

LIFELONG LEARNING OPPORTUNITIES SCRUTINY PANEL

**Venue: Town Hall, Moorgate
Street, Rotherham.**

Date: Monday, 26 July 2004

Time: 10.00 a.m.

A G E N D A

THEME - QUARTERLY MONITORING

1. Apologies for absence
2. To determine if the following matters are to be considered under the categories suggested in accordance with the Local Government Act 1972.
3. To determine any item which the Chairman is of the opinion should be considered as a matter of urgency.
4. Declarations of Interest
5. Questions from members of the public and the press.
6. PRESENTATION - Work of the Lifelong Learning Opportunities Scrutiny Panel
7. Co-option on to the Lifelong Learning Opportunities Scrutiny Panel (copy herewith) (Pages 1 - 4)

FOR MONITORING

8. Adult Learning Inspectorate - Rotherham LEA Re-Inspection of Adult Community Learning (copy herewith) (Pages 5 - 9)
9. Performance Indicators ECALS 2003/04 Performance Indicator Outturn Report and Consolidated Action Plan (copy herewith). (Pages 10 - 30)
10. Schools PFI Project Update: Summer Term (copy herewith) (Pages 31 - 36)
11. Education, Culture and Leisure Services Outturn 2003/04 (copy herewith) (Pages 37 - 50)

12. Outline Work Programme 2004/05 (copy herewith) (Pages 51 - 53)
13. Programme Area ICT Action Plan 2004/05 - 1st Quarter Progress Report (copy herewith). (Pages 54 - 72)

FOR INFORMATION

14. Minutes of this Scrutiny Panel held on 24th May, 2004 (copy herewith) (Pages 73 - 80)
15. Matter Arising - Note from Head of Corporate Finance regarding RBT (Minute No. 184) (Page 81)
16. Minutes of the Performance and Scrutiny Overview Committee held on 7th May, 21st May and 4th June, 2004. (copy herewith). (Pages 82 - 96)
17. Minutes of a meeting of the Rotherham Children and Young People's Board held on 6th May and 1st July, 2004 (copy herewith). (Pages 97 - 111)
18. Minutes of Meetings of the Cabinet Member for ECALS held on 18th May, 25th May, 1st June, 8th June, 22nd June, 29th June and 6th July, 2004 (copy herewith). (Pages 112 - 130)
19. The Annual Review and Evaluation of the School Improvement Plan April 2003-March 2004 (Pages 131 - 172)

FOR DECISION

20. Nominations (Democratic Services Manager) (copy herewith) (Pages 173 - 174)
21. Set Up of Review Group for Adult Learning

**Date of Next Meeting:-
Monday, 23 August 2004**

Membership:-

Chairman – Councillor St. John
Vice-Chairman – Councillor (none)
Councillors:-Barron, Boyes, Burke, Cutts, Dodson, Hodgkiss, Kaye, Lee, License, McNeely, Swift,
Thirlwall and Turner

ROTHERHAM METROPOLITAN BOROUGH COUNCIL

1. **Meeting:** Lifelong Learning Opportunities Scrutiny Panel
2. **Date:** 26 July 2004
3. **Title:** Co-option onto the Lifelong Learning Opportunities Scrutiny Panel for 2004/05
4. **Originating Officer:** Delia Watts, Scrutiny Adviser, ext. no. 2778
5. **Issue:**
Representatives of external organisations are co-opted onto the Panel for one municipal year. The *Overview and Scrutiny Procedure Rules* allow the Panel to ..."appoint a number of people as non-voting co-optees".
6. **Summary:**
The rationale for having non-voting co-optees is to inform scrutiny debate across the panel's full remit, whilst avoiding duplication. This report gives the Panel the opportunity to consider co-optee representation for the 2004/05 municipal year.
7. **Clearance/Consultation:**
The Panel's Chairman supports the principle of co-option onto the Panel.
8. **Timing:**
At the end of the 2003/04 municipal year, Performance and Overview Scrutiny Committee undertook a review of co-option onto scrutiny panels. It concluded that the present system of having both individual co-optees and those representing organisations/sectors should continue. It also recommended that co-option arrangements for each panel are ratified by the whole panel at its first meeting of the municipal year.

This is the first opportunity for the Panel to discuss its co-opted membership for the 2004/05 municipal year.
9. **Background:**
In 2003/04, the Lifelong Learning Opportunities Scrutiny Panel had non-voting co-optees from the following organisations:

Association of Rotherham School Governing Bodies	Mr George Lancashire
Early Years Development & Childcare Partnership	Ms Ruth Johnson
Free Church Federal Council	Miss Eva Marsh
Learning and Skills Council	Mr Tony Belmega
Rotherham Chamber of Commerce	Mr John Lewis

Rotherham Cultural Consortium	Ms Christine Cox
Rotherham Cultural Consortium	Mrs Joyce Williams
Rotherham Cultural Consortium	Mr Roy Newman
Rotherham Primary Care Trust	Ms Kath Henderson
Teacher rep. (Wickersley School & Sports College) – Association of Teachers and Lecturers	Mr Drury-Smith
Teacher rep. (Wales Comprehensive) – Secondary Heads Association	Mr Lawrence Morton
Teacher rep. (Newman School) - NUT	Mr John Dalton
Teacher rep. - NASUWT	Mr Steve Radford

In addition, the Panel has the following statutory co-optees with voting rights:

Parent Governor	vancancy
Parent Governor (Kimberworth Infant School)	Mr Peter Eyre
Parent Governor (Wickersley School & Sports College)	Ms Sally Underwood
Church rep. (Catholic)	VACANCY
Church rep. (Church of England)	Rev P G Harbord

Over the last year, the panel also co-opted two individuals, with areas of experience that were considered to be relevant to the panel's work:

ICT/Community Learning	Ms Julie Carroll
University of the Third Age	Mr Tom Brown

10. **Argument:**

The Council is committed to its core value of 'ensuring effective consultation and involvement' that 'properly informs Council policy and service improvements'. By involving representatives from a wide range of organisations with experience in the spheres of education, culture and leisure, the recommendations of the Scrutiny Panel will be better informed.

Attendance

Of the 2003/04 co-optees, four did not attend any meetings during the year:

- Bob Evans (now replaced by Tony Belmega), from the Learning and Skills Council – *has not attended for the last two years*
- Mr Drury-Smith (teacher representative from Wickersley School and Sports College) – *has not attended for the last two years*
- Kath Henderson – Rotherham Primary Care Trust
- Ruth Johnson – Early Years Development and Childcare Partnership

Duplication

In 2003/04, there was only one organisation with more than one representative on the Panel. Three individuals were co-opted from the Rotherham Cultural Consortium, all of which have attended regularly and made useful contributions.

Vacancy

One of the statutory parent governor positions is currently vacant, since the retirement of Mrs Sue Birkin. This nomination will be filled via an election that will be conducted by the Governor Development Service in the autumn. Nominations last for four years.

Expression of Interest: Rotherham Race Equality Council

Mr Ishtiaq Ahmed has expressed an interest in being co-opted onto the Panel. He has a particular interest in education matters.

11. Risks and Uncertainties:

It is impossible to devise a list of co-optee organisations that comprehensively covers all issues that may be covered by the Panel. However, it should be noted that the Panel has the option of co-opting additional specialists for any specific matter that it sees fit, as well as for scrutiny reviews.

12. Finance:

Any additional expenses arising from having co-optees on the Panel (e.g. additional travel or catering costs in connection with a review or off-site meeting) will be met from existing Democratic Services budgets.

13. Sustainability:

Involving external co-optees helps the Panel to find a balance between economic, social and environmental impacts when taking decisions on policies and activities.

14. Wards affected:

All

15. References:

Corporate Plan 2003-2006

16. Presentation:

The Council's commitment to being a 'listening council' is strengthened by its involvement of representatives of partner organisations and other community groups in Rotherham.

17. Recommendations:

That:

- (i) members give consideration to the Rotherham Race Equality Council's expression of interest in nominating a co-optee to the panel.**
- (ii) members agree which organisations they would like to co-opt a representative from, for the 2004/05 municipal year.**
- (iii) those organisations be asked to forward their nominations for the 2004/05 municipal year.**
- (iv) members agree which (if any) individuals they would like to co-opt onto the panel, for the 2004/05 municipal year.**
- (v) all new co-optees be provided with the information pack, as recommended in the co-option review and be invited to attend Panel meetings from August 2004.**

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1. **Meeting:** Cabinet Member and Advisers, Education Culture & Leisure Services.
2. **Date of Meeting:** 13th July 2004.
3. **Title:** Adult Learning Inspectorate – Rotherham LEA Re-inspection of Adult Community Learning.
4. **Originating Officer:** Helen Shaw – Community Learning Manager (extension 2637).
5. **Issue:** To inform Members of the outcome of the recent Adult Learning Re-inspection of Rotherham LEA Adult Community Learning Provision, May 2004.
6. **Summary:** The following table reflects the grades awarded at the inspection May 2003 and at re-inspection for May 2004.

Area of Learning	May 2003	May 2004
Family Learning	2	2
Information & Communication Technology	3	3
Community Learning	3	*
Foundation	5	4
Leadership and Management	4	3
Equality of opportunity	4	3
Quality Assurance	4	3

* This curriculum area has been assimilated into other areas of learning.

1 = Outstanding, 2 = Good, 3 = Satisfactory, 4 =Unsatisfactory, 5 = Very Weak

7. **Clearance / Consultation:** The report has been presented to the Acting Executive Director of Education Culture Leisure and the Strategic Leader Team (ECALS) and to Corporate Management team.
8. **Timing:** RMBC is required to present a post inspection action plan to the South Yorkshire LSC by 20th August 2004.
9. **Background :** With the exception of Family Learning RMBC is not a direct provider of adult and community learning. It contracts with 42 learning providers ranging from large colleges to small voluntary organisations which provide learning across 85 venues. At the time of the inspection the service had reached 1653 learners in the academic year Sept 2003 – July 2004. The numbers of learners reached in the previous full academic year was 3100. Given the annual profile of learners we are on track to overachieve on learner numbers this academic year.

It is the policy of the Community Learning Service to attract new learners by supporting non-vocational, non-accredited learning provision through its sub-contractors.

The following strengths and weaknesses were identified during re-inspection.

Information communications and Technology

Strengths

- Good development of learners' basic ICT skills
- Good resources to support learning
- Good support for individual learners

Weaknesses

- Underdeveloped use of initial assessment
- Insufficient differentiation in developing learners' individual use of ICT

Foundation Programmes

Strengths

- Good skills development on most programmes
- Good access to some specialist resources

Weaknesses

- Underdeveloped support for literacy and numeracy
- Insufficient focus on individualised learning
- Slow implementation of curriculum change in some providers

Family Learning

Strengths

- Good learner achievement
- Good teaching and learning in family literacy and numeracy programmes
- Good learning resources
- Good curriculum management and development particularly in family literacy and numeracy
- Good development of strategic partnerships

Weaknesses

- Insufficient variety of learning activities in some wider family learning programmes

Leadership & Management

Strengths

- Clear strategic direction
- Strong management team
- Good development of partnerships with the voluntary sector

- Good progress to improve the quality of learning
- Effective measures to recruit learners from under – represented groups

Weaknesses

- Insufficiently established support for literacy and numeracy
- Ineffective curriculum support for tutors in foundation provision
- Insufficient rigour in teaching and learning observations
- Insufficiently established procedures to monitor equality of opportunity in providers

10. Argument:

- 2 grades have been maintained and 4 have improved since the previous inspection. Those areas that maintained their grades (ICT and Family Learning) were also judged to have improved with the scope of that grade.
- The inspection judged that the service had made good progress in improving the quality of teaching and learning since the last inspection. Of 38 sessions observed, 34 were satisfactory or better i.e. 89.5%.
- The area of the provision which is deemed unsatisfactory is that of Foundation.
- Although the Foundation grade has improved from a 5 to a 4, the inspectors identified that practice was variable across the range of sub-contracted providers who are mainly from the voluntary and community sector. All the quality systems that had been introduced by the Community Learning team were endorsed by the inspectors but it was acknowledged that improvements with sub-contracted provision would take longer to become established.
- The area that is directly delivered by the service, Family Learning, was identified as an area with ‘very good teaching and learning’.
- The most significant result was the improvement in the Leadership and Management grade overall and the contributory grades of Equality and Opportunity and Quality Assurance. All the new policies and procedures were considered to be effective and rigorous but there had not been time to embed these in the sub-contracted provision.
- Strategic direction came across as a strength of the service:

‘RMBC has a clear strategy for adult and community learning. Widening participation in learning is regarded as a key component in promoting social inclusion and economic regeneration. Good recognition is given to the role of the community learning service in contributing to the achievement of RMBC’s objectives. The strategy is clearly aligned with the objectives of the local lifelong learning partnership. RMBC has brought together several teams within the service, with respective responsibilities for learning outside of school hours, adult community learning and family learning. The teams collaborate effectively in formulating strategy and in planning provisions. In addition, there has been further collaboration between the service and other parts of RMBC to develop opportunities for learning, including work with libraries, the social service department and on particular initiatives such as ‘Playing for Success’ and ‘University of the First Age’.

- The strength of the management team was recognised:

'The operation of the service is well managed by a strong team. Co-ordinators are well qualified and appropriately experienced. Roles and responsibilities in the team are clear. Staff communicate well with providers. They maintain regular formal and informal contact and are responsive to providers' requests. Strategic partners and subcontractors speak very highly of the service's staff and their managers. The team members are open to new ideas and ways of working. The performance of the team is effectively managed through regular team and individual meetings and formal annual reviews. However, there are many staff currently on fixed-term contract'.

- It was recognised that the service had grown 6 fold in 2 years due to accessing successful external funding to support regional and national initiatives in Adult Community Learning.
- An action plan will be presented to the LSC by 20th August 2004.
- Work to improve the quality of the sub-contracted provision will continue.
- As agreed with the SYLSC, a third party, probably an ALI inspector will be commissioned to quality assure the Foundation area of learning in February 2005 to assess if a grade 3 standard has been achieved.

11. Risks and Uncertainties: If the grade 3 standard has not been achieved in the foundation area by February 2005 it is possible that the LSC might withdraw funding for this aspect of their provision. The majority of the Adult Community Learning, Family Learning and Basic Skills delivery is funded by short term external funding. This can have a serious impact on recruitment, retention and moral of staff and on the delivery and sustainability of first step learning in communities.

12. Finance: RMBC funds adult learning through the South Yorkshire Learning and Skills Council (LSC) and the Single Regeneration budget (SRB). Objective 1 funding supports the Learning Net project. All courses are currently free of charge to learners.

The total budget for the delivery of Adult Community Learning during the academic year 2003/2004 was £1,140,425, £137,000 is ECAL's mainstream funding.

Funding from the LSC for the academic year 2004/2005 has been increased by 30,000.

13. Sustainability: Community Learning has a key part to play in the social and economic regeneration of communities by providing learning opportunities, raising skill levels, raising aspirations and improving the quality of life for some of the most vulnerable people in Rotherham.

14. **Wards Affected:** All wards are serviced by the Adult Community Learning Service.
15. **References:** Inspection report – May 2003 and Re-inspection Report – May 2004.
16. **Presentation:** The Inspector's Report confirms that good progress has been made across all aspects of the Council's Adult Community Learning provision, particularly in the strategic direction and management of the Service.
17. **Recommendations:**

That a further report is presented to the ECaLS Strategic Leadership Team and Members following the review of the Foundation area of ACL delivery in February 2005.

ROTHERHAM BOROUGH COUNCIL - REPORT TO MEMBERS

1. **Meeting:** Cabinet Member and Advisers,
Education, Culture and Leisure Services

2. **Date:** 13 July 2004

3. **Title:** **Performance Indicators
ECALS 2003/04 Performance Indicator Outturn Report
and Consolidated Action Plan**

4. **Originating Officer:** Rebecca Lunghi
Principal Officer – Performance Management
Information and Performance Review

Deborah Johnson
Senior Performance Officer - Information
Information and Performance Review

5. **Issue:**
2003/04 Education Culture & Leisure Performance Indicator Outturn Report for information.
ECALS Consolidated Action Plans 2004/05 for Members' consideration.

6. **Summary:**
Appendix A details the 2003/04 Performance Indicator outturn figures against 2003/04 targets with commentary on performance and three year targets. The table also provides a comparison with 2002/03 outturn and 'All England' top quartile performance.

The table is structured around the Council's political priorities and performance indicators are shown in the relevant priority section, reflecting the Best Value Performance Plan.

The "Target Met" and "Direction" columns indicate performance indicator movement in 2003/04 compared with 2003/04 target and 2002/03 outturn.

Appendix B provides a summary of action being undertaken to address performance in specific areas where there has been a significant shortfall against targets.

7. **Clearance/Consultation:**
Strategic Leader Team
Responsible Officers

8. **Timing:**
Monitoring Reports and Action Plans are reported quarterly and Outturn Reports are reported annually to Members.

9. **Background:**
As part of the Corporate Performance Management Framework, Performance Indicators are subject to quarterly monitoring and outturn comparison with top quartile in order to set appropriate targets.

10. Argument:

Members' attention is drawn to the following Performance Indicators where performance exceeded the 2003/04 target:

- BVPI 44 - Number of pupils permanently excluded during the year [Appendix A – Pg 2]
- BVPI 45 - % of half days missed due to total absence in secondary schools [Appendix A – Pg 2]
- BVPI 43 b) - % of statements of SEN issued; including those affected [Appendix A – Pg 2]
- BVPI 192 - Quality of teaching for early years and childcare services [Appendix A – Pg 3]
- SLTPI 10 - Adults (19+) engaging in learning activities supported by the council [Appendix A – Pg 4]
- SLTPI 12 - Weekly average number of hours alternative tuition provided [Appendix A – Pg 4]
- SLTPI 18 - % of 3 year olds receiving a good quality free early years education [Appendix A – Pg 4]
- SLTPI 1 - Number of truancy patrols carried out per academic year [Appendix A – Pg 5]
- SLTPI 16 - Take up of free school meals by those eligible [Appendix A – Pg 5]
- BVPI 118 – Satisfaction rates of library users [Appendix A – Pg 6]
- IDEA 24 & 80 – Drugs Education [Appendix A – Pg 6]
- BVPI 33 - Youth Expenditure per head of population in the Youth Service [Appendix A – Pg 8]
- BVPI 193 - Schools Budget compared with Schools Funding Assessment [Appendix A – Pg 8]

In addition, Members' attention is also drawn to the following Performance Indicators where performance is below target and there is either an associated Action Plan, (Appendix B) or action is outlined in the Education Development Plan.

- BVPI 43 a % of statements of SEN issued; excluding those affected [Appendix B – Pg 1]
- BVPI 117 - Physical visits per 1,000 population to public libraries [Appendix B – Pg 2]
- BVPI 119 - Satisfaction with the Local Authority Cultural services [Appendix B – Pg 2]
- SLTPI 3 - % pupils in excess of schools capacity - Secondary [Appendix B – Pg 3]
- SLTPI 6a - Number of swims and other visits [Appendix B – Pg 4]
- SLTPI 8 - Books and other items issued by libraries [Appendix B – Pg 4]
- SLTPI 15 - % of pupils with statements of SEN [Appendix B – Pg 5]
- BVPI 38 & BVPI 39 – GCSE attainment [Appendix B – Pg 6]
- BVPI 40 & BVPI 41 - Key Stage 2 Level 4 + attainment [Appendix B – Pg 6]
- BVPI 181 - 5+ Key Stage 3 attainment [Appendix B – Pg 6]
- BVPI 194 - Key Stage 2 Level 5+ [Appendix B – Pg 6]

11. Risks and Uncertainties:

If no action is taken the reported Performance Indicator(s) may not meet future published targets.

12. Finance:

There are no financial implications to this report. The financial implications of the Action Plans will be addressed by the relevant Service Leader and Budget Holder. Members will be consulted where appropriate.

13. Sustainability:

Appropriate Performance Indicators will continue to be monitored quarterly.

14. Wards Affected:

All

15. References:

2003/04 Education Culture & Leisure Performance Indicator Outturn Report – Appendix A
ECALS Consolidated Action Plans 2004/05 – Appendix B

16. Presentation:

A total of fifty indicators are reported within Appendix A these are then broken into seventy-seven component parts, (eg. a, b, c).

- 63.2% of indicator components have met or exceeded their 2003/04 targets.
- 36.8% of indicator components have not met their 2003/04 targets.
- 72.9% of indicator components which were reported in 2002/03, have improved or maintained performance.
- 27.1% of indicator components which were reported in 2002/03, have weakened.

Although the following indicators have not met their 2003/04 targets, performance has improved compared to 2002/03.

- BVPI 38 & BVPI 39 – GCSE attainment [Appendix A – Pg 1]
- BVPI 41 - Key Stage 2 Level 4 + attainment, English [Appendix A – Pg 1]
- BVPI 43a - % of statements of SEN issued; excluding those affected [Appendix A – Pg 2]
- BVPI 181 - 5+ Key Stage 3 attainment [Appendix A – Pg 3]
- SLTPI 15 % of pupils with statements of SEN [Appendix A – Pg 5]
- BVPI 117 - visits per 1,000 population to public libraries [Appendix A – Pg 6]
- SLTPI 17 b & c – Expenditure per pupil [Appendix A – Pg 8]

The following indicators are placed in their respective All England Top Quartile 2002/03;

- BVPI 159 & SLTPI 12- Alternative tuition for permanently excluded pupils [Appendix A – Pg 2 & 4]
- SLTPI 9 - % of Playground conforming to national standards [Appendix A – Pg 7]
- IDEA 37 – No. of playgrounds provided by the council per 1,000 under 12's [Appendix A – Pg 8]

There are ten new performance indicators and 2 triennial indicators where comparison with 2002/03 performance is not available.

Three year targets have been set taking account of 2003/04 outturn performance, service developments and in consideration of 2002/03 All England top quartile performance.

