Culture and Leisure Services, the Regeneration Board and the Primary Care Trust.
- (6) To ensure that appropriate consultation takes place with Government, users and other stakeholders.
- (7) To monitor the impact of the scheme on both Council and Primary Care Trust revenue budgets.-
- (8) To consider the proposals in relation to Council and Government priorities.
- (9) To arbitrate on any issues within the project and to seek to negotiate a solution between the project and external bodies.

(10) To monitor the value for money and impact of the scheme.

With regard to (5) above, the minutes of this Project Board's meetings would also be submitted, for information, to the meeting of the Cabinet Member for Economic and Development Services and Advisers.

26/04. Any Other Business

Reference was made to Building Schools for the Future. The next wave of authorities involved in this would be announced later this year, probably in the Autumn.

27/04. Date of Next Meeting

The next meeting would take place at the Town Hall, Moorgate Street, Rotherham, on Friday, 9th July, 2004, commencing at 11.00 a.m.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1. **Meeting:** Cabinet Member
Education, Culture and Leisure Services
2. **Date:** 1st June, 2004.
3. **Title:** Adoption of Public Open Space - Hesley Grange
Development, Thorpe Hesley, Rotherham.
4. **Originating Officer:** R. Cummins
Culture, Leisure and Lifelong Learning,
Extension 2459.
5. **Issue:**
Consideration of a request to adopt public open space at Hesley Grange,
Scholes.
6. **Summary:**
A formal request has been received from George Wimpey Homes to adopt
two areas of Public Open Space, including a new play area, on a residential
development off Middlewood Drive and Hesley Mews at Hesley Grange,
Scholes.
7. **Clearance/Consultation:**
The Planning Service has previously been consulted, together with
representatives of George Wimpey Homes.
8. **Timing:**
A decision is needed as soon as possible.
9. **Background:**
Planning consent for new housing at Hesley Grange was granted subject to a
Section 106 Agreement dates 21st December 2000. The agreement includes
for the payment by the developer of a capital sum of £35,000 for provision of
recreational facilities, including a play area, and future maintenance of two
open spaces within the development. It also refers to the Council being
responsible for the general maintenance of the green land.

The green areas are predominately grassland with a mixture of tree and shrub planting amount to approximately 2031 square metres. The play area includes five different play activities, seat, litter bins and impact-absorbing surfacing. It is fenced with self-closing gates. We have now been asked to adopt them in line with the agreement. The area has been maintained to a good standard and is suitable to be considered for adoption.

10. Argument:

It is acknowledged that there is a presumption against adopting land such as this currently. However in this case the Council is required to adopt the land to meet the terms of a Section 106 Agreement which pre-dates the current position on such matters.

11. Risks and Uncertainties:

There are no identifiable risks associated to the recommendation. The adoption of land by the Council satisfies the requirements of the planning consent.

12. Finance:

The commuted sum figure of £35,000 for the provision of the play equipment and future maintenance of this particular Public Open Space has already been paid into our budgets.

The cost of the play equipment was £27,500 leaving £7,500 for five years maintenance. The annual maintenance costs of the play area and associated open space has been established at £1,500

The maintenance of the additional Public Open Space of Middlewood Drive has been established at £600 per annum, or £3000 for the five year period. The developer has agreed to pay an additional commuted sum of this amount.

13. Sustainability:

The new green spaces provide a valuable and sustainable extension to the local network of green routes and habitats, including links to Scholes Coppice.