17. Recommendations:

- a) That the Performance Report be received**
- b) That the Consolidated Action Plan be approved**

Index of Performance Indicators

No.	Description	Monitoring		Corporate Priority	Pg.
		Annually	Quarterly		
BVPI 33	Youth Service expenditure per head of population	✓		Quality Service Provider	8
BVPI 34a	% of primary schools with 25% or more of places unfilled.	✓		Investing in People	1
BVPI 34b	% of secondary schools with 25% or more of places unfilled.	✓		Investing in People	1
BVPI 38	% achieving five or more GCSEs at grades A - C	✓		Investing in People	1
BVPI 39	% 5 GCSEs or equivalent at grades A to G	✓		Investing in People	1
BVPI 40	% Level 4 or above in the Key Stage 2 Mathematics test.	✓		Investing in People	1
BVPI 41	% Level 4 or above in the Key Stage 2 English test.	✓		Investing in People	1
BVPI 43a) 43b)	% SEN statements issued and prepared within 18 weeks. Excluding: Including:		✓	Investing in People	2
BVPI 44	No. of pupils permanently excluded per 1,000 pupils		✓	Investing in People	2
BVPI 45	% of half days missed due to total absence – secondary school		✓	Investing in People	2
BVPI 46	% of half days missed due to total absence – primary schools		✓	Investing in People	2
BVPI 48	% of schools subject to special measures.		✓	Investing in People	2
BVPI 114	The adoption by the authority of a local culture strategy.	✓		Place for Enjoyment	6
BVPI 117	No. visits per 1,000 population to public library premises.		✓	Place for Enjoyment	6
BVPI 118 a) b) c)	The % of library users who: a) Found book or information wanted b) Reserved book or information wanted c) Satisfied with the outcome	✓		Place for Enjoyment	6
BVPI 119 a) b) c) d) e)	The % of residents satisfied with the Local Authority Cultural services a) Sports/leisure facilities b) Libraries c) Museums/galleries d) Arts activities and venues e) Parks/open spaces	✓		Place for Enjoyment	6
BVPI 159 a) b) c) d)	The % of permanently excluded pupils attending alternative tuition of:- a) 5 hours or less b) 6 - 12 hours c) 13 - 19 hours d) 20 hours or more		✓	Investing in People	2
BVPI 170a b) c)	No. of visits to/ usage's of museums per 1,000 population b) No. of those visits that were in person per 1,000 population c) No. of pupils visiting museums and galleries in organised school groups		✓	Place for Enjoyment	7
BVPI 181a b) c)	% achieving Level 5 or above in the Key Stage 3 test:: a) English b) Mathematics c) Science	✓		Investing in People	3

No.	Description	Monitoring		Corporate Priority	Pg.
		Annually	Quarterly		
d)	ICT Assessment				
BVPI 192	Quality of teaching for early years and childcare services	✓		Investing in People	3
a)	Average days access to relevant training and development per practitioner delivering Foundation Stage Education				
b)	Average number of QTS teachers per 10 non-maintained settings				
BVPI 193		✓		Quality Service Provider	8
a)	Schools budget as a % of the School's Funding Assessment.				
b)	Increase in school's budget on the previous year, as a % of the increase in School's Funding Assessment on the previous year.				
BVPI 194	%of children achieving level 5 or above, KS2 in;	✓		Investing in People	3
a)	English				
b)	Mathematics				
SLTPI 1	Number of Truancy Patrols carried out per academic year		✓	A Place which Cares	5
SLTPI 2	Number of referrals to non-school attendance panel / academic year		✓	A Place which Cares	5
SLTPI 3	% of pupils in excess of school capacity in Secondary Schools	✓		A Place which Cares	5
SLTPI 4	% of meetings of the Pupil Discipline Committee attended by the Director's representative for permanently excluded pupils		✓	A Place which Cares	5
SLTPI 5	% of contacts made by the Exclusions Officer to parents in the cases of permanent exclusions		✓	A Place which Cares	5
SLTPI 6	Swimming pools and sports centres:				
a)	The number of swims and other visits per 1,000 population	✓	✓	Place for Enjoyment	7
b)	The net cost per swim/visit			Quality Service Provider	9
SLTPI 7		✓		Quality Service Provider	9
	The net cost per museum visit/use				
SLTPI 8	No. of books and other items issued by the Authority's Libraries per head of population		✓	Place for Enjoyment	7
SLTPI 9	% of playgrounds which:		✓	Place for Enjoyment	7
a)	Conform to national standards for local unequipped play areas				
b)	Conform to national standards for local equipped play areas				
c)	Conform to national standards for larger, neighbourhood equipped play areas				
SLTPI 10	Adult (19+) engaging in learning activities supported by Rotherham Council		✓	Investing in People	4
SLTPI 12	Weekly average number of hours alternative tuition provided		✓	Investing in People	4
SLTPI 13	Participation rates of 16-18 year olds in education, training and employment	✓		Investing in People	4
SLTPI 14	% of schools with Serious Weakness		✓	Investing in People	4
SLTPI 15	Pupils with statements of SEN as a % of all children		✓	A Place which Cares	5
SLTPI 16	Take up of free school meals by those eligible		✓	A Place which Cares	5
SLTPI 17	Expenditure per pupil in LEA schools in respect of :			Quality Service Provider	8
a)	Nursery and primary pupils aged under 5	✓			
b)	Primary pupils aged 5 and over				
c)	Secondary pupils aged under 16				
SLTPI 18	% of 3-year-olds receiving a good quality, free, early years education place in the voluntary, private or maintained sectors of those three yr olds whose parents wish them to access a place	✓		Investing in People	4
SLTPI 19	Cost per physical visit to public libraries	✓		Quality Service Provider	9
SLTPI 20	Average point score for Keystage 1 assessments	✓		Investing in People	4
a)	Reading				

No.	Description	Monitoring		Corporate Priority	Pg.
		Annually	Quarterly		
b) c)	Writing Maths				
IDEA 024	% of school pupils who received drugs education during the year		✓	A Place Which Cares	6
a) b)	Primary school pupils Secondary school pupils				
IDEA 036	Percentage area of the Authority's parks and open spaces which are accredited with a Green Flag Award.	✓		Place for Enjoyment	7
IDEA 037	No. of playgrounds and play areas provided by the Council per 1,000 children under 12		✓	Place for Enjoyment	8
IDEA 038	No. of sports pitches available to the public per 1,000 population	✓		Place for Enjoyment	8
IDEA 039	Area of parks and green spaces per 1,000 head of population	✓		Place for Enjoyment	8
IDEA 040	Total net spending per head of population on parks and open spaces	✓		Quality Service Provider	9
IDEA 080	% of schools that have a drug education programme		✓	A Place Which Cares	6
a) b)	Primary schools Secondary schools				
IDEA 094	Area of Local Nature Reserve per 1,000 head of population	✓		Place for Enjoyment	8
IDEA 135	No. of childcare places available per 1,000 population of children under 5 not in early education		✓	Investing in People	4

Education, Culture & Leisure Services - 2003/04 Performance Indicator Outturn Report

No.	Definition	Links	2002/03		2003/04		Target Met	Direction	2004/05 - 2006/07			Comments
			Actual	Top Quartile*	Target	Actual			Targets			
Investing In People												
BV 34 (a)	% of primary schools with 25% of more of their places unfilled	CPA LPSA	4.6%	8%	7.5%	7.5%	✓	→	8.5%	10.5%	15.2%	a) High targets reflect the dramatic fall in Birth Rate which affecting class sizes in Primary Education. Individual Action plans are in place for each affected school and link with corporate and government initiatives, eg. PFI, Temporary Classroom Replacement Programme and Workforce Reform Agenda. All individual school action plans are detailed in the School Organisation Plan. Targets will be reviewed when the action takes affect. With no action, the figure for 2007/8 would be forecast to be 16.2%, the School Organisation Plan target for that year is 4.9%.
(b)	% of secondary schools with 25% of more of their placed unfilled [M. Harrop]		5.9%	0%	5.9%	5.9%	✓	→	5.9%	0%	0%	
BV 38	% of 15 year old pupils in schools maintained by the local education authority achieving five or more GCSEs at grades A* - C or equivalent	CPA, CP	42%	54%	48%	44.5%	X	←	50%	51%	Reduce gap with National pass rate to 7% by 2006/07	Nationally 52.9% of 16 year olds obtained 5 or more GCSEs at grades A*-C reflecting a 1.3% increase on last year – Rotherham's performance shows an increase of 2.9% on last year.
BV 39	% of 15 year old pupils in schools maintained by the local education authority achieving 5 GCSE's at grades A* - G including English and Maths [C. Kinsella]	CPA LPSA	87%	91%	91%	88.3%	X	←	93%	N/A	N/A	Action to address performance is outlined in the Education Development Plan (EDP) Nationally 88.8% of 16 year olds obtained 5 or more GCSEs at grades A*-G including English and mathematics – Rotherham's performance shows an increase of 1.7% on last year. There is no statutory requirement for targets beyond 2004/05 for this indicator.
BV 40	% of pupils in schools maintained by the local education authority achieving Level 4 or above in the Key Stage 2 Mathematics test [C. Kinsella]	CPA, LPSA	71%	76%	82%	68.2%	X	→	85%	85%	Reduce gap with National pass rate to 7% by 2006/07	Action to address performance is outlined in the EDP Nationally there has been no improvement on last year with 73% of 11 year olds achieved L4 or above in the mathematics test – Rotherham's performance reflects a drop of 2.8%. Action to address performance is outlined in the EDP [NB. 2003/04 target incorrectly published in 2002/03 Best Value Performance Plan as BV 41 Target 81%]
BV 41	% of pupils in schools maintained by the local education authority achieving Level 4 or above in Key Stage 2 English test [C. Kinsella]	CPA, LPSA	68%	78%	81%	69.4%	X	←	83%	84%	Reduce gap with National pass rate to 7% by 2006/07	Nationally there has been no improvement on last year - 75% of 11 year olds achieved L4 or above in the English test – Rotherham's performance reflects an increase of 1.4%. Action to address performance is outlined in the EDP. [NB. 2003/04 target incorrectly published in 2002/03 Best Value Performance Plan as BV 40 Target 82%]

*Top Quartile relates to All England performance.

No.	Definition	Links	2002/03		2003/04		Target Met	Direction	2004/05 - 2006/07			Comments
			Actual	Top Quartile*	Target	Actual			2004/05	2005/06	2006/07	
BV 43	% of statements of special educational need issued by the authority in a financial year and prepared within 18 weeks	CPA a,b LPSA, CP	68%	99%	85%	82.3%	X	↔	90%	95%	98%	Considerable improvement made, Health colleagues made aware of the significance of their contribution to 43b. It is anticipated that both parts of this target will continue to improve over 04/05
(a)	excluding those affected by 'exceptions to the rule' under the SEN Code of Practice		25%	80%	45%	58.3%	✓	↔	50%	55%	60%	Action Plan completed. [Appendix B]
(b)	including those affected by 'exceptions to the rule' under the SEN Code of Practice											Targets reflect the need for further development and support with Health Services in improving performance
[M. Haque]												
BV 44	Number of pupils permanently excluded during the year from all schools maintained by the local education authority per 1,000 pupils at all maintained schools	CPA	1.2	0.9	1.15	0.97	✓	↔	1.10	1.05	1.03	Target Exceeded. However the definition relates to the permanent exclusions in the previous academic year. We are already aware of an increase in exclusions during the current academic year therefore future targets remain unaltered as these still remain realistic
[C. Ratcliffe]												
BV 45	% of half days missed due to total absence in secondary schools maintained by the local education authority	CPA	9.50%	8.00%	9.10%	8.7%	✓	↔	8.4%	8.2%	8.1%	Targets exceeded. DFES has commented we are the most improved authority since 2001. Future targets amended to reflect progress.
[C. Ratcliffe]												
BV 46	% of half days missed due to total absence in primary schools maintained by the local education authority	CPA	6.60%	5.50%	6.10%	6.2%	X	↔	6.01%	6.00%	5.8%	Although target not achieved vast improvements have been made which have been recognised by the DFES. 2004/05 target amended to reflect progress.
[C. Ratcliffe]												
BV 48	% of schools maintained by the local education authority – subject to special measures		0%	0%	0%	0%	✓	→	0%	0%	0%	Performance maintained
[C. Kinsella]												
BV 159	The % of permanently excluded pupils provided with alternative tuition of:	CPA a,b,c,d	7%	2%	0%	0%	✓	↔	0%	0%	0%	This indicator has exceeded targets and exceeded top quartile performance.
(a)	5 hours or less;		17%	3%	5%	1%	✓	↔	2%	0%	0%	
(b)	6 – 12 hours		15%	7%	15%	11%	✓	↔	10%	5%	0%	
(c)	13 – 19 hours; or		61%	75%	80%	88%	✓	↔	88%	95%	100%	
(d)	20 hours or more											
[A. Clegg]												

*Top Quartile relates to All England performance.

No.	Definition	Links	2002/03		2003/04		Target Met	Direction	2004/05			2005/06			2006/07			Comments
			Actual	Top Quartile*	Target	Actual			75%	79%	75%	83%	75%	79%	72%	74%	75%	
BV 181	The % of 14 year old pupils in schools maintained by the local education authority achieving Level 5 or more in the Key Stage 3 test in:	CPA, CP, LPSA																Amended definition 2003/04
(a)	English		62%	71%	73%	64%	X	↑	75%	79%	75%	83%	75%	79%	72%	74%	75%	ENGLISH: Nationally 69% of students achieved L5 or above in the KS3 English test reflecting a 2% increase on last year– Rotherham’s performance reflects an increase of 2.0%.
(b)	Mathematics		61%	71.1%	72%	66%	X	↑	75%	83%	75%	83%	75%	79%	72%	74%	75%	MATHS: Nationally 71% of students achieved L5 or above in the KS3 mathematics test reflecting a 4% increase on last year– Rotherham’s performance reflects an increase of 5.0%.
(c)	Science		60%	71%	69%	63%	X	↑	72%	79%	72%	79%	72%	79%	72%	74%	75%	SCIENCE: Nationally 68% of students achieved L5 or above in the KS3 science test reflecting a 1% increase on last year– Rotherham’s performance reflects an increase of 3.0%.
(d)	ICT Assessment		N/A	N/A	71%	70%	X	N/A	74%	81%	74%	81%	74%	81%	74%	81%	74%	Action to address performance is outlined in the EDP
BV 192	[C. Kinsella] Quality of teaching for early years and childcare services. This replaces the Early Years Indicators (BV 30 and under 5’s expenditure BV 36a which have now been deleted)																	New Indicator 03/04
(a)	Average days access to relevant training and development per practitioner delivering Foundation Stage education; and		N/A	N/A	4	5	✓	N/A	4	4	4	4	4	4	4	4	4	Target exceeded. Three targets inline with government requirements.
(b)	Average number of QTS teachers per 10 non-maintained settings		N/A	N/A	1	1.43	✓	N/A	1	1	1	1	1	1	1	1	1	Target exceeded. Three targets inline with government requirements.
BV 194	[S. Walker] To measure the % of pupils achieving level 5 or above in Key Stage 2 English																	New Indicator 03/04
(a)	English	LPSA	22%	N/A	30%	20.9%	X	↓	33%	34%	33%	34%	33%	34%	33%	34%	33%	ENGLISH: Nationally 27% of students achieved L5 or above in the Key Stage 2 English test reflecting a 2% drop on last year– Rotherham’s performance reflects a drop of 1.1%.
(b)	Maths		25%	N/A	31%	24.3%	X	↓	34%	37%	34%	37%	34%	37%	34%	37%	34%	MATHS: Nationally 29% of students achieved L5 or above in the Key Stage 2 mathematics test reflecting a 1% increase on last year– Rotherham’s performance reflects an decrease of 0.7%
	[C. Kinsella]																	Action to address performance is outlined in the EDP

*Top Quartile relates to All England performance.

No.	Definition	Links	2002/03		2003/04		Target Met	Direction	2004/05		2005/06		2006/07		Comments
			Actual	Top Quartile*	Target	Actual			2004/05	2005/06	2004/05	2005/06	2006/07	2006/07	
SLTPI 10	Adults (19+) engaging in learning activities supported by the council [J. Cooper]		1689	N/A	2100	3150	✓	↕	2100	2100	N/A			3 year development plan agreed with LSC only runs to 2006. LSC advised to reduce target based on comparisons with other authorities	
SLTPI 12	Weekly average number of hours alternative tuition provided [A. Clegg]		20.8	N/A	22	24.4	✓	↕	22.5	23	25			Target met and exceeded	
SLTPI 13	Participation of 16 – 18 year olds in education, training and employment [K. Borthwick]		84.50%	N/A	78%	87.27%	✓	↕	80%	N/A	N/A			Targets are set by a partnership group these have not yet been set but will be in line or above national expectations	
SLTPI 14	Percentage of schools maintained by the Authority with Serious Weakness [C. Kinsella]		1.4%	N/A	1.4%	1.4%	✓	↗	0.7%	0%	0%			Ex BV 47 One secondary school placed in serious weaknesses in January '02. This school will close in September '04. In January '03 an additional secondary schools was designated as having serious weakness.	
SLTPI 18	The % of 3 year olds receiving a good quality free early years education place in the voluntary, maintained or private sectors, of those 3 year olds whose parents wish them to access a place [S. Walker]	CPA, LPSA	91.00%	N/A	93.00%	98%	✓	↕	94%	95%	96%			BVPI 30 has been deleted and replaced with this LPSA indicator there is a difference in definition, [ie. the "parents wish", data is non-comparable to previous year's BVPI 30 outturn. Target Exceeded, however three year targets remain realistic and reflect parental choice. 2003/04 provided an increase number of parents with their provision of choice.	
SLTPI 20 (a)	Average points score for pupils in all schools run by Rotherham LEA for KS 1 assessments of: Reading	LPSA, CP	15.6	N/A	N/A	N/A	N/A	N/A	N/A	15.95	N/A			No statutory requirement to set targets for KS1. The 2005/06 LPSA target has been determined by analysing possible progress from 2003.	
(b)	Writing		14.4	N/A	N/A	N/A	N/A	N/A	N/A	14.65	N/A			Annual assessments for Yr1 to be carried out Jul 04, progress to be monitored with final assessment Y2 summer 05	
(c)	Mathematics		16.1	N/A	N/A	N/A	N/A	N/A	N/A	16.65	N/A				
IDEA 135	The number of childcare places available per 1,000 population of children under 5 not in early education [S. Walker]		N/A	N/A	Not set	190	N/A	N/A	Not set	Not set	Not set			Further analysis needed before targets can be set.	

*Top Quartile relates to All England performance.

No.	Definition	Links	2002/03		2003/04		Target Met	Direction	2004/05 - 2006/07			Comments
			Actual	Top Quartile*	Target	Actual			Targets			
A Place Which Cares												
SLTPI 1	Number of truancy patrols carried out per academic year [C. Ratcliffe]		22	N/A	30	52	✓	↑	32	36	40	Government advises on additional patrol dates over & above planned patrols. Local intelligence used to set patrols over & above DFES requirements. Targets reflect LEA patrols
SLTPI 2	Number of referrals to non-school attendance panel / academic year [C. Ratcliffe]		98	N/A	100	144	✓	↑	102	104	100	Referrals to panel reflects recent Govt initiatives around prosecutions during 2003/04, anticipated that number will reduce
SLTPI 3	The % pupils in excess of schools capacity in Secondary Schools		1.10%	N/A	1.30%	1.5%	X	→	2.2%	2.4%	1.9%	% has increased, rate is a little higher than forecast. As with the BVPs on schools with 25%+places unoccupied, there is a longer-term strategy outlined in the School Organisation Plan. The % will begin to fall in 06/07.
												Targets are expected actuals which have been upgraded to reflect the anticipated position. There is an anticipated decrease in 2006 due to the availability of additional accommodation.
SLTPI 4	The % of meetings of the Pupil Discipline Committee attended by the Director's representative for permanently excluded pupils [M. Harrop]		99%	N/A	97%	100%	✓	←	100%	100%	100%	Action Plan completed. [Appendix B] Target achieved.
SLTPI 5	The % of contacts made by the Exclusions Officer to parents in the cases of permanent exclusions [C. Ratcliffe]		100%	N/A	97%	100%	✓	→	98%	99%	100%	2003/04 Target exceeded. Future targets still appropriate due to timescales of information reaching LEA from excluding schools.
SLTPI 15	The % of pupils with statements of Special Education Needs as a % of all children [C. Ratcliffe]		3.03%	N/A	2.70%	2.97%	X	←	2.60%	2.20%	2.0%	Target not met, but considerable progress made <ul style="list-style-type: none"> • More Notes in Lieu have been issued over the last year • Considerable number of pupils with Statements moving into Rotherham Area due to the range of specialist provision which has increased the numbers of Statements • Requests for statements from schools reducing Targets have been amended, as projections are able to be more accurate in light of new strategies that have taken affect over the last year this has enabled a detailed analysis of the impact of strategies as well as an evaluation of the overall figures.
SLTPI 16	Take up of free school meals by those eligible [R. Parry]		64.66%	N/A	67%	72.05%	✓	←	73%	74.5%	76%	Action Plan completed. [Appendix B] Targets amended in recognition of 2003/04 achievement

*Top Quartile relates to All England performance.

No.	Definition	Links	2002/03		2003/04		Target Met	Direction	2004/05 - 2006/07			Comments
			Actual	Top Quartile*	Target	Actual			Targets			
IDEA 24	Percentage of school pupils who received drugs education during the year											Target Exceeded
a	Primary school pupils		N/A	N/A	75%	100%	✓	N/A	100%	100%	100%	
b	Secondary school pupils		N/A	N/A	100%	100%	✓	N/A	100%	100%	100%	
[L. Galliver]												Target Exceeded
IDEA 80	Percentage of schools that have a drug education programme											
a	Primary schools		N/A	N/A	75%	100%	✓	N/A	100%	100%	100%	
b	Secondary schools		N/A	N/A	100%	100%	✓	N/A	100%	100%	100%	
[L. Galliver]												
A Place For Enjoyment												
BV 114	The adoption by the authority of a Local Cultural Strategy	CPA	100%	100%	100%	100%	✓	→	100%	100%	100%	Indicator deleted for 04/05, to be retained as a local indicator
[T. Preston]												
BV 117	The number of physical visits per 1,000 population to public library premises	CPA LPSA	4,105	6,295	5,500	4945	X	←	6,000	6,150	6250	20% increase in usage over year Extensive action to improve outlined in Annual Library Position Statement
[G. Kilminster]												
BV 118	The % of library users who:	CPA a,b										Action Plan completed. [Appendix B] Three yearly survey last conducted in 2000/01 user satisfaction rates all achieved or exceeded targets.
(a)	found a book to borrow		N/A	N/A	65%	79.3%	✓	←	N/A	N/A	85%	118a) Last survey 64%
(b)	found the information they were looking for		N/A	N/A	75%	75.6%	✓	←	N/A	N/A	80%	No Data
(c)	Satisfied with the library overall		N/A	N/A	75%	93.9%	✓	←	N/A	N/A	95%	118c) Last survey 80%
[G. Kilminster]												
BV 119	The % of residents satisfied with the Local Authority Cultural services:	CPA b,e										Triannual survey last collected in 2000/01. The numbers of people who are neither satisfied nor dissatisfied, ie neutral distorts low satisfaction rates. Active dissatisfaction rates range from only 3.1% (libraries) to 18.3% (sport and leisure services)
(a)	Sports and leisure facilities		N/A	N/A	54%	47%	X	→	N/A	N/A	54%	Last survey result = 54%
(b)	Libraries		N/A	N/A	70%	61%	X	→	N/A	N/A	70%	Last survey result = 63%
(c)	Museums		N/A	N/A	46%	37%	X	→	N/A	N/A	50%	Last survey result = 45%

*Top Quartile relates to All England performance.

No.	Definition	Links	2002/03		2003/04		Target Met	Direction	2004/05 - 2006/07			Comments
			Actual	Top Quartile*	Target	Actual			Targets			
(d)	Arts activities and venues		N/A	N/A	50%	45%	X	→	N/A	N/A	47%	Last survey result = 46%
(e)	Parks and open spaces [T. Preston]		N/A	N/A	65%	70%	✓	←	N/A	N/A	70%	Last survey result = 62% Action Plan completed. [Appendix B]
BV 170	The number of visits to/usage's of museums per 1,000 population	CPA a	274	744	100	257	✓	→	420	450	450	Clifton Park Museum closed for refurbishment 03/04 impacting on the number of visits possible. Targets reflect unknown impact of renovations and will be reviewed for next year's BVPP.
(a)			247	522	90	232	✓	→	400	425	425	
(b)			1492	N/A	0	261	✓	→	2500	2750	3000	
(c)	The number of pupils visiting museums and galleries in organised school groups (this does not include visits by sixth form colleges or adult education institutions)											
[G. Kilminster]												Action Plan completed. [Appendix B]
SLTP 6a	Swimming Pools and Sports Centres: Number of swims and other visits per 1,000 population		3,523	N/A	3,400	3293	X	→	3300	3200	3100	Closure of Sheffield Rd and Herringthorpe Leisure pool had negative affect on 4 th quarter attendance. Targets have been reduced because of the decline in attendance at Sport and Leisure facilities this will be reversed be the implementation of the 5year Sport and Recreation plan that will replace the present facility provision.
[M. Huphreys]												Action Plan completed. [Appendix B]
SLTP 8	The number of books and other items issued by libraries per head of population		5.1	N/A	6.0	4.9	X	→	6.5	7.0	7.0	Decline in issues is slowing. Action to address is outlined in Annual Library Position Statement
[G. Kilminster]												Action Plan completed. [Appendix B]
SLTP 9	The % of playgrounds which:											Method of calculation is now based on the numbers of play areas meeting the standard compared to the total number of play areas provided by the council.
a	Conform to national standards for local unequipped play areas		25%	N/A	25%	62.50%	✓	←	12.82%	14%	14%	
b	Conform to national standards for local equipped play areas		18.75%	N/A	25%	23.08%	✓	←	19.23%	23.00%	26%	
c	Conform to national standards for larger, neighbourhood equipped play areas		30%	N/A	40%	40.00%	✓	←	8.97%	10.26%	13%	
[P. Cunnigham]												
IDEA 36	Percentage area of the Authority's parks and open spaces which are accredited with a Green Flag Award.		N/A	N/A	Not Set	Not known	N/A	N/A	t.b.c	t.b.c	t.b.c	Targets follow on completion of green space strategy
[P. Gill]												

*Top Quartile relates to All England performance.