14. Wards Affected:

Ward 20

15. References:

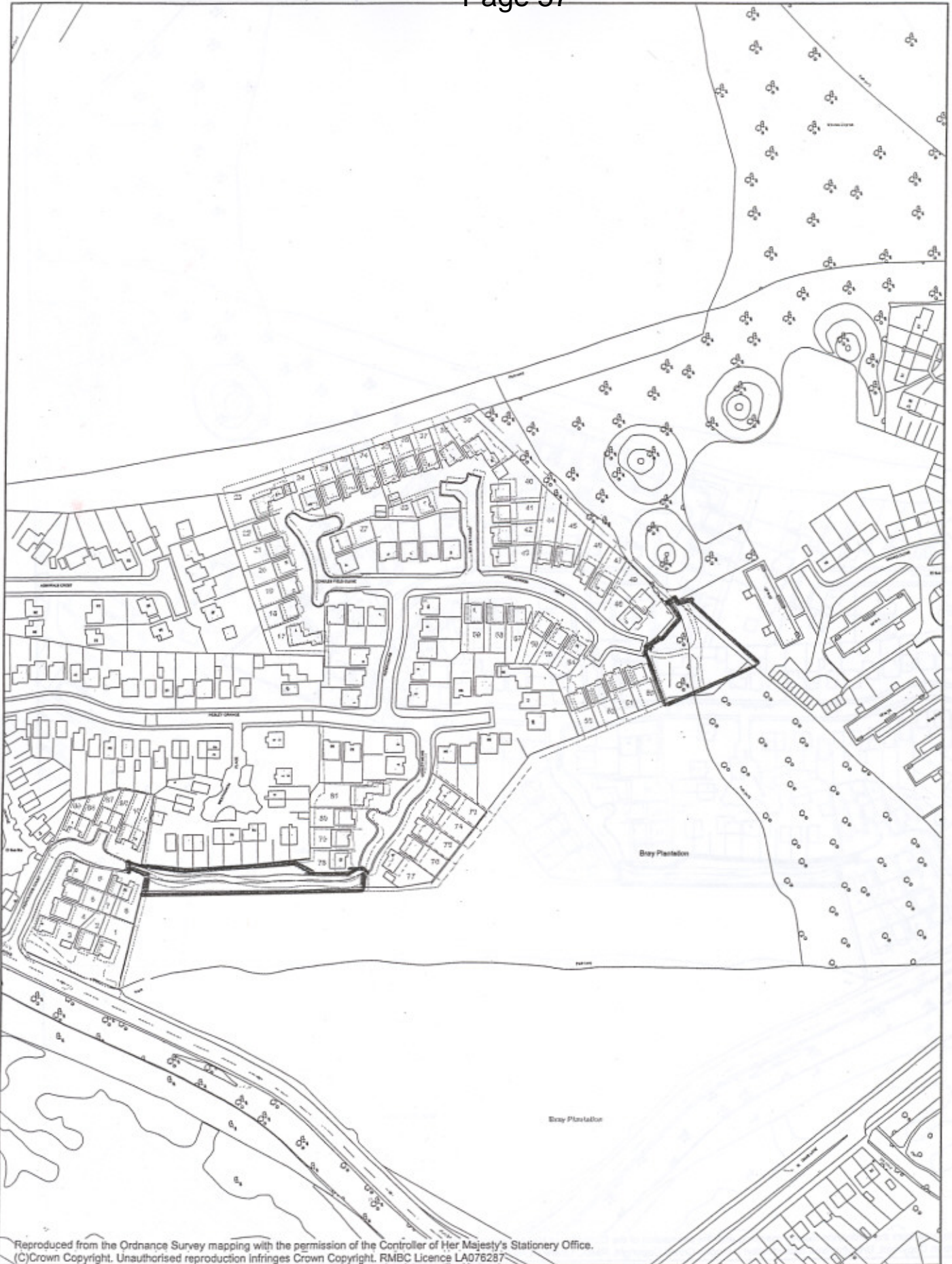
Please find enclosed plan of the site.

16. Presentation:

These areas of land form all of the Public Open Space on this residential development, and provide a much needed play facility.

17. Recommendations:

- (a) That approval be given to the adoption from George Wimpey Homes by Culture, Leisure and Lifelong Learning of the areas of public open space at Hesley Grange marked on the accompanying plan, in line with Section 106 Agreement dated 21st December 2000.
- (b) That subject to this approval being given, the Executive Director Economic Development Service be requested to arrange the transfer of the public open space at Hesley Grange from George Wimpey Homes to the Borough Council.



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