No.	Definition	Links	2002/03		2003/04		Target Met	Direction	2004/05			2005/06			2006/07			Comments
			Actual	Top Quartile*	Target	Actual			2004/05	2005/06	2006/07	2004/05	2005/06	2006/07	2004/05	2005/06	2006/07	
IDEA 37	Number of playgrounds and play areas provided by the Council per 1,000 under 12's [P. Cunningham]		1.88	N/A	1.88	1.98	✓	↑	1.98	1.98	1.98	1.98	1.98	1.98	1.98	1.98	2003/04 Target exceeded. Three-year targets consistent as it is not anticipated that the number of play areas will increase, funding priorities are for improving existing play areas.	
IDEA 38	The number of sports pitches available to the public per 1,000 population [P. Gill]		N/A	N/A	Not Set	0.90	N/A	N/A	N/A	0.89	0.88	0.87	0.88	0.87	0.87			
IDEA 39	Area of parks and green spaces per 1,000 head of population [P. Gill]		N/A	N/A	Not Set	Not known	N/A	N/A	N/A	t.b.c	t.b.c	t.b.c	t.b.c	t.b.c	t.b.c	Baseline and targets follow on completion of green space strategy		
IDEA 94	Area of Local Nature Reserve per 1,000 head of population [P. Gill]		N/A	N/A	Not Set	0.92	N/A	N/A	N/A	0.92	0.92	0.92	0.92	0.92	0.92			
A Progressive, Responsive, Accessible and Quality Service Provider - Cost Based Indicators																		
BV 33	Youth Expenditure per head of population in the Youth Service target age range [R. Norton]	CPA	£90.31	£97.81	£93.47	£96.76	✓	↑	£96.74	£100.13	£103.63	£103.63	£100.13	£103.63	£103.63	£103.63	Target exceeded	
SLTPI 17	Expenditure per pupil in LEA schools in respect of :	CPA a,b,c															Ex BVPI 36	
(a)	Nursery and primary pupils aged under 5		£3,701	£3,923	£3,849	£3,891	✓	↑	£4,003	£4,163	£4,330	£4,330	£4,163	£4,330	£4,330	£4,330	Performance is within +/-1.5% of target.	
(b)	Primary pupils aged under 5		£3,085	£3,043	£3,208	£3,168	X	↑	£3,336	£3,469	£3,608	£3,608	£3,469	£3,608	£3,608	£3,608		
(c)	Secondary pupil under 16		£3,830	£3,829	£3,983	£3,927	X	↑	£4,142	£4,308	£4,480	£4,480	£4,308	£4,480	£4,480	£4,480		
BV 193	How the authority's Schools Budget compares with its Schools Funding Assessment [P. Hudson]																New Indicator 03/04	
(a)	Schools Budget as a % of the Schools Funding Assessment		N/A	N/A	100%	102%	✓	N/A	100%	100%	100%	100%	100%	100%	100%	100%	Target exceeded.	
(b)	Increase in Schools Budget on the previous year as a % of the increase in Schools Funding Assessment on the previous year [P. Hudson]		N/A	N/A	100%	100.4%	✓	N/A	100%	100%	100%	100%	100%	100%	100%	100%	Target exceeded	

*Top Quartile relates to All England performance.

No.	Definition	Links	2002/03		2003/04		Target Met	Direction	2004/05 - 2006/07			Comments
			Actual	Top Quartile*	Target	Actual			Targets			
SLTPI 6b	Swimming Pools and Sports Centres: Net cost per swim/visit [M. Humphreys]		£2.63	N/A	£2.55	£2.85	X	↓	£2.80	£2.75	£2.70	3 yr targets revised to reflect reduced customer base
SLTPI 7	Cost per museum visit/use [G. Kilminster]		£6.54	N/A	£7.00	£7.07	X	→	£6.00	£5.75	£5.70	Targets reduced to reflect expected increase in visitors / users when the Clifton Park Museum reopens.
SLTPI 19	Cost per physical visit to public libraries [G. Kilminster]	CPA	£4.84	£2.83	£4.75	£4.47	✓	↑	£4.40	£4.30	£4.20	Ex BVPI 115, retained as a local indicator 20% increase in usage, 3 yr targets revised.
IDEA 40	Total net spending per head of population on parks and open spaces [P. Gill]		N/A	N/A	Not Set	£16.86	N/A	N/A	£17.27	£17.32	£17.83	Targets are based on levels of expenditure, loss of NRF contribution and addition of park rangers.

*Top Quartile relates to All England performance.
Codes for Links: LSPA – Local Public Service Agreement; CPA – Comprehensive Performance Assessment; CP – Corporate Plan

Education, Culture and Leisure Services – Consolidated Action Plan 2004/05

Below is a summary of Action being undertaken to address performance in specific areas where there was a significant shortfall against 2003/04 targets.

P.I. No.	Description	2003/04		2004/05 Target	Action Required	Links	Risks	Action Manager	Resource / cost /savings	Target performance	Outcome
		Target	Actual								
BVPI 43	% of statements of special educational need issued by the authority in a financial year and prepared within 18 weeks a) Excluding those affected by exceptions to the rule under the SEN Code of Practice b) Including those affected by exceptions to the rule under the SEN Code of Practice [M. Haque]	a) 85% b) 45%	a) 82.3% b) 58.3%	a) 90% b) 50%	<ul style="list-style-type: none"> New Service structure to be implemented Training to schools on implications of delegation and the reduction in referrals for Assessment. Timeline alert system on EMS to be backed up with weekly alert system. Reduction in overall caseloads for Case Officers via ceasing of high incidence statements. Continued alert system for Health & education services producing advice 	SEN Assess. Service Business plan SEN Strategic Plan Schools SEN Strategic Plan Capita SEN Strategic Plan Schools Parents Every Child Matters SEN Strategic Plan Health Service Schools EPS	Structure to be in place Increase in referrals – reduction in performance Alerts to improve performance in timescale Lack of reduction leading to poor performance Alert system to ensure advice on time and improving performance	Marium Haque Marium Haque Marium Haque with SEN Officers Marium Haque with SEN Panel Marium Haque with SEN Officers	Staff time Staff time Staff time Staff time – saving on E08 Staff time	June 04 November 04 July 04 April 05 On-going	Effective & efficient service delivery. Increased knowledge on delegation with reduction in numbers of referrals. Increased knowledge & awareness of assessments reaching deadlines Ability to improve quality of remaining statements & time to attend Annual Reviews providing guidance. Improved performance with fewer statements considered as exceptions.

P.I. No.	Description	2003/04		2004/05 Target	Action Required	Links	Risks	Action Manager	Resource / cost /savings	Target performance	Outcome
		Target	Actual								
BVPI 117	The number of physical visits per 1,000 population to public library premises [G. Kilminster]	5,500	4,945	6,000	Actions to increase usage of libraries identified in Annual Library Position Statement and Cultural Services Service Improvement Plan March 2004 Recommendations 1a & 1b - Actions 8,9,10,11,12 Recommendation 1c - Actions 1& 2 Recommendation 1d - Action 1 Recommendation 1e - Actions 1-4 Recommendation 5 - Actions 1-3 Recommendation 6 - Actions 1&2 Recommendation 7 - Action 1	Community Strategy Corporate Plan Cultural Strategy CPA RPA Framework for the Future (DCMS)	As detailed in Cultural Services Service Improvement Plan	Keith Robinson [Manager Library and Information Service]	£90,000 to increase opening hrs to meet Public Library Standard	Increased usage reported year end 2004/05 Sustained/improved customer satisfaction rates year end 2004/05	Increased numbers of people quality of life improved through accessing: Learning resources ICT Entertainment Enjoyment Community Information Contact with RMBC at their local libraries
BVPI 119	% of residents satisfied with the Local Authority Cultural Services: a) sports/leisure facilities b) libraries c) museums/galleries d) arts activities & venues e) parks/open spaces [T. Preston]	a) 54% b) 70% c) 46% d) 50% e) 65%	a) 47% b) 61% c) 37% d) 45% e) 70%	N/A 2006/07 targets set see outcome	Identified in Cultural Services Service Improvement Plan March 2004 [available on request] Section 12a (p8) Section 1d (page 10)	CPA RPA Sport & Leisure Best Value Inspection Annual Library Plan	As detailed in Cultural Services Service Improvement Plan	Steve Hallsworth, [Leisure & Green Spaces Manager] Guy Kilminster, [Libraries, Museums & Arts Manager]	As detailed in Cultural Services Service Improvement Plan	As detailed in Cultural Services Service Improvement Plan	Achievement of targets set for 2006/07, [below]: a) 54% b) 70% c) 50% d) 47% e) 70%

P.I. No.	Description	2003/04		2004/05 Target	Action Required	Links	Risks	Action Manager	Resource / cost /savings	Target performance	Outcome
		Target	Actual								
BVPI 170	a) the number of visits to/usage's of museums per 1,000 population, b) the number of those visits that were in person, c) the number of pupils visiting museums/galleries in organised school groups [G. Kilminster]	a) 100, b) 90, c) 0	a) 257 b) 232 c) 261	a) 420 b) 400 c) 2500	Re-opening of refurbished Clifton Park Museum in October 2004 Programme of activities/events Improved resources for schools	Community Strategy Corporate Plan Cultural Strategy CPA RPA	Delayed re-opening	Steve Blackbourn [Principal Officer Museums, Galleries and Heritage]	Refurbishment costs met by Heritage Lottery Fund and RMBC	Year end 2004/05 170a 420 170b 400 170c 2,500	Increased numbers of visitors of all ages improving their quality of life through learning, entertainment and enjoyment visiting the Museum.
SLTPI 3	The % of pupils in excess of school capacity in secondary schools [M. Harrop]	1.30%	1.50%	2.2%	Possible action: 1) Reduce number of pupils gaining places at oversubscribed schools – See Risks, but increased publicity to reduce late applications and introduction of 'equal preference' system for 2005 could improve the position 2) Increase the capacity at oversubscribed schools (see attached)	Issue of supply of school places is fully covered in the School Organisation Plan	1) Difficult without breaking the law. 2) Short term solution –could lead to surplus places and/or use of expensive temporary classrooms. Could have consequences for sustainability.	David Hill	Increasing capacity and then removal of surplus places could cost approx.£3m. So me increase of capacity through PFI is, however, already in the pipeline.	The SOP includes a longer term target (the Plan covers a 5 year period) of 1.2% by 07/08.Changes in capacity at some schools within the PFI scheme plus a reduction in pupil population should lead to a %.	Benefits of reducing the % figure in the short term compared to the cost are debatable. Current initiatives and expected fall in pupil population should see the % figure fall.

P.I. No.	Description	2003/04		2004/05 Target	Action Required	Links	Risks	Action Manager	Resource / cost /savings	Target performance	Outcome
		Target	Actual								
SLTPI 6a	Swimming pools & sports centres: the number of swims and other visits per 1,000 population [M. Humphreys]	3,400	3,293	3,300	Improvement in participation levels to all users. Establish target groups for focused development work With appropriate performance indicators Establish more effective customer focused programming. Establish more effective marketing and promotional activities to support	Community Plan Cultural Strategy Leisure and Green Spaces Business plan/Improvement plan	Failure to improve on performance levels	Mark Humphreys	Financial cost of improved marketing and promotional material	3200 Some key indicators still to be set on target groups	Reduce decline in participation levels
SLTPI 8	Number of books and other items issued by the Authority's libraries per head of population [G. Kilminster]	6.0	4.9	6.5	Actions to increase usage of libraries identified in Annual Library Position Statement and Cultural Services Service Improvement Plan March 2004 Recommendations 1a & 1b Actions 8,9,10,11,12 Recommendation 1c Actions 1&2 Recommendation 1d Action 1 Recommendation 1e Actions 1-4 Recommendation 5 Actions 1-3 Recommendation 6 Actions 1&2 Recommendation 7 Action 1	Community Strategy Corporate Plan Cultural Strategy CPA RPA Framework for the Future (DCMS) Education Development Plan	National trend of less borrowing of books	Keith Robinson Library and Information Service Manager	Sustained materials fund to allow investment in new book stock	Year end 2004/05 Target 6.5	Increased numbers of library users borrowing books for learning and enjoyment More children engaged with the pleasure of reading Improved literacy skills

P.I. No.	Description	2003/04		2004/05 Target	Action Required	Links	Risks	Action Manager	Resource / cost /savings	Target performance	Outcome
		Target	Actual								
SLTPI 15	Pupils with statements of special education needs as a % of all children [M. Haque]	2.70%	2.97%	2.60%	<ul style="list-style-type: none"> • Ceasing of High incidence statements for pupils with low levels of support • Training to schools on responsibilities associated with delegation. • Attendance of Case Officers at Annual Reviews. • Schools to demonstrate confidence and support of reduction in numbers of Statements to parents • Talks given to parents groups on removal of statements 	<p>SEN Strategic Plan ISS/EPS</p> <p>Removing Barriers to Education Finance Section Schools</p> <p>Schools</p> <p>SEN strategic Plan SEN Code of Practice Schools Parents</p> <p>Parent Partnership Service Parents groups</p>	<p>Statements not ceased, no improvement on target</p> <p>Requests for statements reduces</p> <p>Statements ceased successfully</p> <p>Statements ceased successfully. Parents confident in system.</p> <p>Reduction in numbers of statements re-instated via SEN Tribunal</p>	<p>Marium Haque with SEN Officers</p> <p>Marium Haque</p> <p>Marium Haque/</p> <p>Steve Williams Marium Haque</p> <p>Marium Haque</p>	<p>Staff time, saving on E08 & Transport budget</p> <p>Staff time</p> <p>Staff time</p> <p>Staff time, saving on E08 & Transport Budget</p> <p>Staff time</p>	<p>April 05 – 300 statements ceased</p> <p>December 04</p> <p>September 04</p> <p>June 04</p> <p>December 04</p>	<p>Improved quality of remaining statements, more time for central LEA staff to support schools.</p> <p>Increased pupil attainment by early intervention, fewer referrals for assessment</p> <p>Improved knowledge of schools on statutory process</p> <p>Fewer statements maintained and produced, reduction in appeals to SEN Tribunal</p> <p>Reduction in appeals to SEN Tribunal</p>

Action planned for the following Performance Indicators can be found detailed in the Education Development Plan 2002-2007 – Annex 2 “School Improvement Plan 2004-05”

PI No.	Description	EDP Annex 2 Pg No	EDP Priority
BVPI 38	% of 15 year old pupils in schools maintained by the local education authority achieving five or more GCSEs at grades A* - C or equivalent	61-67	3
BVPI 39	% of 15 year old pupils in schools maintained by the local education authority achieving five or more GCSEs at grades A* - G or equivalent	61-63	3
BVPI 40	% of pupils in schools maintained by the local education authority achieving Level 4 or above in the Key Stage 2 Mathematics test	13-15 23-29	1
BVPI 41	% of pupils in schools maintained by the local education authority achieving Level 4 or above in Key Stage 2 English test	13-15 23-29	1
BVPI 181	% of 14 year old pupils in schools maintained by the local education authority achieving Level 5 or more in the Key Stage 3 test in; a) English b) Maths c) Science	39-52	2
BVPI 194	To measure the % of pupils achieving level 5 or above in Key Stage 2; a) English b) Maths	13-15 23-29	1

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1. **Meeting:** Cabinet Member and Advisers,
Education, Culture and Leisure Services
Lifelong Learning Opportunities Scrutiny
Committee

2. **Date:** **6th July and 26th July, respectively**

3. **Title:** **Schools PFI Project Update: Summer Term**

4. **Originating Officer:** Graham Sinclair
Acting Strategic Leader, Resources and
Information
Extension 2648

5. **Issue:**
To update elected members on progress of the Schools PFI Project

6. **Summary:**
The Schools PFI Project involves a partnership between the Council and Transform Schools (Rotherham) Ltd. The contract includes the rebuilding/refurbishment of 15 schools and their facilities management for a period of 30 years from 1 April 2004.

7. **Clearance/Consultation:**
Cabinet Member and Advisers, Education, Culture and Leisure Services, 30th
September 2003 and 16th March 2004
Lifelong Learning Opportunities Scrutiny Committee 22nd March 2004

8. **Timing:**
Financial close took place on 13th June 2003. The construction period will last to December 2006. Interim services are now being delivered to all schools (from 1st April 2004) and Thornhill and Ferham Primary Schools have now been handed over to the Council (April and June, respectively).

9. **Background:**
The Council entered a contract with Transform Schools (Rotherham) Ltd to deliver 10 new and 5 significantly refurbished and remodelled schools and to provide facilities management at the schools for 30 years.

New schools for Coleridge, Ferham, Kimberworth, Maltby Craggs Infant, Maltby Craggs Junior, Meadowhall and Thornhill Primaries; and Old Hall, Wingfield and Wath Secondaries.

Significantly refurbished and remodelled schools for East Dene and Wath Central Primaries; and Thrybergh, Clifton and Wickersley Secondaries.

Additionally new Key Young Persons' Centres are being built at Thornhill Primary and Wath Secondary; and significantly refurbished centres are being provided at Wingfield, Clifton, Thrybergh and Old Hall Secondary Schools.

10. Argument:

The Appendix summarises progress both on the construction and facilities management aspects of the project.

11. Risks and Uncertainties:

The risks and uncertainties relate to any delays in the actual construction process and any future lack of service quality/delivery in the facilities management operation of the schools.

12. Finance:

The Council was awarded £71.4m of PFI Credits from the DfES as a contribution towards the costs of the scheme. The remainder of the funding derives from the premises related parts of the schools' delegated budgets and the Council itself. The Unitary Payment to Transform Schools will begin from 1st April 2004 on a monthly basis. However, the payment is based on the schools reaching full services availability, and the full unitary payment will not be reached until 2007/08 when all the schools will be complete and operational.

13. Sustainability:

The PFI project will contribute to sustained educational improvement as well as more efficient and effective quality buildings. They will also provide sustainable opportunity for increased community use.

14. Wards Affected:

Ward Nos 5,7,8,9,12,13,14,17,19,20 and 21.

15. References:

As consultation

16. Presentation:

The first complete buildings have now been handed over to the Council. Thornhill Primary School and Key Young Persons Centre were operational from 19th April 2004 and the Ferham Centre from 7th June 2004. Both have met expectations in terms of timescale and quality. The Council is looking forward to the delivery of all thirteen others from its partner, Transform

Schools. Additionally Haden Building Management Ltd has now taken over responsibility for the facilities management service from 1st April 2004. This is the start of a 30 year contract with the Council.

The project will lead to both increased educational standards and greater community access to the 15 buildings. It is also playing a key part in Rotherham's regeneration.

17. Recommendations:

It is recommended that this report on progress on the Schools PFI Project is noted.

Progress Report on Schools PFI Project: Summer Term, 2004

Construction

Transform Schools sub contract the construction work to Rotherham Schools Joint Venture, a partnership between 2 Balfour Beatty Companies (Balfour Beatty Construction and Balfour Beatty Kilpatrick), Construction work is making excellent progress: Thornhill and Ferham are now handed over with only finishing works to complete. Clifton, Old Hall, Wath, Wingfield, Wickersley and Maltby Craggs are all being built to the planned timescale with design development and preparatory works on site well underway at Thrybergh.

Thornhill

The building's quality has been acclaimed by all who have visited. This includes the school, Key Young Persons Centre and Sure Start. Pupils, young people and staff have been in the school since 19th April 2004 and the official opening took place on 21 May 2004 performed by the Mayor, Councillor Richard Russell. A full Cabinet Meeting will have taken place in the building on 23rd June 2004.

Ferham Centre

The building is a superb example of design and construction. Its various roof levels and angles make it an exciting building both to view and to be in. The space for sports and arts area has been available since 19th April 2004 with the school and Sure Start moving in over the Spring Bank holiday period. Pupils started on the 9th June 2004. The Space for Sports and Arts has already been dedicated to Helen Billington and the official opening by the Mayor, Councillor Fred Wright will have happened on 2nd July, 2004. All three ventures (School, Sure Start and Space for Sports and Arts) will work together to make it an excellent facility for the Ferham Community.

Clifton Comprehensive

Phase 1 involves the new technology, dining and performing arts areas. All will be completed in July 2004 and the school will use these areas from September 2004. Phase 2 involves the refurbishment of the traditional part of the building with the start of the remainder of the new build being completed by September 2005. On that date work will begin on the Upper School.

Old Hall

Phase 1 will be complete by December 2004. Brick and blockwork for the shell is making good progress, now being 75% complete. Window installations are ongoing with internal finishes now beginning. Externally top soil has been applied to the pitches and seeding has begun.

Wath Comprehensive, A Language College

The new construction will be complete by March 2005. Roof works are nearly complete as is the brick and blockwork. Window installations are ongoing. Refurbishment work has begun to the existing sports hall and gym.

Wingfield

The new school will be complete by September 2005. The steel erection has been completed ahead of programme with good progress on the metal decking and suspended floor. Seeding will take place to the grassed areas in the near future.

Wickersley School and Sports College

Foundations are progressing well with the new block as is the refurbishment work on the roof of one of the existing blocks. The new caretakers house has been handed over and the floodlights and netball courts have also been completed. The construction period at this school will continue until September 2006.

Maltby Craggs Junior and Infant Schools

Excellent progress is being made at this school, which is using the same construction method as Thornhill. Footings are now well advanced in preparation for the pre engineered wall panels.

Facilities Management

Transform Schools (Rotherham) Ltd sub contracts to Haden Building Management Ltd to deliver the facilities management services for the contract for the 30 year period from 1st April 2004.

Interim services have now begun in all schools with the exception of Thornhill and Ferham. These will be provided until the new and/or refurbished schools are handed over to the Council. Interim services mean that Haden will maintain the school buildings in the condition as existed at contract commencement, carry out reactive maintenance and repairs and to provide soft services. The latter include caretaking, catering, cleaning, waste management, pest control and grounds maintenance.

Full services have now begun at both Thornhill and Ferham Primary Schools. This is qualitatively different from interim services as it means the planned maintenance of the schools so that they are kept in a condition, similar to that which was handed over to the Council. The ongoing payment and performance regime is also different and will be explained below.

From 1st April, Haden will operate a single point of contact Helpdesk function. This will be available 24 hours a day, 365 days a year. The school will agree

on the individuals who should contact the helpdesk and it will be their responsibility to contact them when it is necessary. The helpdesk will request the caretaker or mobile engineer to react to any problem, logging the start and completion times for the job. This is the self-monitoring function of the contract, which will lead to an assessment of performance on a monthly basis with the school. The Council has identified a nominated Building Manager from Economic and Development Services, who will assist schools with their client role.

From 1st April 2004, 25 caretakers/premises operatives transferred under TUPE to Haden. Haden has also sub contracted to the Councils own in house organisations, Premises Support Services and Education Catering Services for cleaning and catering. Consequently the schools are enjoying a good deal of continuity of service. Additionally Haden has sub contracted grounds maintenance to Mitchell and Struthers.

Haden operate under a payment and performance regime as negotiated within the contract. For all schools under interim and full services this means the performance for any aspect of the facilities management is assessed by reference to key performance indicators. These indicators have been categorised in order of importance with a timescale for rectification. If there is a failure to meet these standards and/or the timescale for rectification then deductions would be made from the monthly unitary charge paid to Transform Schools. They in their turn would reduce their fee to Haden accordingly, who would then do the same to their sub contractors.

For schools under full services (currently Thornhill and Ferham), deductions would also be made if any part of the school is deemed to be unavailable. These are significantly higher payments than those generated by failure to meet performance indicators. Ultimately it is the headteacher of the school, who will decide whether or not any area is unavailable.

Thus far, the transition has happened smoothly and information generated from the helpdesk monitoring system will enable both schools and elected members to receive a fuller picture of the service in the future.

ROTHERHAM METROPOLITAN BOROUGH COUNCIL**EDUCATION, CULTURE AND LEISURE SERVICES**

1. **Meeting** Education, Culture & Leisure - Cabinet Member and Advisors
2. **Date of Meeting** 29th June, 2004
3. **Title** Education, Culture and Leisure Services Outturn 2003/2004
4. **Originating Officer** Pete Hudson - Strategic Finance Officer
5. **Issue**

To inform Members of the 2003/04 Revenue Outturn position for the Education, Culture and Leisure Services Programme Area and note the requests for budget carry-forward into financial year 2004/2005.

6. **Summary**

The net revenue Outturn for the Programme Area (excluding Schools) is £37,145,265 against an approved budget of £37,945,498; a net underspend of £800,233.

The Programme Area will however request the carry-forward of unspent match funding for Standards Fund (£808,233) as this has a spending deadline set by the DfES of 31/08/04, and also the carry-forward of a net operating surplus on services traded with schools (£1,031); this being consistent with practice in previous years.

The post earmarked carry-forward variation for the Programme Area would therefore become £8,855 overspent against its annual budget (+0.0002%).

Additionally, a request is included to carry-forward the unspent Education budget (£34,387) to contribute towards the Contingency for Schools facing Financial Difficulty as this contingency is oversubscribed by £66,500 in 2004/05 as a result of implementing the DfES Minimum Funding Guarantee directive.

7. **Clearance/Consultation**

This report has been discussed with the Strategic Leadership Team and with the Head of Corporate Finance.

8. **Timing**

The Report requires Members with an oversight of Education, Culture and Leisure matters to receive and approve its contents, and consider the recommendations, before it is forwarded to the Corporate Management Team and Cabinet for final determination.

9. **Background**

The report includes the 2003/2004 revenue budget and outturn analysed across three areas; Schools' Delegated Budgets, Non-Schools Education Services and Culture and Leisure Services.

10. Argument

10.1 Financial Summary

The summary Outturn position for the Programme Area is analysed below:-

	Budget £	Outturn £	Surplus (-) Deficit (+) £	% Variation on Budget
Education Services	26,567,317	25,723,842	-843,475	-3.2
Culture & Leisure Services	<u>11,378,181</u>	<u>11,421,423</u>	<u>+ 43,242</u>	<u>+0.4</u>
Programme Area Total	<u>37,945,498</u>	<u>37,145,265</u>	<u>-800,233</u>	<u>-2.1</u>
School Budgets	116,697,510	113,595,713	-3,101,797	-2.7

10.2 Carry-forward Requests

Members are asked to note the following Education Services requests for carryforward which are detailed in Appendix B(i):

£800,233	Standards Fund Match Funding (the DfES deadline for spending the 2003/04 allocation is 31 st August 2004). This request amounts to the match required for the Authority to access the grant allocation, against which spend is committed for financial year 2004/2005.
£1,031	Delegated Support Services – trading balances. The request to carry forward this overall trading deficit reinforces equity of treatment of in-house services with those provided by external suppliers and is in line with previous years' treatment.
£34,387	Balance of 2003/04 unspent Education budget. This funding would be used to offset additional budget allocations to Schools facing Financial Difficulty in 2004/05. (£66,500)

10.3 RBT Contract

Costs for RBT contracted services amounted to £475,000 in excess of budget during 2003/04 and are summarised as follows:

Contract Element	£,000
Payroll / Human Resources	£43
ICT Maintenance and Software Contracts and PC Refresh	£296
Procurement Team	£77
Transformation and Partnership	£59

These costs are included in the outturn position shown in this report. The capacity to absorb these additional costs has been achieved through a combination of non-recurrent grant income, additional service generated income, very tight vacancy management and a moratorium on supplies and services budgets throughout the year.

11. Risks and Uncertainties

Failure to approve the request for carry-forward of Standards Fund Match will result in loss

of grant income of approximately £800,000 and would consequently result in a £1.6m overspend for Education Services in 2004/05 as Budget Holders are spending this funding in line with DfES guidance which permits these grants to be spent to the 31st August 2004.

12. Finance

Please refer to Appendices A – C.

13. Sustainability

This report highlights the actual performance against the approved budget for the financial year 2003/04. The request to carry-forward the unspent standards fund into 2004/05 will assist in raising levels of attainment and thereby enhance future prospects of Rotherham's pupils.

14. Wards Affected

All.

15. References

- A summary position (Division of Service level) for the Programme Area is attached as Appendix A.
- Service detail in support of Appendix A is attached as Appendices B(i) – (iv) (Education) and Appendices C(i) – (iii) (Culture and Leisure) of this report.
- School Budgets do form part of the Education Services Outturn but are shown separately as the Schools' balances must, under Fair Funding, be brought forward into Schools' 2004/05 Budgets. Summary level School balances information is shown at Appendix B(iv)
- Appendices B and C which accompany this report analyse the summary outturn positions in a standard format used across the Authority.

Appendices B(i) and C(i) summarise the position for each Service Area (for this purpose school delegated budgets are separated out from other Education services). These appendices also contain any requests for carry-forward.

Appendices B(ii) and C(ii) analyse the Service Outturn down to division of service level.

Appendices B(iii) and C(iii) provide operational reasons for variations (+/-£5,000), again analysed by division of service.

16. Presentation

The post carryforward variation of £8,855 for the Programme Area is the closest to budget ever achieved. (+0.0002%)

The Revenue Outturn position of Education, Culture and Leisure Services will be further reported by the Head of Corporate Finance to the Corporate Management Team and the Cabinet and will include the recommendations of the Cabinet Member and Advisors.

A separate detailed Report will be presented to Elected Members early next term relating to School Balances.

17. Recommendations

Members are asked to

- (i) receive and note the content of this report;**
- (ii) support a recommendation to the Corporate Management Team and Cabinet to approve the carry forward requests contained within this report.**

**Rotherham M.B.C.
Education, Culture and Leisure Services**

Appendix A

Outturn 2003/04 - Summary Level

Service Area	Annual Budget £	Outturn £	Variance £	Carry-forward £	Variance £	Carryforward Reason
<u>EDUCATION</u>						
Individual Schools Budget	116,697,510	113,595,713	-3,101,797	3,101,797	0	Schools Delegated Budgets
Strategic Management	3,670,482	3,789,942	119,460	0	119,460	
School Improvement	1,217,275	1,046,276	-170,999	0	-170,999	
Access to Education	2,959,681	2,867,281	-92,400	0	-92,400	
Special Education Provision	8,312,659	8,527,198	214,539	0	214,539	
Specific Grant Support	5,187,293	4,393,908	-793,385	808,057	14,672	Standards Fund Match - Spend deadline 31/08/04
Non-School Funding	5,376,977	5,221,444	-155,533	0	-155,533	
Delegated Services	-157,050	-122,207	34,843	1,031	35,874	Traded Services with Schools
Total - Education	143,264,827	139,319,555	-3,945,272	3,910,885	-34,387	
<u>CULTURE & LEISURE</u>						
Culture & Heritage	1,054,104	1,054,668	564		564	
Recreation and Sport	6,188,278	6,329,409	141,131		141,131	
Tourism	111,337	111,492	155		155	
Library Service	4,024,462	3,925,854	-98,608		-98,608	
Total - Culture & Leisure	11,378,181	11,421,423	43,242	0	43,242	
TOTAL - PROGRAMME AREA	154,643,008	150,740,978	-3,902,030	3,910,885	8,855	

Appendix B(ii)

Education, Culture & Leisure Services

PROGRAMME AREA:

SERVICE UNIT: EDUCATION SERVICES (Excluding Schools Delegated Budgets)

Revenue Outturn 2003/2004 - Variance Analysis

1	2	3	4	5	6
Division of Service Budget	Approved Budget	Latest Revenue Monitoring Report (05/05/03)	Actual Outturn	Under (-) / Over (+) Spending	Under / Over Spending as a % of Approved Budget
<u>STRATEGIC MANAGEMENT</u>					
PUBLIC DUTY & CENTRAL LICENCES/SUBS	121,702	121,702	35,860	-85,842	-70.5%
SCHOOL MUSEUM SERVICE	50,582	50,582	50,582	0	0.0%
LSB CONTINGENCY	83,472	83,472	-40,186	-123,658	148.1%
PENSIONS - SCHOOLS	839,787	839,787	861,206	21,419	2.6%
STRATEGIC MANAGEMENT	2,574,939	2,634,939	2,882,481	307,542	11.9%
<u>SCHOOL IMPROVEMENT</u>					
EDP & SCHOOL IMPROVEMENT	1,217,275	1,068,275	1,046,276	-170,999	-14.0%
<u>ACCESS TO EDUCATION</u>					
HOME / SCHOOL TRANSPORT	2,265,430	2,145,430	2,227,721	-37,709	-1.7%
AGENCY - SPECIAL EDUCATION LEA	311,942	175,542	189,266	-122,676	-39.3%
OUTDOOR EDUCATION CENTRES	91,471	121,471	141,637	50,166	54.8%
ACCESS MANAGEMENT & ADMIN	290,838	340,838	308,658	17,820	6.1%
<u>SPECIFIC GRANT SUPPORT</u>					
STANDARDS FUND	5,096,667	5,096,667	4,294,993	-801,674	-15.7%
SCHOOL MUSIC SERVICE	63,008	63,008	77,681	14,673	23.3%
TRAVELLERS UNIT	27,618	27,618	21,235	-6,383	-23.1%
<u>DELEGATED SERVICES</u>					
SCHOOL CATERING	-198,814	-198,814	-198,486	328	0.2%
SCHOOL SWIMMING	5,989	5,989	-1,129	-7,118	118.8%
DELEGATED SUPPORT SERVICES	35,775	35,775	77,407	41,632	-116.4%
Sub-totals	12,877,681	12,612,281	11,975,200	-902,481	

Appendix B(ii) (Cont.)

Revenue Outturn

PROGRAMME AREA: Education, Culture & Leisure Services

SERVICE UNIT: EDUCATION SERVICES (Excluding Schools Delegated Budgets)

Revenue Outturn 2003/2004 - Variance Analysis

1	2	3	4	5	6
Division of Service Budget	Approved Budget	Latest Revenue Monitoring Report (05/05/04)	Actual Outturn	Under (-) / Over (+) Spending	Under / Over Spending as a % of Approved Budget
SPECIAL EDUCATION PROVISION					
SEN ADMIN., SUPPORT & AGENCY	3,941,165	4,545,629	4,567,586	626,421	15.9%
SEN ASSESSMENT	124,349	124,349	135,471	11,122	8.9%
LEARNING SUPPORT SERVICE	428,815	428,815	417,906	-10,909	-2.5%
EDUCATION WELFARE SERVICE	520,705	520,705	501,311	-19,394	-3.7%
EDUCATION PSYCHOLOGY SERVICE	409,620	409,620	376,294	-33,326	-8.1%
HEARING IMPAIRED SERVICE	491,043	491,043	488,758	-2,285	-0.5%
VISUAL IMPAIRED SERVICE	302,650	302,650	299,817	-2,833	-0.9%
HOME TUITION EXCLUSIONS	11,264	11,264	14,890	3,626	32.2%
BEHAVIOUR SUPPORT SERVICE	494,672	494,672	473,286	-21,386	-4.3%
LEARNING SUPPORT INITIATIVE	303,248	303,248	276,517	-26,731	-8.8%
PUPIL REFERRAL UNITS	1,094,084	844,084	819,212	-274,872	-25.1%
SEN MANAGEMENT	191,044	161,044	156,151	-34,893	-18.3%
NON-SCHOOL FUNDING					
NURSERY EDUCATION	1,710,943	1,710,943	1,638,737	-72,206	-4.2%
PORTAGE	136,455	136,455	161,678	25,223	18.5%
POST 16 EDUCATION	214,340	214,340	219,899	5,559	2.6%
YOUTH SERVICE	2,073,603	2,073,603	2,080,089	6,486	0.3%
EARLY YEARS AND CHILDCARE	218,975	218,975	219,157	182	0.1%
CHILDREN IN PUBLIC CARE	33,379	33,379	12,385	-20,994	-62.9%
SCHOOL CROSSING PATROL SERVICE	208,128	208,128	170,898	-37,230	-17.9%
PARENT PARTNERSHIP	90,300	90,300	85,251	-5,049	-5.6%
PENSIONS NON-SCHOOLS	471,096	471,096	470,187	-909	-0.2%
FAMILY, COMMUNITY & LIFELONG LEARNING	150,076	150,076	140,103	-9,973	-6.6%
NON-SCHOOL FUNDING MISCELLANEOUS	69,682	25,682	23,058	-46,624	-66.9%
Totals	26,567,317	26,582,381	25,723,842	-843,475	-3.2%

Appendix B(iii).

Revenue Outturn**PROGRAMME AREA:** Education, Culture and Leisure Services**SERVICE AREA:** EducationRevenue Outturn 2003/2004 - Reasons for Variance from Approved Budget

<u>Division of Service</u>	<u>1</u>	<u>2</u>	<u>3</u>
		<u>Under (-) / Over (+)</u>	<u>Reasons (for variances +/-£5k)</u>
		<u>Spending (£)</u>	
<u>STRATEGIC MANAGEMENT</u>			
PUBLIC DUTY & CENTRAL LICENCES/SUBS			
SCHOOL MUSEUM SERVICE			
LSB CONTINGENCY		-123,658	Unallocated Schools contingency
PENSIONS - SCHOOLS		21,419	Increased Pensions Costs
STRATEGIC MANAGEMENT		307,542	RBT Contract - unbudgeted elements of contract
<u>SCHOOL IMPROVEMENT</u>			
EDP & SCHOOL IMPROVEMENT		-170,999	Staff costs slippage / additional Objective 1 grant income (£65k)
<u>ACCESS TO EDUCATION</u>			
HOME / SCHOOL TRANSPORT		-37,709	No inflationary increase in bus pass costs in 2003/04
AGENCY - SPECIAL EDUCATION LEA		-122,676	Reduced placements - demand led. (NB See SEN overleaf)
OUTDOOR EDUCATION CENTRES		50,166	Reduced Income generation potential in 2003/04: Fire at Longdendale
ACCESS MANAGEMENT & ADMIN		17,820	Additional staff costs
<u>SPECIFIC GRANT SUPPORT</u>			
STANDARDS FUND		-801,674	See request for carryforward ~ Appendix A(i)
SCHOOL MUSIC SERVICE		14,673	See request for carryforward ~ Appendix A(i)
TRAVELLERS UNIT		-6,383	See request for carryforward ~ Appendix A(i)
<u>DELEGATED SERVICES</u>			
SCHOOL CATERING		328	See request for carryforward ~ Appendix A(i)
SCHOOL SWIMMING		-7,118	See request for carryforward ~ Appendix A(i)
DELEGATED SUPPORT SERVICES		41,632	RBT contract - deficit balance not rolled forward as with other traded services
SUB-TOTAL		-902,481	

Appendix B(iii). (Cont.)

Revenue Outturn

PROGRAMME AREA: Education, Culture and Leisure Services

SERVICE AREA: Education

Revenue Outturn 2003/2004 - Reasons for Variance from Approved Budget

1	2	3
<u>Division of Service</u>	<u>Under (-) / Over (+)</u> <u>Spending (£)</u>	<u>Reasons (for variances +/-£5k)</u>
SPECIAL EDUCATION PROVISION		
SEN ADMIN., SUPPORT & AGENCY	626,421	Increased placements - demand led budget.
SEN ASSESSMENT	11,122	Additional staff costs
LEARNING SUPPORT SERVICE	-10,909	Additional grant income
EDUCATION WELFARE SERVICE	-19,394	Additional training income
EDUCATION PSYCHOLOGY SERVICE	-33,326	Staff costs slippage
HEARING IMPAIRED SERVICE	-2,285	
VISUAL IMPAIRED SERVICE	-2,833	
HOME TUITION EXCLUSIONS	3,626	
BEHAVIOUR SUPPORT SERVICE	-21,386	Additional income
LEARNING SUPPORT INITIATIVE	-26,731	Staff costs slippage
PUPIL REFERRAL UNITS	-274,872	Non-operation of Blenheim Centre (impacts on SEN budget above)
SEN MANAGEMENT	-34,893	Staff slippage and income generation
NON-SCHOOL FUNDING		
NURSERY EDUCATION	-72,206	Below budget take-up of Nursery Grants
PORTAGE	25,223	Additional staff costs
POST 16 EDUCATION	5,559	Additional Post 16 travel costs
YOUTH SERVICE	6,486	Ineligible grant expenditure
EARLY YEARS AND CHILDCARE	182	
CHILDREN IN PUBLIC CARE	-20,994	Staff costs slippage
SCHOOL CROSSING PATROL SERVICE	-37,230	Staff costs slippage
PARENT PARTNERSHIP	-5,049	Staff costs slippage
PENSIONS NON-SCHOOLS	-909	
FAMILY, COMMUNITY & LIFELONG LEARNING	-9,973	Staff costs slippage
NON-SCHOOL FUNDING MISCELLANEOUS	-46,624	Staff costs slippage
TOTALS	-843,475	

Appendix B (iv)

**MOVEMENTS IN SCHOOLS DELEGATED BUDGETS AND DECLARED SAVINGS
BALANCES 2003/04 TO 2004/05****Delegated Budget**

Sector	2003/04 Bal B/F £	In-Year Change £	2004/05 Bal C/F £	% Change £
Primary Schools	2,704,636	-878,662	1,825,974	-32.5%
Secondary Schools	210,122	460,855	670,977	219.3%
Special Schools	295,549	245,066	540,615	82.9%
Nursery Schools	14,841	49,390	64,231	332.8%
Total	3,225,148	-123,351	3,101,797	-3.8%

Declared Savings

Sector	2003/04 Bal B/F £	In-Year Change £	2004/05 Bal C/F £	% Change £
Primary Schools	1,344,624	-48,360	1,296,264	-3.6%
Secondary Schools	141,729	-27,887	113,842	-19.7%
Special Schools	174,596	20,852	195,448	11.9%
Nursery Schools	0	0	0	0.0%
Total	1,660,949	-55,395	1,605,554	-3.3%

Combined Overall Balances

Sector	2003/04 Bal B/F £	In-Year Change £	2004/05 Bal C/F £	% Change £
Primary Schools	4,049,260	-927,022	3,122,238	-22.9%
Secondary Schools	351,851	432,968	784,819	123.1%
Special Schools	470,145	265,918	736,063	56.6%
Nursery Schools	14,841	49,390	64,231	332.8%
Total	4,886,097	-178,746	4,707,351	-3.7%

ROTHERHAM METROPOLITAN BOROUGH COUNCIL

REVENUE OUTTURN 2003/2004PROGRAMME AREA/SERVICE:

Culture and Leisure

	<u>APPROVED BUDGET</u> £	<u>NET OUTTURN</u> £
Figures per OLAS (Committee Code: L)	11,941,471	15,825,918
<u>Less</u>		
Items "below the line"		
- Capital Financing Charges		-3,965,184
- CEC	-387,160	-263,181
- Office Accommodation	-176,130	-176,130
<u>Other Adjustments</u> (Please list)		

Figures per Service Outturn Report (Copy Attached)	11,378,181	11,421,423
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PROGRAMME AREA:
Education, Culture and Leisure

SERVICE UNIT:
Culture & Leisure

Revenue Budget/Outturn Position 2003/2004

Balances brought forward from 2002/2003 following decision of	
1 Cabinet (Underspendings b/f '+': Overspendings b/f '-')	-26,666
2 ADD Approved Cash-limited Budget for 2003/2004	11,759,806
3 ADD Supplementary Estimates approved in 2003/2004	0
ADD/SUBTRACT Virement from/to another Programme Area /	
4 Service Unit approved in 2003/2004	-354,959
5 RESOURCES AVAILABLE 2003/2004 (1+2+3+4)	<u>11,378,181</u>
6 NET ACTUAL OUTTURN 2003/2004 (As reported to Members)	11,421,423
7 Net under (-) / overspend (+) 2003/2004 (5-6)	<u>43,242</u>
8 REQUESTS FOR CARRY FORWARD INTO 2004/2005	

Appendix C(ii)

Revenue Outturn

PROGRAMME AREA:

Education, Culture & Leisure Services

SERVICE UNIT:

Culture & Leisure

Revenue Outturn 2003/2004 - Variance Analysis

1	2	3	4	5	6
Division of Service Budget	Approved Budget	Latest Revenue Monitoring Report (05/05/03)	Actual Outturn	Under (-) / Over (+) Spending	Under (-) / Over (+) Spending as a % of Approved Budget
Archives	239,649	237,636	251,239	11,590	4.8%
Arts Development & Support	55,558	49,917	70,970	15,412	27.7%
Heritage	2,492	2,412	4,786	2,294	92.1%
Museums & Galleries	455,553	448,008	447,616	-7,937	-1.7%
Theatres & Public Entertainment	300,852	324,214	280,056	-20,796	-6.9%
Allotments	81,208	75,621	74,214	-6,994	-8.6%
Countryside Recreation & Management	1,063,892	1,061,625	1,031,188	-32,704	-3.1%
Sports Development & Community Recreation	150,661	95,474	110,608	-40,053	-26.6%
Indoor Sports & Recreation Facilities	2,010,350	2,294,671	2,198,830	188,480	9.4%
Outdoor Sport & Recreation Facilities	1,407,003	1,352,131	1,359,628	-47,375	-3.4%
Golf Courses	-25,875	-2,118	-24,111	1,764	6.8%
Community Parks & Open Spaces	1,501,039	1,518,585	1,579,052	78,013	5.2%
Tourism	111,337	110,425	111,492	155	0.1%
Permanent Lending Libraries	3,498,869	3,412,373	3,388,379	-110,490	-3.2%
Mobile Lending Libraries	525,593	521,452	534,979	9,386	1.8%
Reference & Information Service	0	0	2,497	2,497	100.0%
Service Totals	11,378,181	11,502,426	11,421,423	43,242	0.4%

Appendix C(iii)

Revenue Outturn

PROGRAMME AREA: Education, Culture & Leisure Services

SERVICE AREA: Culture & Leisure

Revenue Outturn 2003/2004 - Reasons for Variance from Approved Budget

1	2	3
<u>Division of Service</u>	<u>Under (-) / Over (+)</u> <u>Spending (£)</u>	<u>Reasons (for variances +/-£K)</u>
Archives	11,590	Additional Management recharge costs
Arts Development & Support	15,412	Deficit against grant income target
Heritage	2,294	
Museums & Galleries	-7,937	Staff costs slippage
Theatres & Public Entertainment	-20,796	Staff costs slippage
Allotments	-6,994	Staff costs slippage
Countryside Recreation & Management	-32,704	Additional income from car parking and water sports facilities
Sports Development & Community Recreation	-40,053	Staff costs slippage
Indoor Sports & Recreation Facilities	188,480	Income shortfall from facility usage and closure. Costs of Health and Safety Measures.
Outdoor Sport & Recreation Facilities	-47,375	Additional income and staff costs slippage
Golf Courses	1,764	
Community Parks & Open Spaces	78,013	Additional premises costs and loss of depot income
Tourism	155	
Permanent Lending Libraries	-110,490	In year moratorium on supplies and services budgets (non-book fund) and staff costs slippage
Mobile Lending Libraries	9,386	Additional vehicle costs
Reference & Information Service	2,497	
Service Totals	43,242	

LIFELONG LEARNING OPPORTUNITIES SCRUTINY PANEL - Outline Work Programme 2004/05 as at 15 July, 2004

Month/Theme	Budget	Presentations	Reports	Monitoring	Policy Review	One day Scrutiny Reviews	Full Scrutiny Reviews	Cross-cutting Reviews
26 July 2004 MONITORING	ECALS Budget Monitoring (out-turn figures)	Intro to Panel's remit	<ul style="list-style-type: none"> Formula for redistributing RBT profits + cost of library meeting room¹ Co-option onto the Panel 	<ul style="list-style-type: none"> ECALS Pis – 2003/04 out turn and action plan PFI Termly Report ICT Action Plan 2004/05 Work Programme Adult community learning² 	<p><i>Work on policy review toolkit is currently taking place. Once completed (May/June 2004) – policy reviews can be programmed in.</i></p>		Set up review group for Adult learning review	Citizenship Curriculum - joint review with Democratic and Resources S/P (timing to be agreed with D&R Panel)
23 August LIFELONG LEARNING		Surestart	<ul style="list-style-type: none"> School Improvement Plan KS3 Scrutiny Review Building Schools for the Future Provision for Gifted & Talented pupils 				Opportunities for Adult Learning in Rotherham	
20 September MONITORING	ECALS Budget Monitoring			<ul style="list-style-type: none"> Green Spaces BV Review ECALS Pis (1st quarter) ICT Action Plan Theatres Review 2004/05 Work Programme Lifelong Learning BV Review 				

¹ including loss of income and whether this has been factored into the budget

² Helen Shaw, Community Learning Manager Tel:- 01709 822637

Month/Theme	Budget	Presentations	Reports	Monitoring	Policy Review	One day Scrutiny Reviews	Full Scrutiny Reviews	Cross-cutting Reviews
25 October OUTDOOR LEISURE			<ul style="list-style-type: none"> Habershon House Ulley Country Park Longendale 	<ul style="list-style-type: none"> Rother Valley Country Park Grange Park Review 				
22 November						Managing children's behaviour in schools	Set up review group for KS4 review	
20 December MONITORING	ECALS Budget Monitoring			<ul style="list-style-type: none"> ECALS Pis (2nd quarter) PFI Termly Report ICT Action Plan KS3 Review 2004/05 Work Programme Examination Results and target setting Schools Music Service 			KS4 and the preparation for the world of work	
24 January 2005 ROTHERCARD	2005/06 budget-setting		Rothercard – scope for extension	Rothercard – evaluation of 'More for Less'				
21 February						Education of children in hospital		

Month/Theme	Budget	Presentations	Reports	Monitoring	Policy Review	One day Scrutiny Reviews	Full Scrutiny Reviews	Cross-cutting Reviews
21 March MONITORING	ECALS Budget Monitoring		Draft 2005/06 Work Programme	<ul style="list-style-type: none"> • ECALS Pis (3rd quarter) • ICT Action Plan • Green Spaces BV Review • Lifelong Learning • Adult Learning • 2004/05 Work Programme • PFI Termly Report • Lifelong Learning BV Review 				
25 April INCLUSIVE EDUCATION			<ul style="list-style-type: none"> • Education of Children in hospital • Managing children's behaviour in schools 					

ROTHERHAM BOROUGH COUNCIL - REPORT TO MEMBERS

1. **Meeting:** Lifelong Learning Opportunities Scrutiny Panel
2. **Date:** 26th July 2004
3. **Title:** Programme Area ICT Action Plan 2004/05 – 1st Quarter Progress Report
4. **Originating Officers:** Dawn Rowley, Information and Performance Review Manager, Extension 2685
5. **Issue:** To inform of the progress made between April and June 2004 on ICT developments and plans within the Programme Area
6. **Summary:** This is the 1st Quarter progress report for 2004/5, and shows that work has commenced in 31 of the 42 action areas.
7. **Clearance/Consultation:** ECaLS Strategic Leadership Team, 14th July 2004. ECaLS Cabinet Member and Advisors, 20th July 2004.
8. **Timing:** This progress report has been produced quarterly to provide timely information on developments and plans around ICT and its use within the Programme Area.
9. **Background:** Significant issues were raised through the Ofsted inspections and IDEA reports in relation to the use and utilisation of ICT within the Programme Area in the years 2000-2002. The Action Plan process was introduced with these comments in mind to demonstrate a more structured approach to planning the deployment of ICT resources in line with the Services' identified priorities through its Service and Business Plans.
10. **Argument:** Areas of noted progress in the first quarter of 2004 are as follows:
 - Significant activity is taking place to ensure that the Programme Area has an active role in developing and supporting a Rotherham-wide ICT strategic planning partnership. This activity includes involvement in the corporate e-government strategy working group and close working with the Rotherham Learning Partnership in commissioning a feasibility study to identify opportunities and obstacles to expanding the 'Rotherham Learning Grid'. Included in this activity is a bid for £2m funding to support the future expansion of the Learning Grid (2005/6) across the Council and its Partners.
 - The work to connect all of Rotherham's schools to a broadband connection is now well underway. 106 schools have signed up to have broadband connection. All school sites will have been surveyed before the end of this school term (16/7/04) and much of the on-site 'digging' work will take place through the holiday period so as to reduce disruption to pupils and staff. Achievement of this large-scale project will ensure that Rotherham meets the DfES broadband connectivity target a year ahead of the deadline, and at a connectivity level 5 times the minimum required.

- The Programme Area will be developing its new 3-year ICT Strategy this year (for 2005-8). Work has commenced to undertake stakeholder evaluation of current positions and to identify key strategic ICT requirements in the coming 3-5 years. This will be a key piece of work to continue the momentum that has built over the life-time of the current strategy, and will provide the basis for forward plans, service and financial investment strategies in the medium term.

- 11. Risks and Uncertainties:** The progress reporting process and the monitoring of the plan is designed to identify, manage and alleviate risks and uncertainties from the ICT planning process. Through quarterly monitoring by Senior Managers and Members, risk assessment is carried out and uncertainties accounted for as progress is made.
- 12. Finance:** The costs associated with delivery of this plan are all contained within existing service budgets, or where identified funding has not been secured, additional external funding bids are being progressed.
- 13. Sustainability:** This report covers the following areas of the council's sustainability development aims and cross-cutting themes.
 2. Conditions which enable business success, economic growth and investment
 3. Education and training opportunities to build skills and capacities
 6. Vibrant communities to participate in decision making
 7. Culture, leisure and recreation activities available to all
 - 8 Local needs met locally
 - (i). Social Inclusion and Equity across all sectors
 - (ii) A partnership and participative approach
 - (iii) Geographic adaptation to the needs of rural and urban communities
 - (iv) Creativity, innovation and the appropriate use of technology
- 14. Wards Affected:** All Wards
- 15. References:** ECALS ICT Action Plan 2002-2005
- 16. Presentation:** Achievement of the large-scale Rotherham Learning Grid project will ensure that Rotherham meets the DfES broadband connectivity target a year ahead of the deadline, and at a connectivity level 5 times the minimum required.
- 17. Recommendation:**

That the progress outlined in this report be noted.

ECALS ICT Action Plan 2004-5

Revised: PRIORITY 1

(a) Create an effective strategic planning, decision-making and delivery framework for ICT in Rotherham, through a range of collaborative partnerships

ID	Ref to Aims	Outcome	Action	Person Responsible	Timescale	Milestones	Resources	Progress as at 30 th June 2004
01	All	The Programme Area takes an active role in developing and supporting a Rotherham-wide ICT Strategic Planning partnership	<p>Encourage RMBC to further develop its strategic ICT planning capabilities</p> <p>Take the lead in the establishment of a strategic ICT planning capability across the Rotherham Children & Young Peoples' Partnership</p> <p>Promote the integration and inclusion of the full range of partners and stakeholders in the strategic development of ICT across Rotherham, and the sub-region</p>	IPR Manager	March 2005	<p>e-government strategy working group established – May 04</p> <p>Appropriate ICT planners and decision-makers identified across the range of partners – Oct 04</p> <p>Regular attendance at Rotherham Learning Partnership ICT Sub -Group and SYeLP Programme Board meetings</p>	<p>RMBC RBT Health Connexions SYeLP Director</p>	<p>e-government working group met May and June.</p> <p>Draft e-government strategy to be produced –for submission to CMT – July 2004</p> <p>Discussions being held as part of 'Engage Room' and Children & Young Peoples' Partnership sessions</p> <p>IPR Manager attending both meetings on a quarterly basis.</p>
02	1,5	The Programme Area is an active participant in an integrated sub-regional e-learning network	<p>Identify the main sub-regional decision-making bodies and how Rotherham is represented</p> <p>Have representation appropriately from the LEA and schools on the ICT sub-groups</p>	<p>IPR Manager</p> <p>SYeLP Project Manager</p>	September 2004	<p>SYeLP Programme Board restructure operating effectively</p> <p>A representative from Rotherham LEA/schools attends meetings from May 2004</p>	<p>SYeLP Director Sheffield CC IPR Manager Rotherham LEA SYeLP Project Manager Schools</p>	<p>Restructure still under discussion</p>
03	1,4,5	The Programme Area has clear policies and guidance to ensure the proper development of ICT usage within its schools and services	<p>Updated policies agreed and in place, in schools and across services for</p> <ul style="list-style-type: none"> Information Sharing Data Protection, Information Security and Access Electronic communications 	<p>SIS (ICT) - Schools IGO - Services</p>	Spring Term 2005	<p>RMBC Corporate Policies reviewed and updated</p> <p>Information Sharing Protocols adopted by all schools</p> <p>Revised guidance available from Government on Data Protection</p>	<p>ICT Consultants, SIS Information Governance Officer, PA Corporate Core RBT</p>	<p>Presentation of Data Protection Policy and Information Security Policy to Chairs/Vice Chairs on 8 July 2004</p> <p>Information Sharing and e-Communication Policies still to be developed</p> <p>ISP protocols identified. Meeting arranged.</p>

ECALS ICT Action Plan 2004-5

04	1,2,5	<p>ICT standards raised by ensuring all schools' ICT Planning and implementation is effective and part of a self-review process</p> <p>Target 2004/5 – develop evaluation framework for use across Rotherham schools</p>	<p>Develop and consult upon an agreed system (s) for collecting, measuring, comparing and sharing school ICT Performance (Annual Audit)</p>	SIS (ICT)	March 2005	<p>Process of collecting, analyzing and distributing progress information agreed by Schools – Jan 05</p>	RBT Schools	<p>All KS2 Y6 data collated for ICT levels (TA) in 100% of schools. Data passes to receiving secondary schools.</p>
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ECALS ICT Action Plan 2004-5

Revised: PRIORITY 1

(b) Provide access to ICT and required services (e.g. technical infrastructure, Rotherham Learning Grid, email, internet) for all learners, services and providers

ID	Ref to Aims	Outcome	Action	Person Responsible	Timescale	Milestones	Resources	Progress as at 30 th June 2004
05	1	Have in place a process for the co-ordination of a Rotherham-Wide ICT Access Strategy to promote inclusion, support the expansion of the Rotherham Learning Grid and to draw together current initiatives to a coherent whole	Include ICT Access Strategy as part of new 3-year ECALS ICT Strategy	IPR Manager	March 2005	Identify key stakeholders in Access issues	RBT PA ICT strategy Team Schools Adult & Community learning LSC	Self-evaluation workshop being held 12 th July. Consideration of strategy development process underway – including discussion on a wide consultation strategy. Progressing at each Programme Area ICT Strategy Team meeting (monthly) Audit planned for Autumn 2004.
06	1, 4, 5	Rotherham Pupils have access to ICT hardware at least at national target levels.	(a) Undertake audit of current provision - benchmark schools in Rotherham to establish the range of current provision (b) Examine likely sustainability in each establishment Agee appropriate ratios with each school; taking into account available levels and sources of funding (i.e. SYeLP investment; specialist schools) Participate successfully in Government Pilot to further roll-out use of inter-active whiteboards in Rotherham's Schools <ul style="list-style-type: none"> Schools identified for inclusion in project – July 04 Appropriate training for school staff secured 	SIS (ICT) School Managers and Governors SIS (ICT)	Jan 2005 March 2005	Meet ratios set for each school (excluding SYeLP investment) Detailed guidance and funds received from Govt – May 04 Roll-out plan prepared and agreed, in consultation with Rotherham Schools – Sept 04	SIS SYeLP Project Manager £199,361 (Grant) SIS SYeLP Project Manager KS3 consultants CLC resources	<ul style="list-style-type: none"> Primary, secondary and special schools self nominated. Schools notified. Delivery scheduled for Set 2004.

ECALS ICT Action Plan 2004-5

07	1,2,5	Initiatives are evaluated to assess the potential impact of ICT on pupil achievement. New initiatives relate to, and complement existing partnerships	All initiatives to have clear, measurable 'success' criteria for evaluation as to impact on pupil achievement Agree a process which ensures that new initiatives integrate with identified priorities	All Lead Officers IPR Manager	<u>R. Mar 05</u> <u>R. Jan 05</u>	Carry out evaluation exercises at appropriate intervals on initiatives, and on completion Agreed process to be documented and utilised at subsequent Strategy Team meetings	All involved in initiatives	
08	1,2,3,4,5	Rotherham's communities have easy access to high quality learning materials via a well-established and integrated ICT infrastructure Links to Rotherham learning Partnership ICT Action Plan 2004/5	Rotherham Learning Grid is appropriately expanded to provide fast, affordable connectivity for all learners 2004-5 target <ul style="list-style-type: none"> • 100% schools in Rotherham • 10 Adult and Community Learning providers • 40 'other' Council sites • 5 Voluntary/Community Groups • 5 SME's Understanding gained as to the contribution other networks can make to the 'Learning Grid' (e.g. New Library Peoples' network; Super Janet)	IPR Manager	March 2005	Finance model agreed between RMBC/RBT, including recognition of schools' investment Communities of interest identified and phases of expansion developed, in agreement with partners and stakeholders	RBT Rotherham Learning Partnership RMBC Schools	Bid for £2m funding (2005/6) submitted Inclusion of RLG and NLPN in emerging e-government strategy (Connectivity Priority outcome) Feasibility Study specification agreed with Rotherham Learning Partnership – ICT subgroup
09	1, 2, 3, 4, 5, 7		Develop a strategic approach to the provision of hardware and other technologies for learner communities including <ul style="list-style-type: none"> • provision of PC's and other technology to community-based group (public loan strategy) • Access to digital content • Video-conferencing 	Manager, Adult & Community Learning (to be confirmed)	March 2005	Agree method of provision with RBT Find suitable financing strategy to provide affordable access to hard-to-reach groups	RBT e-Library Services Adult & Community Learning Young Peoples' Services	Adult Community Learning have purchased laptops to loan to community groups that they are contracting with.

ECALS ICT Action Plan 2004-5

10	<p>Rotherham has a clear strategy for on-line learning development which empowers learners through the provision of quality learning materials and courses over the 'web'</p>	<p>Develop Content Management Strategy document to include:</p> <ul style="list-style-type: none"> • Purchase and/or development of learning materials • Quality assurance of learning materials being proposed for use • Ensuring ownership of the Intellectual Property Rights to developed materials • Ensuring that materials developed remain 'system' independent <p>Support schools in the development of appropriate 'content' through</p> <ul style="list-style-type: none"> • SYeLP • E-Credits funding • Sharing good practice • Yorkshire & Humberside regional broadband/Grid <p>Identify priority areas for creation of digitized resource packs using Library, Museum and archives resources</p>	SYeLP Project Manager	March 2005	Draft strategy document available for consultation October 2004	SYeLP Project Manager SIS School head Teachers	<p>Rotherham schools' involvement in SYeLP initiative to develop content, will commence Autumn Term</p> <p>IPR Manager attended 'connecting Teachers' conference in London to ascertain national developments in this area</p> <p>RLG Steering Group meeting 15th July will commence discussions on the use of a VLE in Rotherham and start to develop the framework under which content in Rotherham can be developed.</p>
11	<p>Schools have integrated curriculum and administrative networks that contribute to raising achievement</p>	<p>Deliver the roll-out of the Rotherham Learning Grid to all schools who ask for it</p>	RBT	September 2004	<p>Schools confirmation of requirements – May 04</p> <p>RBT Final Project Plan agreed – May 04</p>	<p>RBT Connect Ltd Internal Audit Schools Management Teams</p> <p>Final Project design and plan agreed 30/6/04.</p> <p>All schools in project will have had</p> <ul style="list-style-type: none"> • site survey undertaken • switch installed by 16th July 2004 <p>The Server Farm will have been built by 3rd September, so enabling all secondary schools to migrate from RM to RLG.</p>	

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12	1,2,3,4,5	Schools have robust and secure LAN's Target 90% of schools' Audits to report no issues	Audit of Schools networks	<u>Revised-</u> RMBC - Internal Audit (Steve Pearson)	Jan 2005	Audit plan agreed with Internal Audit and Schools – Oct 04 10 Audits to be carried out every term	RBT Connect Ltd Senior Managers in Schools	
13	3,4	Library Systems are enabled fully supported and deliver services to library standards, and contribute to the availability of materials and accessibility through the Rotherham Learning Grid	Sustainability strategy is developed for <ul style="list-style-type: none"> • New Library Peoples' Network • BiblioMondo to ensure continued ability to deliver beyond current funding arrangements	e-Library Services Manager	March 2005	Expansion of Rotherham Learning Grid to encompass 'take on' of New library Peoples' network SLA with RBT in place for BiblioMondo support and ongoing development – Apr 04 Establish/Confirm Library PC's can be included in Refresh scheme with RMBC – Aug 04	RBT IPR Manager e-Government Board	
14	1	Provide out of school ICT opportunities for learners at CENT@Magna for a minimum of 4 weeks	Organise Holiday clubs for ICT Activity during Summer 04 and Easter 05	Centre Manager, CENT	July 2004	Consult children & young people on what activities they would like to have available	CENT Manager SIS (ICT) Teachers Voice & Influence Group	Fibre Optics Training and Wireless Technology Summer School scheduled for Aug 04 as part of CDI Project; further CDI training planned; Potential MOS Summer Schools planned for 04 and 05
15	1, 5	Learners are empowered through the provision of on-line courses	Provide access to ECDL for all KS3 and 4 students Provide access to the GCSE English online to learners Use of SAM Learning to support learners	SYeLP Manager	March 2005			
16	1, 5	Approach to the use of digital TV and other technologies explored to support access and learner choice	Feasibility study undertaken to determine usefulness of this media as delivery/access channel	RBT	Dec 2004	Rotherham learning Partnership involved in feasibility study	IPR Manager SYeLP manage SIS (ICT) Schools Other learning providers	

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17	2, 3	Programme Area invests in providing appropriate levels of hardware to support staff in delivering quality services	Determine and agree appropriate levels of 'new' investment in identified service teams <ul style="list-style-type: none"> • Leisure Centres • Cultural Services • Front-line delivery services in relation to Children & Young People 	IPR Manager	Jan 2005	Benchmark current levels of kit available to staff – July 04 Agree appropriate new levels required – Oct 04 Identify funding requirements to support the agreed level of new investment - Jan 05	RBT ECALS SLT	Year 2 of the PC Refresh programme – ECALS roll-out is Aug/early Sept 04. Identification of kit to be refreshed underway – will be completed 29/7/04 Benchmarking exercise to be undertaken following this – Sept 04
18	2, 5	Digitisation Strategy is developed across Culture, Leisure and Life-long learning	Identify stakeholders Research good practice Identify Rotherham's needs and priorities Write draft strategy, consult on and prepare final version	Manager, Libraries, Museums and Arts	March 2005	Establish RBT ability to assist in strategy development – July 04	IPR Manager RBT	
19	1, 4, 5	Internet availability of Rotherham's 'Collections'	Undertake audit of need, and feasibility of collections suitable for internet pilot Pilot one collection being available over internet	Manager, Libraries, Museums and Arts	January 2005	Technical capability for Digitisation to be available	RBT Museums staff	

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PRIORITY 2

Develop an Information Strategy for Education, Culture and Leisure Services that reflects the needs of electronic service delivery, and encompasses the wider requirements of integrated services for children and young people.

ID	Ref to Aims	Outcome	Action	Person Responsible	Timescale	Milestones	Resources	Monitoring
20	All	The Programme Area has up-to-date and relevant ICT and Information Strategies in place	<p>New 3-year ICT Strategy developed, consulted upon and agreed for 2005-2008</p> <ul style="list-style-type: none"> Develop ECALS Information Strategy for inclusion 	IPR Manager	March 2005	<p>Multi-agency and partner workshop held – Sept 04</p> <p>Draft Document out for consultation – Jan 05</p>	<p>Information Governance Officer</p> <p>Senior Managers in ECALS</p> <p>Wider stakeholders and partners</p> <p>RBT</p>	<p>IMS Event planned for Sept/Oct (schools)</p> <p>Initial (headline) strategy document developed</p>
21	2,3,5,6	Develop and promote ICT Key Performance Indicators	<p>Adopt Socitm ICT Key Performance Indicator to measure the ratio of staff to PC's (including mobile kit) in different areas of the Programme Area</p> <p>Benchmark current ICT penetration across the 5 service areas, including the numbers of staff who have an individual email address</p>	IPR Manager	January 2005	RBT up-to-date inventory available as starting point	<p>RBT</p> <p>Finance to purchase required kit</p>	See Action 17 above
22	2	Access to Information Policy in place within Programme Area	<p>Produce Access to Information Policy in line with legal and Corporate requirements</p> <p>Share with schools on an advisory /model policy basis</p>	Information Governance Officer	December 2004 Spring Term (Jan 2005)	<p>Requirements of Freedom of Information Act met by Jan 2005</p> <p>Draft Policy document distributed to Governors for consideration during their spring meetings</p>	<p>Council's Data Protection Officer</p> <p>IPR Manager</p> <p>Governors Section</p> <p>School Governors and heads</p>	<p>First draft of Corporate Policy for Right of Access developed</p> <p>FOI presentation to Chairs/Vice Chairs scheduled for September 2004</p>

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23	2,3,4	The Programme Area has a well-established Management Information Systems (MIS) that provides staff with up-to-date, relevant information to support school and service improvement	<p>a. Implement the Corporate Performance Plus system within the Programme Area</p> <p>b. Roll out eYS to 90% of Units</p> <p>c. CRM solution is implemented for 3 Leisure Centres</p> <p>d. A user counting system is introduced across all CL&LL facilities, integrated to central MIS</p> <p>e. Determine Music Service requirements for MIS in line with impending Government requirements</p> <p>f. Undertake Best Value review of EMS project implementation and use as basis for 2005/6 planning of requirements</p>	<p>Performance & Quality Manager</p> <p>Young Peoples' Services Manager</p> <p>Acting Business Manager- Leisure & Green Spaces</p> <p>Manager, Libraries, Museums and Arts</p> <p>Manager, Schools Music Service</p> <p>IPR Manager</p>	<p>March 2005</p> <p>March 2005</p> <p>September 2004</p> <p>March 2005</p> <p>August 2004</p> <p>Sept 2004</p>	<p>Identify service area priorities for roll-out</p> <p>System available for implementation</p> <p>Rotherham Learning Grid connectivity required</p> <p>Funding to be secured</p> <p>Undertake research on possible solutions Funding to be identified</p> <p>Funding to be secured</p> <p>Report produced</p>	<p>RBT Corporate Core Project manager (Culture & Leisure)</p> <p>RBT Young Peoples' Services</p> <p>Sports Council RMBC</p> <p>RBT CL&LL Project Manager</p> <p>Music Service Manager Capita PSP</p> <p>Capita ES EMS module Managers PSP on-site staff</p>	<p>5 full days of training to 70 staff. 30% of service using. On target to double this in September.</p> <p>Feasibility study outline agreed – awaiting funding confirmation.</p> <p>Priority of Leisure Services for CRM recognized in current e-government strategy work (in development)</p> <p>Review carried out 24th June. Draft report received and being considered.</p>
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24	The Programme Area has an effective framework for the publishing of information for both staff and the general public's use	<p>Programme Area complies with Corporate Information publishing Standards and Framework</p> <p>Targets</p> <ul style="list-style-type: none"> • Freedom of Information Act requirements are met – Jan 05 • Appropriate numbers of content authors and managers are identified and trained, across the programme area • Website is regularly updated and refreshed 	e-Publishing Officer	Jan 2005	<p>Councils intranet technology is in place and available to support content development</p> <p>Resource requirements are identified, and provided to enable work to be carried out</p> <p>Senior managers identify appropriate staff for training</p> <p>Content Managers/Authors update their own content on a timely basis</p>	RBT Connect Ltd e-Publishing Officer Service Team Managers	<p>New intranet system to be introduced by 12.04</p> <p>Initial FOI briefing to be followed by training for all staff. Records management system being piloted in IPR Team Additional 24 authors trained [Total now 48 in PA]</p> <p>Website review currently taking place. To be completed by end July</p>
25	Teaching and Non-Teaching staff use the data and information available in school and through LEA for pupil attainment and target setting	<p>PAT Tracker training is delivered to at least one member of staff in all schools</p> <p>Maintain the Schools' Data Working Group</p>	Schools Performance & Information Officer SIS (ICT)	January 2005		Information Team RBT Connect Ltd SIS School Managers	

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26	1,3,5	Schools and the Programme Area have access to quality information about all pupils, and learners in Rotherham	<p>Achieve rollout of on-line EMS modules</p> <ul style="list-style-type: none"> • Attendance • Exclusions • Children's Support services <p>Embed consistency across all schools in their use of administrative software; 'Using Data' recommendations as framework</p> <ul style="list-style-type: none"> • Complete Primary Schools Autumn Session (2 days) • Complete Secondary Schools Information Day <p>Enable schools to undergo migration of current Sims software to new platform (Sims.net)</p>	IPR Manager	March 2005	<p>Consult with Schools and SIS on the further implementation of the Government's Data Standards Framework</p> <p>Have migration plan agreed with all schools – March 2005</p> <p>Schools commit funds in 2005/6</p> <p>Schools Connect (RBT) and LEA resources available for roll-out</p> <p>LEA EMS system on version 3.18</p> <p>Schools Admin ICT access reviewed – minimum specifications met</p> <p>System interoperability required</p>	Senior Managers in schools SIS RBT Connect Ltd IPR Manager Information Team Service Managers in Programme Area/Project Manager	Planning completed for commencement of this work from Sept 04.
27	2, 3, 4, 5	Develop a range of appropriate communication channels to facilitate collaboration between partners/stakeholders	<p>Investigate the possibility of integrating existing information systems dealing with learners (pupils, adult & community learning, library services, Connexions) to provide life-long learning information access</p> <p>Identify needs of schools' and other stakeholder groups, to include additional MIS capabilities</p> <p>Identify software appropriate to meet those needs</p> <p>Cost options, choose and implement</p>	Senior School Improvement Consultant	January 2005	Understand requirements for collaboration in Rotherham <p>Work with other NCSL Pilot Authorities in developing our approach</p>	SIS Secondary Heads IPR Manager SYeLP Project Manager Potential 3 rd Party providers RBT	RLG Steering Group to consider this at their meeting on 15 th July

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28	1,2,3,4,5	Programme Area meets deadline for implementing mandatory electronic service delivery targets	Implementing e-Government statement reviewed in line with revised requirements from Central Government New Strategy is developed, adopted across the Council and resources committed to its delivery	IPR Manager	Dec 2005	Draft Strategy developed – June 2004 Funding made available so that actions can be achieved	Corporate e-Government Board RBT Connect Ltd IPR Manager	Corporate Working group assessed current position and 'gaps' to meeting 2005 targets. Strategy and Action plan to be submitted to CMT – Sept 2004
29	1,2,3,5	Develop and adopt Information exchange protocols and procedures across the multi-agency Rotherham Children and Young Peoples' Partnership, to enable appropriate information sharing, including schools	Using templates already developed in relation to IRT, work with the following agencies to facilitate adoption <ul style="list-style-type: none"> • Youth Offending Services • Sure Starts • Voluntary and Community Sector • Police • Housing • Rotherham schools 	IRT Project Manager	March 2005	March 2004 IRT Progress check confirms templates as appropriate	ISA Implementation Team Officers and staff of the relevant agencies RMBC Data Protection Officer Head Teachers	Joint Agency Information Sharing Officer leading on this – Education, Social Care, Health initially. Results of IRT March Progress Check received – Rotherham assessed as 'well ahead' of the requirements.
30	1, 4 5	Promote and share 'best practice' in the use of ICT in teaching and learning	Produce a communications plan for sharing best practice across Rotherham Schools, and other learning establishments Organise a sub-regional celebration of the use of ICT for teaching and learning, to be held in Rotherham each year Signpost school teaching staff to examples of best practice in Rotherham, and Nationally (links to collaboration actions) Publish a minimum of <ul style="list-style-type: none"> • 1 case study per school/learning organisation per annum of best practice in the use of ICT Develop and support a programme of competitions for schools (and other learning centres) to promote best practice in Rotherham	SIS (ICT)	Jul 2004 Oct 2004 Jan 2005 Jan 2005 Oct 2004	Approval of plan by schools and relevant others Identify current best practice to be showcased at first event Development of VLE/Collaboration vehicle to support this Ability to measure/monitor this to be determined Set criteria for 'judgement' and circulate to schools	SIS SYeLP Project Manager IPR Manager Sub-regional and national speakers e-library services Connexions Adult & Community Learning Team	VLE that all schools can access not yet fully in place, although significant progress could be made in next quarter. Planning underway for spring term 2005. IWB best practice pilot almost complete. Case study to be circulated first half of Autumn term.

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PRIORITY 3

Providing relevant, quality professional development and training opportunities for all staff to improve efficiency, effectiveness and confidence in the use of ICT in service delivery and in support of teaching and learning in, and beyond, the classroom.

ID	Ref to Aims	Outcome	Action	Person Responsible	Timescale	Milestones	Resources	Monitoring
31	2,4	Programme Area staff are able to appropriately use ICT to meet requirements of electronic service delivery and integrated services	Programme Area Training Plan to reflect importance of ICT skills within the workforce, which takes account of the impact of the joining up of services	Staff Training & Development Officer	Mar 2005	PDR process identifies ICT training requirements - all staff having basic skills - identified staff having enhanced skills - specialist ICT training identified Training Budgets sufficient to finance essential requirements	ST&D Officer All Service Managers SLT	
32	1, 5	e-learning used within the Programme Area to support the development of appropriate skills and competencies of staff 2004-5 target <ul style="list-style-type: none"> • 3 e-learning topics to be available to all ECALS staff 	e-Learning strategy developed in line with Corporate developments Library resources developed and utilised to support CPD for ECALS and other Programme Area staff	Staff Training & Development Officer e-Library services Manager	December 2004 March 2005	RMBC intranet developed to facilitate staff access to e-learning Corporate decision on e-learning approach to be adopted	Library services Corporate Training	Page 68
33	4	Teachers are competent in using ICT to influence teaching and learning 2004-5 Target <ul style="list-style-type: none"> • 90% of published programme delivered to at least 10 staff per session 	Deliver programme of training focused on classroom practice	Senior ICT Consultant	March 2005	Publish Programme of training – Apr 04	CENT@Magna SIS (ICT) School Managers and staff	Training programme published to all schools.
34	2,3,4	School staff have access to quality non-teaching training opportunities	Publish 2 training days for non teaching staff to focus on ICT in the curriculum and how to support teachers	Senior ICT Consultant	March 2005			Inset programme includes 2 training days for non teachers.

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35	1, 4	Identify opportunities to deliver quality training, through partners, to staff working within Children & Young Peoples' Service arrangements	Develop multi-agency training plan to support the pilot of integrated services/care pathways/assessment and information sharing Deliver training to pilot group and evaluate Roll out across Rotherham	IRT Project Manager Health	Sept 2004 Jul 05 2005 onwards	Identify numbers of staff requiring training Undertake Audit of current skill levels Identify resources to deliver training, including funding	Health – Multi-agency Training Board RMBC Connexions FE Colleges LCS Youth Offending Services	Review of IRT Trailblazer Training plans underway – completion Aug 04 Multi-Agency Training Group established (Health leading).
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PRIORITY 4

Maximize our internal and external funding capacity through the co-ordination of initiatives and projects to support the achievement of the ICT Action Plan, year-on-year.

ID	Ref to Aims	Outcome	Action	Person Responsible	Timescale	Milestones	Resources	Monitoring
36	1, 3	The 3-year Programme Area ICT Strategy is tied into the financial planning process and there is a discrete line for ICT expenditure	<p>Establish level of funding available for 2004-5</p> <ul style="list-style-type: none"> • assess impact on ability to deliver this plan <p>Develop sustainable financial strategy for new 3-year plan 2005-2008</p>	IPR Manager	<p>May 2004</p> <p>March 2005</p>	<p>RBT affordability impacts understood</p> <p>Impact of Children & Young Peoples' Services understood</p>	CMT SLT	Discussions on RBT Affordability for 2004/5 still in progress
37	7	Secure appropriate external investment and sponsorship to expand Rotherham's Learning Grid	<p>Agree investment mechanism and innovative funding options for required expansion</p> <p>Rotherham Learning Partnership involvement secured</p> <p>Secure RBT involvement in roll-out process</p>	IPR Manager	March 2005	<p>Cost model for expansion agreed – May 2004</p> <p>Identification of benefits to Learning Partnership members</p> <p>Sufficient resourcing for expansion plans available</p>	<p>IPR Manager</p> <p>RBT Connect Ltd</p> <p>EIC Board</p> <p>RMBC</p> <p>Finance committed</p>	<p>Discussions with BT/RMBC initiated</p> <p>Feasibility studies in 4 key Partnership areas to be conducted Sep – Dec 04 as starting point for identification of potential funding streams in 2005 and beyond</p> <p>Bid for £2m funds (2005/6) submitted</p>
38	3	Create sustainable learning environment in Rotherham	<p>Ensure that all initiatives are fully costed (including future projections) and appropriate risk assessments undertaken to inform decision-making process</p>	Lead officer for each initiative	April 2004 and ongoing	Review existing initiatives to ensure costs are available	Lead Officers RMBC External Funding Team	

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PRIORITY 5

Ensuring that quality ICT support is available, and developing the responsiveness and effectiveness of support provision.

ID	Ref to Aims	Outcome	Action	Person Responsible	Timescale	Milestones	Resources	Monitoring
39	1, 3, 5, 6	Schools and services have quality ICT support services available to them that demonstrate Best Value and support the objectives of opening up learning opportunities and raising educational achievement 2004-5 target SLA's for out-of-hours support in place for <ul style="list-style-type: none"> • libraries • young peoples' services • adult & community learning 	Annual SLA for schools support issued ECALs services have access to best value support appropriate to their needs. A method of support for the increasing numbers of home/mobile workers identified and costed	RBT RBT	September of each year April of each year	Brokerage arrangements in place 2004 SLA for Libraries and Young Peoples Services signed – May 2004 RMBC Mobile Working Strategy adopted and implemented across programme area	RBT IPR Manager IPR Manager Relevant Service Managers Helen Isaacs	BT are to bring proposals for dealing with this back to ECALS – Sept 04 Discussions with RBT/ECALS and RMBC's Client Coordinator are on-going Awaiting findings of corporate mobile working pilot
40	7	In support of the Rotherham Learning Grid expansion, cost effective support arrangements for 'other' agencies/organisations be available	Develop a support framework and costing model for organisations/agencies who wish to join the Learning Grid	IPR Manager/RBT	March 2005	Consultation document distributed to identified potential users	RBT	Being considered as part of responses to Action Points 8 and 37 above.

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ID	Ref to Aims	Outcome	Action	Person Responsible	Timescale	Milestones	Resources	Monitoring
41	6	The RBT Helpdesk provides appropriate levels of support to schools, measured by <ul style="list-style-type: none"> Annual school survey shows year-on-year increase in level of satisfaction with ICT support 	<p>Deliver agreed levels of support for both admin and curriculum in schools, being</p> <ul style="list-style-type: none"> Maximum Fix Time Target Achieved for a minimum of 85% of incidents Minimum of 85% of incoming calls to the Service Desk answered in 30 seconds or less. By 2005 satisfaction levels measured by Annual School Survey to be in top quartile, measured against national averages 	RBT	<p>Annually</p> <p>October 2004 and 2005</p>	<p>Quarterly reporting to monitoring body to be in place</p> <p>2003-4 benchmark positions to be distributed and understood</p>	RBT Connect Ltd	<p>All monitored as part of Councils standard SLA</p>
42	6	Ensure appropriate asset management to facilitate speedy provision of support for schools and programme area	<p>Maintain asset register of equipment in schools and Programme Area</p> <p>Implement 3-year replacement cycle in Programme Area</p> <ul style="list-style-type: none"> Identify 2004-5 replacement priorities in Programme Area – Aug 04 <p>Discuss with schools possible 3-year replacement strategy for their needs</p>	RBT	<p>April 2004 and ongoing</p>	<p>Agreement from RBT to this proposal</p> <p>CMT agreement to priorities</p>	<p>RBT Connect Ltd</p> <p>Schools (PM) SYeLP</p> <p>IPR Manager</p> <p>SIA (ICT)</p>	<p>Asset management for PA and replacement cycle underway.</p> <p>Programme Area refresh priorities for 2004/5 to be agreed 29/7/04.</p>

**LIFELONG LEARNING OPPORTUNITIES SCRUTINY PANEL
24TH MAY, 2004**

Present:- Councillor St. John (in the Chair); Councillors Barron, Boyes, Burke, Nightingale and Thirlwall.

Rev. A. Isaacson and Mr. S. Radford

177. APOLOGIES FOR ABSENCE

Apologies for absence were received from Mrs. M. Smith (Early Years Development & Child Care Partnership), Mr. T. Belmega (Learning & Skills Council), and Councillors Hodgkiss, Kaye, Pickering and Swindell.

178. DECLARATIONS OF INTEREST.

There were no declarations of interest.

179. QUESTIONS FROM MEMBERS OF THE PRESS AND PUBLIC

There were no questions from the press and public.

180. PRESENTATION - ROTHERHAM ARTS FESTIVAL

Sean Rourke, Festival Director, Rotherham Arts Festival gave a presentation on arrangements for the planning of this major cultural event in Yorkshire.

The Festival, which was one of the biggest in the UK, was to take place on the 3rd September – 3rd October, 2004.

Plans had involved working in partnership with:

- Rotherham Arts
- Business of Culture
- Rotherham Metropolitan Borough Council
- The local business community

in order to present a dynamic cultural programme showcasing local talent and bringing many international performers to Rotherham for the first time.

The presentation outlined the sponsorship value and opportunities for sponsors to select from various levels of investment to promote company business interests and enhance a socially responsible corporate reputation, the benefits of which can be negotiated to match the needs of individual sponsors which will be confirmed by contract.

The following information was reported on:-

- Strategic Objectives
 - to celebrate the town and Borough, its people and heritage
- Issues Encountered
- Key Events Confirmed
 - Civic Theatre (14th-17th September)
 - Covered Market (4th & 5th September)
 - Nikolai Demidenko (18th September)
- Commissions
 - Dinnington Primary School
 - Dinnington Colliery Band
 - St. John the Baptist Church, Wales
- Projects under Development
 - Media Launch (1st September)
 - Rother Valley Country Park
 - Rotherham Historical Murder Mysteries
 - Rotherham Ghost Walk
 - Open Day at Magna
 - Performances at Local Libraries (Saturdays)
 - Street Entertainment (4th and 18th September)
 - Awaiting confirmation of Rotherham Arts Events
 - World Food Fair
 - Satellite Events (Wath, Dinnington and Maltby)
- Festival Needs
 - Message and aspirations
 - essential vehicle to build civic pride
 - a major calendar event – complements strategic local regeneration
 - tremendous potential for the future

The meeting discussed the following issues:-

- areas not included in satellite work
It was explained that the work would percolate to the entire Borough from this year's events but that specific areas, as discussed, would be included.
- not to eliminate areas of the Borough which do not have Libraries
The event is an umbrella for local groups to be included and promoted. Two way process, everyone encouraged to get in touch and encourage people to participate.
- Community Arts Service – supporting the Festival and linking with all such initiatives within the Borough. Full use being made

of the new Space for Sports and Arts facilities in Thurcroft by Dinnington Colliery Band.

- Need to involve the Youth Brass Band through the Schools Music Service.
- Need for all children with artistic talents to be involved, including those from ethnic minority backgrounds

Sean Rourke, Festival Director, could be contacted by email on sean@businessofculture.com.

Resolved:- That Sean Rourke be thanked for an interesting and informative presentation.

181. ECALS BUDGET MONITORING REPORT (MARCH, 2004)

Consideration was given to a report of the Acting Executive Director on the performance against budget for the Education, Culture and Leisure Services Programme Area for the period – April to March, 2004.

In the financial year 2003/04 a number of issues have been identified which result in a reported overspend of £139,309 against the Programme Area's budget. The overspend consists of £15,064 for Education Services and £124,245 for Culture and Leisure Services. Accounts for the year are presently open, and there may be some changes as a result of the close-down exercise.

Appendices 1 and 2 provide details of the actual spend on the Education Services and Culture Leisure and Lifelong Learning areas of the Programme Area. Action was taken to address the identified budget pressures and consequently the overspend position has been minimised.

The meeting raised the following questions which it was believed to be impacting on the Programme Area budget:-

- would there be a carry forward of deficit as in the previous year?
- what was the likely revenue position for this financial year with respect to swimming pools?
- was the use of the arts centre meeting room by RBT contributing to the programme area's income shortfall?
- on what basis any profits from RBT would be shared out to programme areas?

The Acting Executive Director explained that The Cabinet had given an indication that the overspend will be carried forward from last year into this year.

In terms of Culture and Leisure Services specifically, it was envisaged that

swimming pool closures would make it easier to ensure that expenditure remained within budget.

RBT

Corporate issues around RBT transfers was an uncertain factor and a report was to be presented to Corporate Management Team outlining how it was intended to deal with this as part of the close down process, and in terms of subsequent years. This budget report reflected approximately £166,000 of additional cost on RBT (Payroll, Human Resources and Procurement).

The biggest financial pressure which the Programme Area had been tasked with absorbing was the ICT issue, and a guarantee that hardware will be refreshed on a regular basis.

It was pointed out that as this was the first year of the RBT initiative, certain issues were as yet unresolved around contractual arrangements, accounting mechanisms and provision of equipment.

Members expressed concern that the budgetary information provided for ongoing scrutiny purposes, in relation to the RBT initiative, is incomplete and suggested that every effort be made to improve this in next year's budgetary exercise.

Resolved:- That the report be received and the situation noted.

182. UPDATE ON LONGDENDALE

Pursuant to Minute No. 149 of a meeting of the Lifelong Learning Opportunities Scrutiny Panel held on 22nd March 2004, consideration was given to a report of the Young People's Services Manager on the situation at Longdendale since its destruction by fire in September, 2002.

The report explained that plans are currently being prepared by EDS for the new building, in compliance with both the Peak Park Planning Regulations and the Disability Discrimination Act. As these two factors impact on the type of new build, further agreement will be sought from Corporate Management Team before the rebuild commences. The aim, given all the necessary permissions, is to have contractors on site in August this year. If this is achieved the building could be completed and in use for the following April.

The report gave details on the following issues:-

- The Business Plan
- User Groups
- Comprehensive Schools
- Various youth projects and groups based in Rotherham

The Strategic Leader Culture, Leisure and Lifelong Learning reported verbally at the meeting that advice had been sought from the Loss Adjustor who had confirmed that the centre could be rebuilt with the amount of money awarded from the insurance.

The new build would be greatly improved in terms of its fabrication and would service the users much better and be more accessible to all users.

The Business Plan for 2005/08 had shown a more stable budget with monies available from income to cover running costs.

Whilst the Crowden Centre was nearby, this was mainly used by serious walkers, and did not offer the same facilities as Longdendale.

Completion of the new roof at Habershon House was imminent and both members of staff in charge of the facility spent a tremendous amount of their own time working on the internal decoration.

Resolved:- (1) That the report be received and the position noted.

(2) That a further update report be submitted on the use of the new Centre at Longdendale after it is fully operational.

(3) That an update report be submitted to a future meeting on the use of Habershon House.

183. WORK UNDERTAKEN IN 2003/04 AND PLANNED FOR 2004/05

The Scrutiny Panel considered the contents of a report of the Scrutiny Adviser which outlined the Panel's achievements over the current Municipal Year and suggested areas for inclusion in the work programme for 2004/2005.

The Panel continues to monitor progress arising from previous reviews.

These include:

- Allotments Review
- Rotherham Theatres' Review
- Rother Valley Country Park
- Green Spaces Best Value Review

Members were asked to consider the following aspects, in addition to influencing factors:-

- what has worked and what has not worked
- holding quarterly monitoring meetings as proposed in the recent Review Report and then use meetings in between to focus on a particular theme
- agree those areas which would be subject to detailed scrutiny

review

- to refer the details of the Scrutiny Panel's Forward Work Programme 2004/05 to the Performance and Scrutiny Overview Committee

Appendix Two gave details of a draft programme for 2004/2005.

Suggestions included:-

- monitoring meetings
- a number of themed meetings inbetween
- cross-cutting reviews
- all complementary reports being considered at the same meeting
- a number of one day scrutiny reviews making recommendations on the same day

Performance and Scrutiny Overview Committee was presently working on a system for Policy Reviews which it was suggested could be programmed in.

The draft programme suggested two full Scrutiny Reviews as follows:-

1. Opportunities for Adult Learning in Rotherham
2. Key Stage 4 and preparation for the world of work

Resolved:- (1) That the Forward Work Programme 2004/05 be referred to the Performance and Scrutiny Overview Committee.

(2) That any comments/suggestions be fed back to the Scrutiny Adviser.

(3) That the Programme of Work be submitted to this Scrutiny Panel on a quarterly basis.

(4) That the Home to Hospital Tuition Service be included in the Programme of Scrutiny Review work.

184. RBT OFFICE ACCOMMODATION

Further to Minute No. 166 of a meeting of the Lifelong Learning Opportunities Scrutiny Panel held on 26th April 2004, a verbal update was given by the Head of Corporate Finance on the use of office accommodation within the Authority by the RBT initiative.

It was explained that one of the elements of the Contract with RBT is that the provision of office accommodation for the staff who are seconded to the company is at cost to the Council.

The bulk of the accommodation which they occupy is termed as "pooled office accommodation".

The cost of operating the buildings is administered by Economic and Development Services which is then charged out to Programme Areas on a square foot basis. In real terms, although they count against the cost of service provision within programme areas, they do not count against the cash limit of this Programme Area and the same distinction was made as with central charges.

The use of certain accommodation by RBT in the Library, as in the case of the Arts Centre, was not part of the office accommodation pool and therefore is treated differently.

The issue which seemed to be in question is whether the lack of revenue from the hire of those meeting rooms should be at cost to the Council corporately or at cost to the Education, Culture and Leisure Services Programme Area. The current position is not clear because when the agreement was set up prior to the RBT contract coming into force, halfway through 2002/03 it had been discussed at Corporate Management Team and the issue was resolved in respect of the library and arts centre being compensated for the remainder of the period 2002/03 but not beyond that. The issue which required further debate and agreement is the extent to which that loss of income to the Arts Centre in 2003/04 and subsequent years was factored into the cash limit budget given to the Programme Area for 2003/04 and whether this will be taken into account at the point of setting the 2004/05 budget.

The Scrutiny Adviser referred to a comprehensive list of office accommodation, parts of which were being used by RBT staff within Rotherham. It was further pointed out that the issue about the Arts Centre meetings rooms was further complicated inasmuch as Organisations were no longer booking the smaller rooms either, in view of their need to book a number of rooms simultaneously.

Resolved:- (1) That a report be submitted to a future meeting on a proposal for a formula for the redistribution of any profits from RBT to Programme Areas.

(2) That a report outlining the cost to the Programme Area as a result of the use of the Meeting Room at the Arts Centre by RBT be submitted to a future meeting.

(3) That clarification be sought on whether the reduction in revenue income is factored into the 2002/03 and 2003/04 budgetary process.

185. LIFELONG LEARNING OPPORTUNITIES SCRUTINY PANEL

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

186. MATTERS ARISING

Schools PFI Project: Potential Surplus Assets

It was noted that a report on the content of the Green Space Review is expected at the July meeting of this Scrutiny Panel.

187. PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE

The Panel noted the content of the minutes of meetings of the above Committee held on 16th and 23rd April, 2004.

188. THE ROTHERHAM CHILDREN AND YOUNG PEOPLE'S BOARD

The Panel noted the minutes of a meeting of The Rotherham Children and Young People's Board held on 31st March, 2004.

189. DECISIONS OF THE CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES

Resolved:- That the minutes of meetings in respect of decisions made by the Cabinet Member for Education, Culture and Leisure Services, under delegated powers, held on 13th, 20th and 27th April, and 4th and 11th May, 2004 be received.

ROTHERHAM METROPOLITAN BOROUGH COUNCIL**CORPORATE FINANCE**

To: Chairman and Members of the Lifelong Learning Opportunities Scrutiny Panel – 26th June 2004

RBT OFFICE ACCOMMODATION

At the meeting of this Scrutiny Panel on 24th May 2004, Members asked for further information with regard to the costs of accommodation occupied by RBT (Connect) Ltd. (Minute No. 184 refers)

1. "That a report outlining the cost to the Programme Area as a result of the use of the Meeting Room at the Arts Centre by RBT be submitted to a future meeting".

"That clarification be sought on whether the reduction in revenue income is factored into the 2002/03 and 2003/04 budgetary process".

This matter was discussed by Corporate Management Team on 24th September 2002 and it was agreed "that, with regard to the Central Library, the loss of income of £12,838 for 2002/2003 be met from Rotherham Connect funds and be contained within the ECALS budget from 1st April 2003". (Minute No. 502/02 (f) refers).

The budget of Culture and Leisure rose from £10.702m in 2002/03 to £11.760 in 2003/04; an increase of £1.058m or 9.8%.

The costs referred to (£12,838) relate to a part-year only. Full costs have been calculated by the Executive Director to be around £40,000.

2. "That a report be submitted to a future meeting on a proposal for a formula for the redistribution of any profits from RBT to Programme Areas".

As far as I am aware, no decision has been taken by the Council as to how any profits redistributed from the RBT contract should be applied. However, I have every expectation that they would be treated as a "corporate resource", taken into consideration as part of the budget setting process for the relevant year(s). Such an approach would be in accordance with that currently being adopted in respect of the Council's share of any procurement savings generated, and would be the one which I would recommend to Corporate Management Team and the Cabinet.

Richard Sykes
Head of Corporate Finance

**PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE
FRIDAY, 7TH MAY, 2004**

Present:- Councillor Stonebridge (in the Chair); Councillors Clarke, Doyle, G. A. Russell, Whelbourn, F. Wright and S. Wright.

Also in attendance was Councillor Lakin for Minute No. 197.

Apologies for absence:- An apology was received from Councillor St. John.

196. NEIGHBOURHOOD RENEWAL STRATEGY

The Committee considered a report and presentation by Alison Penn, Strategic Programmes Manager, together with Minute No. 111 of the meeting of the Regeneration Scrutiny Panel held on 2nd april, 2004, relating to the above.

The presentation covered:-

- National Neighbourhood Renewal Strategy: Vision
- National Goal
- National Floor Targets:
 - Employment Rates
 - Education
 - Health
 - Crime
 - Social Housing
- Rotherham Neighbourhood Renewal Strategy
- Identifying inequality in Rotherham
- Indicators used
- Driving the integration of Neighbourhood Renewal into service delivery
- Twin track approach:-
 - tackling immediate problems in neighbourhoods
 - addressing underlying problems in neighbourhoods
- Prioritising causes of deprivation:-
 - improving the life chances of children and people
 - enabling everyone to achieve basic skills level
 - improving the economic position of the unemployed and low earners

It was emphasised that the Strategy was not intended to be a separate strategy, rather it was meant to influence other plans and strategies of the Council and all other partners.

An explanation was given of the measures used to set targets and how the index of multiple deprivations had been used to select target areas.

Discussion and a question and answer session ensued and the following issues were covered:-

- differing factors in areas of the Borough
- increasing benefit take up
- need for regular monitoring and updates
- Improvement Plan
- identification methods for areas of deprivation
- clusters of multiple deprivation and 'hotspots'
- dialogue and information sharing
- targeting resources to reduce inequalities
- need to improve access to facilities and ascertain why facilities are not being accessed
- responsibility for monitoring the Strategy
- need for a policy framework built into Strategy
- information flows and joint working
- need for commitment and ensure neighbourhood renewal is built into service plans
- need to identify if more money is being committed to target areas
- level of public spend in target areas
- timescale and results.

Resolved:- (1) That the Cabinet be advised that, as far as this Committee is concerned:-

(a) the Neighbourhood Renewal Strategy be agreed and its intention be fully supported;

- (b) an All Member Seminar should be held on this matter;
 - (c) the Strategy be put into the context of the existing policy framework around neighbourhood renewal;
 - (d) there should be area allocation coding across the authority;
 - (e) the Performance and Scrutiny Overview Committee should be responsible for monitoring the implementation of the Strategy and receive quarterly updates;
 - (f) Neighbourhood Renewal Fund monies should not support mainstream funding but be targeted accordingly.
- (2) That Cabinet be requested to identify clearly a Member with responsibility for Neighbourhood Renewal issues.
- (3) That Cabinet be requested to endorse the Implementation Plan on completion.

197. COMMUNITY LEADERSHIP REVIEW

The Principal Officer, Scrutiny Services, introduced briefly the submitted report updating Members on the progress of the "Community Leadership Role of the Local Councillor" review which incorporated in initial comments from the Corporate Management Team. Those comments, which had been supportive, had been noted by the Democratic and Resources Scrutiny Panel at its meeting on 4th May, 2004. The report was to be considered by Cabinet at its meeting on 19th May, 2004.

The Chairman welcomed Councillor Lakin, Chair of the review group, who presented briefly the submitted summary and financial implications. Councillor Lakin indicated that the two responses from Elected Members had been supportive and reiterated that the Corporate Management Team had been largely supportive.

In commending the report to the Committee, Councilor Lakin referred to some of the aims as being:-

- raising the profile of the Councillor
- Member development
- assisting Members to be more effective in the community.

Discussion and a question and answer session ensued and the following issues were covered:-

- briefing for Members attending meetings
- need to push for Member development and establish a 'Champion' for the Review
- level of Member support
- views of the Corporate Management Team
- Councillors website
- range and provision of IT equipment

Resolved:- (1) That the report be welcomed and Councillor Lakin and the Review Group be thanked for their efforts.

(2) That Councillor Lakin be established as the Review 'Champion'.

(3) That the Chairman pursue with the Chief Executive the comments from Corporate Management Team as now discussed.

(4) That the reference to the provision of equipment in paragraph 8.2.1.1 should be amended to reflect IT equipment that fulfils Members' needs.

(5) That Councillor Lakin present this report to the Members' Training and Development Panel and the Chief Executive be requested to attend such presentation.

198. STAGED PROGRAMME FOR LOCAL STRATEGIC PARTNERSHIP REVIEW

Cath Saltis, Principal Officer Scrutiny Services, reported on the proposed two stage approach to the Local Strategic Partnership review.

The first phase was to obtain baseline information regarding terms of reference, workings etc. and the second phase related to the performance monitoring of the Local Strategic Partnership.

Work was ongoing and consideration was being given to the outcomes of the Local Strategic Partnership.

It was noted that Lee Adams, Assistant Chief Executive, was leading on partnerships.

Resolved:- That the two stage approach to the Local Strategic Partnership review be noted and agreed.

199. MINUTES OF THE MEETING HELD ON 23RD APRIL, 2004

Resolved:- That the minutes of the meeting held on 23rd April, 2004, be

approved as a correct record for signature by the Chairman.

200. MATTERS ARISING

(A) ROTHERHAM REACHOUT: RESULTS OF THE SEVENTH SURVEY

Concerns were expressed regarding the demographic breakdown of the Panel and whether or not it was representative of the community.

Resolved:- That this matter be pursued.

(B) RESPONSE TO THE CONSULTATION ON POST OFFICE CLOSURES

It was noted that no reply had yet been received with regard to the Council's response.

201. REVENUE BUDGET MONITORING REPORT 2003/2004

The Committee considered the submitted budget monitoring report for the period 1st April, 2003 to 31st March, 2004, detailing the projected revenue outturn for 2003/04 along with the actions being taken, or proposed to be taken, to deal with the projected over or underspends. The information had been noted by the Cabinet and Corporate Management Team.

The report showed a project overspend of £277,000 on the General Fund as compared with a projected overspend of £442,000 as at 29th February, 2004.

The report also showed a nil variation on the Housing Revenue Account as compared with a projected overspend of £12,000 as at 29th February, 2004.

Resolved:- That the information be noted.

202. WORK IN PROGRESS

(a) Environment Scrutiny Panel

Councillor F. Wright reported that one more meeting was required to complete the review of flytipping.

(b) Social and Community Support Scrutiny Panel

Councillor G. A. Russell reported consideration of issues relating to debt payments, extra care housing and transportation.

(c) Democratic and Resources Scrutiny Panel

Councillor Whelbourn reported that work had started on the review of co-option and that stage 2 of the review of Parish Councils would commence after the election.

203. CALL-IN ISSUES

There were no formal call-in requests.

(The Chairman authorised consideration of the following items to keep Members informed.)

204. REVIEW OF THE CONSTITUTION

The Chairman reported that Cabinet was having a session next week to consider the Constitution.

Resolved:- That efforts be made to facilitate a joint discussion with Cabinet on the Constitution at the next meeting of this Committee.

205. INVEST TO SAVE BIDS

Concern was expressed that Invest to Save bids had been approved at Corporate Management Team without Elected Member input.

Resolved:- That the Chairman pursue this issue.

206. IDEA TRAINING SESSIONS

The Chairman reported that taster sessions for Scrutiny Chairs were being arranged for September, 2004.

Resolved:- That a request to book two places be processed through the Members Training and Development Panel.

**PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE
FRIDAY, 21ST MAY, 2004**

Present:- Councillor Stonebridge (in the Chair); Councillors Clarke, Doyle, St. John, G. A. Russell, Sangster, Whelbourn, F. Wright and S. Wright.

Apologies for absence:- Apologies were received from Councillors Hussain and License.

207. FINAL REPORT OF THE DIRECT PAYMENTS REVIEW GROUP

The Committee considered the above report as introduced, presented and commended by Councillor Jackson, Chair of the Review Group. The report had been endorsed by the Social and Community Support Scrutiny Panel at its meeting on 2nd April, 2004 and again on 7th May, 2004 following consideration of the comments from Corporate Management Team and the Social Services Management Team. Councillor Jackson thanked everyone who had participated in the Review.

The report outlined the background to the review, composition of the Review Group, terms of reference and set out the findings and recommendations of the Review Group.

A question and answer session ensued and the following issues were covered:-

- Direct payments being used to purchase care services and not taken into account as part of benefits payments.
- Whether the service recipient could revert to services provided by Social Services should they be unable to arrange suitable care services through direct payments.
- Whether there was the sufficient capacity in the care market to ensure that direct payments recipients could employ suitable people.
- Commissioning arrangements for the service.
- Application process and clarification that only people with an assessed community care need could receive direct payments.
- Relationship with benefits take up.
- Need for more awareness for members of the public
- Training for Councillors.

Resolved:- (1) That, as far as this Committee is concerned, the report and its recommendations be endorsed and forwarded to Cabinet accordingly.

(2) That a report be submitted to the Social and Community Support Scrutiny Panel in three months outlining progress on the issues raised.

208. THE CENTRE FOR PUBLIC SCRUTINY 2ND ANNUAL CONFERENCE -

23RD JUNE, 2004 - LONDON

Resolved:- That arrangements be made to facilitate the booking of six places at the above and expressions of interest in attending be forwarded to Cath Saltis.

209. REVIEW OF THE CONSTITUTION

Tim Mumford, Head of Legal and Democratic Services, gave a presentation on the key elements of the above.

The presentation covered:-

- Requirements of the Local Government Act 2000:-
 - Creation of Executive.
 - Allocation of Functions.
 - Overview and Scrutiny Committees.
 - Standards Committee.
- Broad divisions of functions:-
 - Those not to be responsibility of Executive.
 - Local choice.
 - Shared between Council and Executive.
 - Those which must be responsibility of Executive.
- Functions not responsibility of Executive.
- Full Council responsibilities.
- Executive (Cabinet) responsibilities.
- Overview and Scrutiny responsibilities.
- Accountable decision making.
- Purpose of the Constitution.
- What sort of Council? Priorities:-
 - Community Leadership.
 - Service quality.
 - Strong accountability.
 - Public involvement.
 - Member inclusiveness.
- Role of Council Meeting.

- Cabinet:- Issues.
- Overview and Scrutiny:- Issues.
- Area Assemblies:- Issues.
- Partnership Working.

A question and answer session ensued and the following issues were covered:-

- Transparency not evident in decision making.
- Style of Council Meeting.
- Need to improve the Forward Plan.
- Need for scrutiny review of Forward Plan and Key Decisions.
- Key decision parameters.
- Need for policy framework.
- Service quality.
- Officer decision making.
- Need for the question session at Cabinet to be structured.
- Reporting pathways, both ways, between Cabinet and Scrutiny.
- Need for advanced planning to facilitate scrutinising issues in advance.
- Scrutiny champions.
- Need for clear response times on referred scrutiny reviews.
- Need for costings in scrutiny review reports to facilitate clear decisions and follow up reports from Cabinet.
- Need for clear protocols when issues are referred to Corporate Management Team for costings.
- Need to clarify position of Scrutiny regarding taking on referrals from the Executive.
- Lack of links between Scrutiny and Area Assemblies.
- Need to review thoroughly the direction of Area Assemblies in terms of Neighbourhood Management.
- Need to have reference in Constitution to partnership working both internal and external.
- Need for reference to the governance arrangements for publicly funded organisations.
- Need to reflect the existence of the Audit Committee timescales.
- Need to reduce the size of the Constitution.

Tim Mumford indicated that a tidy up of the Constitution addressing out of date issues and updating the scheme of delegation could be achieved for the Annual Council Meeting in June, 2004. Reviewing the Constitution in terms of changes in direction needed more thought and work would continue over the coming months. Cabinet and Corporate Management Team were to have a session regarding the vision for Rotherham.

The aim as to have a revised Constitution, regarding different ways of work, ready for the Annual Council Meeting in 2005.

The Chairman, in concluding, thanked everyone for their contributions. He referred generally to the need for deadlines and highlighted from the discussion the need for further consideration to issues including.

- Consultation.
- Timetable.
- Reduction in the volume of the Constitution.
- Partnership working.
- Protocols for relationship between Scrutiny and the Cabinet.
- Public engagement.

210. MINUTES

Resolved:- That the minutes of the meeting held on 7th May, 2004 be approved as a correct record for signature by the Chairman.

211. MATTERS ARISING

A. RESPONSE TO THE CONSULTATION ON POST OFFICE CLOSURES

The Chairman reported that a negative reply had been received with regard to the Council's response to the consultation on post office closures.

B. INVEST TO SAVE BIDS

The Chairman reported that, along with Cath Saltis, he had met the Chief Executive to discuss the above. It was noted that proposals were not finalised and would be submitted to Cabinet and Scrutiny for approval.

C. IDeA TRAINING SESSIONS

The Chairman reported that the Members' Training and Development Panel had supported the request to book two places for the scrutiny sessions. The Panel had also approved two places for attendance at the "Leader" sessions.

212. WORK IN PROGRESS

Cath Saltis reported that she had met Executive Directors with a view to identifying any big issues coming up in their respective Programme Areas that could be considered for scrutiny work.

The possibility of looking at how other Authorities used their Council Meetings was highlighted as potential scrutiny work.

213. CALL-IN ISSUES

There were no formal call in requests.

**PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE
FRIDAY, 4TH JUNE, 2004**

Present:- Councillor Stonebridge (in the Chair); Councillors Clarke, St. John, License, G. A. Russell, Sangster, Whelbourn and F. Wright.

Also in attendance was Councillor Pickering for item 214.

Apologies for absence were received from Councillors Doyle, Hussain and S. Wright.

214. REVIEW OF CO-OPTION ONTO SCRUTINY PANELS

The Committee considered the above report as introduced, presented and commended by Councillor Pickering, Chair of the Review Group.

The report outlined the background to the review, composition of the Review Group, terms of reference and set out the findings and recommendations of the Review Group.

A question and answer session ensued and the following issues were covered:-

- Importance of training and information pack.
- Voting rights.
- Wider representation from outside bodies.
- Possibility of a pool of co-optees.
- Quorum criteria.
- Budgetary issues.
- Annual review of co-option.
- Trades Union representation on reviews.

Resolved:- (1) That, as far as this Committee is concerned, the report and its recommendations be endorsed.

(2) That the report be forwarded to the Corporate Management Team to identify the cost/benefits of implementing the proposals and that Corporate Management Team report back to this Committee in early July, 2004 with comments.

(3) That the report be forwarded to Cabinet to determine what actions it wishes to take in light of the recommendations.

(4) That the review of the Constitution should take into account statutory consultees and quorum implications.

(5) That a report be submitted to this Committee in six months outlining progress on the issues raised.

(6) That everyone associated with the Review be thanked for their efforts

215. DRAFT PERFORMANCE PLAN 2004/5

Rob Houghton, Performance Review Officer, introduced and presented briefly the submitted report and draft Performance Plan 2004/5.

It was noted that this was the Council's fifth Performance Plan and followed a similar format to the 2003/4 Plan subject to amendments, now highlighted, that had been agreed by Corporate Management Team at its meeting on 26th April, 2004.

Consultation had also taken place with programme areas and District Audit on the layout and narrative of the document. Further representations would be made to the Cabinet and Council before the Plan's statutory completion date.

It was noted that the Council was statutorily obliged to produce the document by 30th June, 2004.

Discussion and a question and answer session ensued and the following issues were covered:-

- Performance information/statistics.
- Consultation.
- Methods of production and distribution.
- Need to utilise electronic copies and the intranet as much as possible and reduce the number of hard copies.
- Need for a good executive summary.
- Need to focus on what benefits residents of Rotherham receive from the Performance Plan.

Resolved:- That the draft Performance Plan be accepted as a working document.

and hard work.

216. UPDATE ON POLICY REVIEW

Dawn Roberts, Policy Co-ordinator, updated the Committee on the Policy review work undertaken. The following issues were highlighted:-

- Initial part of the review would be completed next month.
- The audit of policy was continuing.
- Work was continuing on refining the policy toolkit.
- Ensuring the role of scrutiny with regard to policy development and policy review.
- Initial review of key policies and strategies produced by the Council had identified approximately 20 which were being assessed against criteria.
- The work would help to inform Scrutiny's forward plan
- Need to do this work as part of the preparations for C.P.A.

- Need for a framework to ensure quality standards in policy and strategy development/review
- A report was to be submitted to Corporate Management Team and Members outlining the outcome of the initial audit of policy and next steps, including the role of Scrutiny in taking forward policy reviews in 2004/05.

Resolved:- That the information be noted.

217. MINUTES

Resolved:- That the minutes of the meeting held on 21st May, 2004 be approved as a correct record.

218. MATTERS ARISING - REVIEW OF THE CONSTITUTION

With regard to Minute 209 (Review of the Constitution) it was:-

Resolved:- That a Working Group be established to look at:-

- (a) How other Authorities use their Council meetings.
- (b) Developing Scrutiny/Cabinet protocols.
- (c) Developing other scrutiny protocols to 'streamline' the Constitution.

219. LOCAL STRATEGIC PARTNERSHIP (L.S.P.) UPDATE

The Chairman introduced Daniel Swaine, Scrutiny Adviser, who gave a powerpoint presentation on the above.

The presentation covered:-

- Scrutiny's role in relation to the Local Strategic Partnership.
- The Rotherham Partnership.
- What does the Partnership do?
- Rotherham Partnership and the Six Spokes Partnerships:-
 - The Safer Rotherham Partnership.
 - Health and Social Well Being Partnership.
 - Community Development and Involvement Partnership.
 - Local Economic Development Partnership.
 - Lifelong Learning Partnership.
 - Strategic Housing Partnership.
- Does Scrutiny have a role?
- The Role of Scrutiny.

Discussion and a question and answer session ensued and the following issues were covered:-

- Need for Scrutiny Panels to receive updates from respective spokes.

- The role of scrutiny in monitoring the delivery of community strategy.
- Would L.S.P. performance be part of the Council's C.P.A. rating.
- Need to improve communication within the Council regarding L.S.P. activity.
- Two phase review of L.S.P.:-
 - (a) Raising awareness/profile of L.S.P. and relationship with the Council.
 - (b) Reviews of activities of the spokes and overall performance of the L.S.P.
- Responsibility for reviewing the L.S.P.

Resolved:- (1) That the information be noted.

(2) That further work be carried out regarding scrutiny's role with regard to the L.S.P. and a further report be submitted accordingly.

220. WORK IN PROGRESS

- (a) Social and Community Support

Councillor G. A. Russell indicated current discussions on:-

Homelessness Programme.
Children and Families Action Plan.
Transport Plan Best Value Review.

- (b) Councillor Sangster reported that good progress was being made by the Working Group scrutinising the Health Service and that there had also been two meetings of the Patient Public Involvement Forum.
- (c) Councillor Stonebridge reported that the Council had been invited, by the Centre for Public Scrutiny, to produce a best practice report on scrutiny for presentation to the L.G.A. Conference in July, 2004. Streetpride had been suggested as an appropriate topic.

221. CALL IN ISSUES

There were no formal call in requests.

222. VOTE OF THANKS

The Chairman thanked Members and Officers for their effort and support over the last year.

THE ROTHERHAM CHILDREN AND YOUNG PEOPLE'S BOARD
6th May, 2004

Present:- Councillor R. Stone (in the Chair); Councillors G. Boyes, S. Ellis, A. Gosling and M. Kirk.

C. Burbeary (South Yorkshire Police), Councillor Littleboy (Police Authority)
Kath Henderson (Voluntary Sector) Angela Bingham (Voluntary Sector), Joyce Thacker (Connexions), Imogen Clout (Voluntary Sector), Phil Marshall (Head Teacher, Clifton Comprehensive School) ,

Sue Hare, Di Billups, Ellen Smith.

1. APOLOGIES

Apologies for absence were received from Mike Cuff, Andrew Bedford, John McIvor, Sheila Wright and Ann Lawrence.

2. MINUTES OF THE BOARD

The Minutes of the meeting held on 31st March, 2004 were agreed as a true record.

3. INFORMATION SHARING AND ASSESSMENT

Di Billups gave an update on the introduction of revised arrangements, as agreed at the last meeting.

Agreed: That reports on these matters be submitted to the Board at regular intervals.

4. MINUTES OF THE EXECUTIVE GROUP

The minutes of meetings of the Executive Group held on 30th March 2004 and 22nd April, 2004 were noted.

5. INTEGRATED SERVICE PATHWAYS

Agreed: That a presentation on these issues be made to a future Board Meeting.

6. SPECIAL EDUCATIONAL NEED AND DISABILITY

Peter Rennie gave a presentation on behalf of the Task Group which set out the overview and recommendations to improve services commissioned and delivered for children and young people with special educational needs and disabilities to match the Strategic Partnership Vision of "21st Century Services with Children and Young People at the Heart".

The presentation covered the following areas :-

Key Features of SEN & Disability Report:

- Informed by 26 Service Reports; 4 Focus Groups; local, regional and national forums; definitive guidance and statute

- Recognises current good practice to be built upon as well as identifying needs and opportunities for development
- Presents a significant, challenging but achievable agenda for action which is timely and dovetails with other key developments
- Identifies a range of activity to improve joint working which includes potential “quick wins” and longer term strategic activity
- Identifies key funding pressures but avoids individual bids for additional resources
- Allows scope for trial of models and further information gathering

Key Learning in Preparation of SEN & Disability Report:

- SEN & Disability is the area of activity with the greatest potential for joint working - but there also are significant barriers
- Rotherham lacks a fully inclusive culture overall and there is cultural variation within and between agencies
- There is, however, substantial existing expertise and exemplary practice, particularly at operational level
- Schools’ capacity to manage SEN & Disability effectively is a key issue
- Different models of joint working will be appropriate for various areas of need which offers opportunity to extend current good practice and trial innovative approaches
- This is a time of opportunity for innovation and willingness to move forward

Background:

- An inclusive culture has been slow to develop in Rotherham and has not fully taken root across all agencies
- Rotherham has significantly high numbers of pupils with statements of SEN, children placed in special schools and units and appeals to SEN Tribunal
- There has been a significant, and increasing, overspend of the budget allocated for special educational needs
- Recommendations by agencies working with children in the early years result in a significant number of children entering school already in receipt of statements of special educational needs
- Commonality in priority groups of children & young people
- Joint work by partner agencies to target prevention and early intervention

Analysis:

- SEN and disability, through various tiers, levels and stages, is the field in which multiple agencies are most likely to be involved with a child and family
- Rotherham has a considerable range of resources and activity in place to support and provide for children and young people with special educational needs and disabilities
- Whilst there is relatively little duplication of service, strategic coordination is not mature and there is not a clear and shared agenda for inclusion between all partner agencies

Six barriers to inclusion, joint working & child-centred service delivery:

- Attitudes - towards children, families, own & other services
- History - previous experiences in working with other agencies and of service provision
- Funding - separate funding streams largely directed at the later, and more costly stages of intervention
- Buildings - which are often not suitable for multi-agency use and inconveniently situated for service users
- Time - pressure of caseloads and current delivery models impeding work on development
- Language - the lack of a shared terminology, understanding of needs and a common assessment framework

Proposals:

- Existing resources should be coordinated strategically across the partner agencies and evaluated as part of the planning and decision making process for the longer-term structure and organisation of Children's Services in the Borough
- The model of multi-agency reviews, and the organisation of MASTs, adopted by the Thrybergh / Clifton EAZ provides a basic model which might be developed in other areas of the Borough
- Organising community-based delivery around key locations consistent with Every Child Matters & Government SEN Strategy
- Developing the role of special schools in partnership and collaboration with services and mainstream schools in the process of coordinating the full continuum of resources available
- Control & targeting of funds by basing a model of organisation around key locations, including multi-service centres and schools to assist in clarifying a preferred long-term model

- Scrutinise the pilot Children's Trusts which are addressing SEN / disability
- Best use of the extensive expertise available
- Comprehensive joint agency training & development programme linked to other key developments
- Some services or providers to shift their focus as required
- Ensure that there is no loss of expertise

Cross Agency Implications:

- All agencies supporting a clear inclusion agenda
- All agencies aware of, and working to, statutory responsibilities across the partner agencies
- Integrated, borough-wide work to reduce anti-social behaviour amongst young people
- Flexibility – for example in developing alternatives to exclusion, provision of respite & targeting periods of transition
- Full agreement on a complex needs protocol defining the circumstances in which placement out of the borough would be considered
- A clear strategy for Information Sharing supported by accessible equipment and training
- Increased confidence in schools to provide for pupils with special needs
- Increased confidence amongst families in their local school's capacity to provide
- Wider involvement of the Voluntary Sector to complement the work of statutory agencies
- Promotion of this activity through a programme of training & development to embed child-centred, multi-agency working in all service planning & delivery
- The remit of the Integrated Children's SEN & Disability Services Task Group to be reinforced to implement action plans

Financial Implications:

- Specific work to clarify available budgets to meet the needs of individual children and young people across partner agencies

Key factors include:

- Developing corporate responsibility for individual children and delegated management and accountability of associated funds

- Externally funded initiatives & the scope for maintenance of current activity and appropriate exit strategies
- Coordinated approach to the identification and deployment of additional funding
- Targeting and control of finite budgets

Recommendations:

Operational Development:

- Improvements to, & extension of, existing multi-disciplinary working
- Determine multi-agency structures for implementation during the period leading to the establishment of a Children's Trust or other appropriate arrangement
- Determine feasibility of co-location of MASTs within communities based in key locations
- Agree and define the basis for locally delivered services
- Support locally based delivery with strong networks and information systems
- Target early intervention & configure services accordingly
- Determine a common assessment process, shared across all partner agencies, from the earliest stages of intervention
- Establish a set of key indicators for delivery across all services & agencies and relate these directly to national outcome standards and performance indicators for services
- Implement the specific recommendations relating to Autistic Spectrum Disorder as described in Appendix Reports
- Implement the specific recommendations relating to Behavioural, Emotional, Social Difficulties as described in Appendix Reports
- Improve multi-agency working to support the education of children unable to attend school for medical reasons

Service Pathways:

- Bid for ESPP Phase 3 partnership funding from May 2004 to pilot training and related developments for agencies working with families with young children (0 – 3 years) with disabilities
- Plan for the development the team around the child and the Lead Professional role. Support through ESPP funding if bid successful

- Agree and implement a multi-agency protocol to steer consideration of placements of children with complex needs
- Improve communication with, and referral to, relevant voluntary sector organisations
- Reduce bureaucracy in referrals and barriers to communication within & between agencies and services, including support groups.

Supporting Schools in Developing as Partners in Service Provision:

- Develop the role of special schools to enable collaboration with mainstream schools and to extend the community-based delivery of service
 - Support, & intervene to improve, schools in providing for vulnerable children
- Consider resource arrangements to enable collaboration between schools to develop and implement alternatives to exclusion
- The development of robust monitoring systems, which are consistent with schools' autonomy, following further delegation of SEN-related finance to schools

Participation of Children & Young People, Families and Carers:

- Work with partner agencies to support and develop strategies and processes for the participation and involvement of children, young people and their parents and carers across all elements of our work
- A shared agenda for, and agreed principles of, inclusion supported by training for professionals in partner agencies and continuously informed by the involvement of service users their parents and families
- Address the social, peer group and care needs of children and young people with potentially isolating disabilities, including deafness. Support and promote the role of parents and carers to reduce the necessity for consideration of extra-district placements

Next Steps:

Following approval of recommendations:

- Dissemination to agencies, services, schools, community
- Sub-groups to prepare detailed implementation plans for each area of focus
- SEN & Disability Task Group to coordinate progress towards implementation of recommendations
- Reports to Executive Group and appropriate groups within partnership
- Publicise achievements

The Executive Group debated and considered each item in the presentation and put forward suggestions to assist in the improvement of services.

Board Members welcomed the proposals and asked a range of questions which included the following matters :-

- Support for the proposals as part of the determination to make a real change to the quality of services to children and young people.
- The importance of developing and retaining expertise.
- Links with housing neighbourhood renewal and anti-social behaviour.
- Importance of external funding.
- Support for resource identification and the development of services to meet need rather than "one size fits all".

Agreed: (1) That the following recommendations of the Task Group be supported:-

(a) To develop services for children and young people with special educational needs and disabilities which are consistent with the core values of the Strategic Partnership:

- Children & young people at the heart of decision making
- Fairness & equity in service delivery
 - Working in partnership
 - Working to improve the quality of all aspects of services for children, young people and their families & carers
 - To be open & accessible
 - To be accountable

(b) To implement Children & Young People's Services Key Development 12 in order to develop full integration of timely, accessible and accountable, high quality services that reflect the individual needs and preferences of children and young people with SEN / disabilities, their families and carers within Rotherham.

(c) For partner agencies to address specific areas of focus in order to support the development of integrated services for children with special educational needs and disabilities

The Executive Group is, therefore, asked to approve the following courses of action:

Focus: Operational Development:

- Determine multi-agency structures for implementation during the period leading to the establishment of a Children's Trust

- Improve and extend existing multi-disciplinary working. There are examples of effective practice, both established and emerging, at strategic level, multi-agency team level and at information sharing level
- Determine the feasibility of co-location of Multi-agency support teams (MASTs) within communities based in key locations.
- Agree and define the basis for locality-based service delivery
- Support locally based delivery with strong networks and information systems
- Target early intervention and configure services accordingly
- Determine a common assessment process shared across all partner agencies and applied from the earliest stages of intervention
- Establish a key set of indicators for delivery common across all services & agencies and relate these directly to national outcome standards and performance indicators for services.
- Implement the specific recommendations relating to the identified priority areas of Autistic Spectrum Disorder (ASD) and Behavioural, Emotional and Social Difficulties (BESD) as described in Appendix Reports
- Improve multi-agency working to support the education of children unable to attend school for medical reasons

Focus: Service Pathways:

- Bid for Early Support Pilot Programme (ESPP) Phase 3 partnership to support training and related developments for agencies working with families with young children (0 – 3 years) with disabilities. If successful, use funding to create capacity to support development of the Lead Professional role
- Develop the Lead Professional role – including specific training, with appropriate status and accreditation, for those likely to undertake this role and a strategy for its staged introduction. An incremental introduction of the role to support particular types of need is recommended, rather than a locality-based approach
- Agree and implement a multi-agency protocol to steer consideration of placements of children with complex needs
- Recognise that families with disabled children often have difficulty in maintaining employment and can face hardship. This can lead to pressure for extra-district provision to enable access to respite care or time to take up employment. When promoting within-borough provision, services should ensure that families have access to, and information about, support such as Direct Payments and access to Carer's Assessments

- Increase the range of short break and leisure services for children and young people with SEN and disabilities, their families and carers within Rotherham
- Improve communication with, and referral to, relevant voluntary sector organisations and support groups
- Reduce bureaucracy in referrals and barriers to communication within & between agencies and services

Focus: Supporting Schools in Developing as Partners in Service Provision:

- Develop the role of special schools to enable collaboration with mainstream schools and to extend the community-based delivery of services
- All agencies to contribute to the support, & intervention to improve, schools in providing for vulnerable children
- Promote collaboration between schools to develop and implement alternatives to exclusion and other agreed priorities
- The development of robust monitoring systems, which are consistent with schools' autonomy, following further delegation of SEN-related finance to schools

Focus: Participation of Children & Young People, Families & Carers:

- Work with partner agencies to support and develop strategies and processes for the participation and involvement of children, young people and their parents and carers across all elements of our work
- Develop a shared agenda for, and agreed principles of, inclusion supported by training for professionals in partner agencies and continuously informed by the involvement of service users their parents and families
- Address the social, peer group and care needs of children and young people with potentially isolating disabilities, including deafness. Support and promote the role of parents and carers to reduce the necessity for consideration of extra-district placements.

(2) That the Task Group be thanked for their hard work.

7. PROGRESS ON KEY DEVELOPMENTS

Sue Hare reported on development projects (see notes attached for detail) as follows:-

(1) The Breaking the News Project:

(2) The Voice and Influence Project :

(3) The Clifton Project (Leader – Phil Marshall):

Agreed: That the development of these projects be welcomed.

8. THE CITIZENSHIP CENTRE AT MAGNA

Christine Burbeary suggested that links were made between the relevant projects and the excellent work being undertaken by the Crucial Crew Project and the Citizenship Centre at Magna. This involved large numbers of children and young people in development activities as part of the police preventative strategy.

9. CONNEXIONS PROJECT

Joyce Thacker provided information on the Connexions Incentive Scheme to reward young people who participated in citizenship development, democratic renewal or community projects.

10. THE CHILDREN BILL

Di Billups reported verbally on the present position. Di reported that there was a wide range of activity, many examples of good practice and substantial evidence of achievement in the integration of children's services.

Partners in Rotherham were undertaking substantial dialogue and discussion.

The Bill was expected to receive Royal Assent in November, 2004 with commencement dates in 2005, 2006 and 2008.

It was proposed to establish a Shadow Safeguarding Board this year.

The legislation was flexible and allowed services to be developed locally to meet needs and demands.

There was to be consultation papers on funding and service developments shortly.

Agreed: That the present position be noted.

12. EXTENDED SCHOOLS

Agreed: That a presentation on the Extended Schools proposals be made to the Board.

13. 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 the paragraph, indicated below, of Part I of Schedule 12A to the Local Government Act 1972.

14. SOCIAL SERVICES COMPLAINTS PANEL CLIENT 3/2004

Councillor Kirk reported on this matter which had been considered by the Cabinet on 21st April, 2004 and described the Action Plan in place.

The Board Members asked a range of questions, particularly relating to the meeting of standards and the definitions of neglect.

Agreed: (1) That the position be noted.

(2) That the Board be provided with updates on the following matters:-

- Common approach to assessment.
- Thresholds and Triggers.
- Child Protection Training

THE ROTHERHAM CHILDREN AND YOUNG PEOPLE'S BOARD
1st July, 2004

Present:-

Councillor R. Stone (in the Chair); Councillors G. Boyes and M. Kirk.
 Angela Bingham (Voluntary Sector), Imogen Clout (Voluntary Sector),
 Kath Henderson (Voluntary Sector), Ann Lawrence (Non-Executive PCT),
 Phil Marshall (Head Teacher, Clifton Comprehensive School), John McIvor (Chief
 Executive, RPCT) and Joyce Thacker (Connexions),

Also in attendance:-

Pam Allen (Social Services), Di Billups (Executive Director, Children and Young
 People's Services Development), Lynne Bruce-Minotti (LEA), Mike Cuff (Chief
 Executive, RMBC), Sue Hare (Children & Young People's Development Team), Sue
 Shelley (LEA), Ellen Smith (Rotherham General Hospital), Roger Thompson (Chair
 of ACPC),

1. APOLOGIES

Apologies for absence were received from Councillor Sue Ellis, Christine Burbeary
 (South Yorkshire Police), Councillor Reg Littleboy (Police Authority) and John
 Gomersall.

2. MINUTES OF THE BOARD

The Minutes of the meeting held on 6th May, 2004 were agreed as a true
 record.

3. MINUTES OF THE EXECUTIVE GROUP

The minutes of the Executive Group held on 20th May, 2004 were noted.

4. EXTENDED SCHOOLS

Lynn Bruce-Minotti and Sue Shelley gave a presentation which highlighted
 the following issues :-

What is an extended school?

'An extended school is one that provides a range of services and activities
 often beyond the school day to help meet the needs of its pupils, their
 families and the wider community.'

What can an extended school provide?

- Childcare
- Lifelong Learning
- Healthcare and Social Services
- Cultural and sporting activities
- Community Services
- Other services for children and young people

Extended schools have been the best chance that schools have had. It is a cohesive chance to raise standards and has removed anxieties around the vision for the school. The atmosphere in school is much better with more parents coming in. It will contribute to those aspects of children's lives which have an impact on learning by involving parents and saying that the school is an open welcoming community.

The Rotherham experience has been :-

- The school runs Family Literacy and Numeracy projects where parents and children improve their skills together. Parents who attend these projects become better equipped to help their children at home.
- The partnership with parents is excellent and contributes extremely well to the pupils effective learning and very good achievement.
- Parents visiting the nursery are encouraged to stay as part of the helpful induction procedures and work with their children in the first fifteen minutes of the session to support them in this first important stage of learning.

Those involved in setting up an extended school are Governors (2002 Education Act), LEA, Key partners and the local community.

The presentation also covered the following :-

- The Extended Schools Team
- Childcare:
 - Children's Centres
 - Out of School Childcare
 - Local Childcare Providers
- Developing Extended Schools through the Behaviour Improvement Programme.
- What Does Community Learning bring?
- The vision:
 - That every school becomes an extended school which will contribute to enhancing the life chances for children, their families and the communities.
- Next Steps:
 - Development Plan - Children Young People and Families
 - Developing strategic and operational structures
 - Audit
 - Toolkit
 - Touchstone Group
 - Identification of and sharing of further good practice
 - Cluster meetings.

Agreed: That the proposals be fully supported.

5. THE CLIFTON PROJECT

Phil Marshall reported on the Clifton Project and how the Extended Schools philosophy was part of the wider aims of community involvement in the school and the partnership.

Agreed:- That details of the project be circulated to members of the Board.

6. EXTERNAL INSPECTION

Di reported that there was not to be an inspection of the Education Service this Summer and that this could mean that Children's Services could be subject of an external inspection in April 2005.

7. HEALTH PREMISES

John McIvor reported that resources were available to develop Health Premises with the likely sites including Swallownest and Wath.

Agreed:- That details of the possibility of joint arrangement to develop land and buildings to provide integrated services be submitted to the Board.

8. ROTHERHAM ACPC – ANNUAL REPORT 2003/2004 AND BUSINESS PLAN 2004/2005

Roger Thompson gave a presentation setting out the key issues from these plans indicating the strengths and weaknesses of service delivery and highlighting a wide range of successful initiatives.

The Board welcomed the improvements overall, noted the areas for improvement and accepted the position relating to changes in the way Child Protection issues were to be integrated into service delivery.

The Board considered various issues including the development of practice and procedures, the implementation and monitoring of action plans, forced marriages and risky business.

Agreed:- (1) That the reports be received.

(2) That the issues raised be considered by the Executive Group.

9. SAFEGUARDING UPDATE

Di reported that she had completed a report on the formation of the Safeguarding Board, which was to replace the ACPC possibly later this year and that this would be submitted to the relevant meeting shortly.

Agreed:- That a report on these matters be submitted to the Board.

10. 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 6 of Part I of Schedule 12A to the Local Government Act 1972 information relating to the adoption, care, fostering or education of any particular child).

11. MANAGEMENT REPORT – CHILD G

Roger Thompson reported on the circumstances of child G's death and the report of the ACPC and the Serious Cases Panel.

Agreed:- (1) That the report and recommendations be noted.

(2) That in line with agreed policy at the ACPC and all agencies, the role of the Serious Case Review Panel be to monitor the progress in the achievement of all the proposals.

(3) That the action plans be monitored and updates be submitted to Cabinet Member and this Board.

**CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES
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.

**CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES
25th May, 2004**

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

**MINUTES OF THE MEETING OF THE CABINET MEMBER FOR EDUCATION,
CULTURE AND LEISURE SERVICES HELD ON 4TH MAY, 2004**

Resolved:- That the minutes of the meeting of the Cabinet Member, Education, Culture and Leisure Services held on 4th May, 2004 be received.

**MINUTES OF THE MEETING OF THE CHILDREN AND YOUNG PEOPLE'S
SUB-GROUP HELD ON 20TH APRIL, 2004**

Resolved:- That the minutes of the meeting of the Children and Young People's Sub-Group, held on 20th April, 2004 be received.

CHILDREN AND YOUNG PEOPLE'S SERVICES DEVELOPMENT

Consideration was given to a report of the Executive Director, Children and Young People's Services Development which gave an update on the contents of the Children's Bill and progress towards the development of Children and Young People's Services in Rotherham.

The aim of the report was to provide members with the strengths and weaknesses of potential models and timescales and in order to seek guidance regarding the scale and timing of future developments.

The Bill focuses upon the changes necessary to secure better outcomes for children, young people and their families in the light of local circumstances. Clear, shared outcomes across services, identified by children and young people lie within the Bill, as follows:-

- being healthy/physical mental health;
- protection from harm/neglect;
- education and training/enjoying achieving;
- contribution to society;
- social and economic well being.

The Local Authority is required to make partnership arrangements with key partners and other relevant agencies, including the voluntary and community sector, to improve the well being of children in their area.

Reciprocal duties to co-operate in these arrangements are placed on the Police, Health Bodies, Connexions, Probation Service and the Learning and Skills Council.

A strength is that Rotherham has a Children's Board and Executive Group already in place.

Resolved:- (1) That the consolidation of the Children and Young People's Strategic Partnership be supported.

(2) That the revisiting of the make-up of the Children and Young People's Board and Executive Group, in order to better reflect all partners, be supported.

(3) That formal Governance arrangements for the Board and Executive Group be drawn up for consideration by members, with the support of relevant legal advisers.

(4) That support be given to the alignment of budgets as a first step by October 2004 in order for new budgetary arrangements to be considered by April 2006.

(5) That further consideration be given to the appointment of a Director of Children and Young People's Services.

(6) That support be given for the establishment of a Safeguarding Board by September 2004.

(7) That the Executive Director, Children and Young People's Services Development prepare a project plan with due regard to items (1) to (6) above.

DRAFT POST-16 TRANSPORT POLICY

Consideration was given to a report of the Strategic Leader Inclusion which explained that over the last eighteen months the Department for Education and Skills has introduced a range of policies in connection with encouraging more efficient use of public transport and, through specific funding arrangements, requiring Councils and colleges of further education to work together to plan strategic transport arrangements, particularly in the post sixteen area.

Rotherham alongside many Councils has been given a small amount of funding over the next two years to facilitate this partnership.

One of the requirements of the initiative was that the Council produce a policy that describes the mechanisms to support post sixteen transport arrangements across the borough, whilst also encouraging over time more independent travel where appropriate for students.

The policy, which applies to young people who start a Further Education course at Sixth Form or College, has been developed through a partnership which includes all of Rotherham's colleges, sixth form schools, South Yorkshire Passenger Transport Executive (SYPTTE), Learning and Skills Council and Rotherham Borough Council.

Resolved:- That the proposals contained within the report, now submitted, be approved.

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 (information concerning tenders received for exhibition display work at the Clifton Park museum).

CLIFTON PARK MUSEUM – DISPLAY FIT-OUT CONTRACT

In accordance with Minute No. 290 of a meeting of the Cabinet Member, Education, Culture and Leisure Services held on 13th April 2004, consideration was given to a report of the Manager, Libraries, Museums and Arts which sought authority to accept Stage 2 Tenders for the exhibition displays work at Clifton Park Museum.

Since the selection of Décor + Display Contracts, further design work has taken place and a Stage 2 Tender received. This tender, with some adjustments to cater for Direct purchases, is in line with the approved budget for the exhibition display works.

Resolved:- (1) That the Stage 2 partnering negotiations with Décor + Display Contracts and The Works for the installation of exhibition displays at Clifton Park Museum, in the sums of £683,586.00 and £138,500.00, respectively, be accepted.

(2) That Letters of Acceptance to Décor + Display Contracts and The Works be issued, in order that they can proceed with mobilisation of their resources to achieve a suitable start date.

(3) That Officers proceed to formalise the Contract Agreements to ensure that they are completed before Décor + Display Contracts and The Works start on site.

(item relates to expenditure proposed to be incurred by the authority for the supply of goods or services).

**CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES
1ST JUNE, 2004**

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

Apologies for absence were received from Councillors (none).

317. MINUTES OF A MEETING OF THE CABINET MEMBER, EDUCATION, CULTURE AND LEISURE SERVICES

Resolved:- That the minutes of the meeting of the Cabinet Member, Education, Culture and Leisure Services held on 11th and 18th May 2004 be received.

318. PRESENTATION - ROTHERHAM LEARNING GRID

Dawn Rowley, Information & Performance Review Manager and Bob Toms, Senior School Improvement Adviser, attended the meeting and gave a presentation on the Rotherham Learning Grid – an IT learning initiative provided for the whole community.

The purpose of the work was to create an infrastructure that allows compatibility of all computers, to function at a reasonable speed, with security that will benefit all users in Rotherham, but particularly school pupils.

The presentation covered the following issues:-

- Networked Learning Communities
- 'Think Different'
- Why Change?
- Classrooms of the Future
- Why Broadband?
- The Target
- Connectivity
- Advantages of RLG Broadband
- Content
- Ways you can get involved
- How is RLG being delivered
- High-Level Plan
- Project Monitoring

The aim was to connect 75 primary schools by September 2004, and other schools who have signed up by December, 2004.

Two examples of excellent work with pupils using ICT equipment were (1) Foundation stage children using interactive video cameras and (2) Roscars - an initiative of 70 schools creating short films for a competition.

Resolved:- (1) That Dawn Rowley and Bob Toms be thanked for an interesting and informative presentation.

(2) That a presentation on the initiative be given to The Cabinet.

(3) That information on the progress of this work be placed on the Council's web site.

(4) That a Review of the initiative be reported to Corporate Management Team.

319. THE ANNUAL REVIEW AND EVALUATION OF THE SCHOOL IMPROVEMENT PLAN APRIL 2003 - MARCH 2004

Consideration was given to a report of the Strategic Leader School Improvement on the annual review and evaluation of the School Improvement Plan (Education Development Plan 2 (EDP2) Annex 2 – April 2003-March 2004.

The revised School Improvement Plan 2004/05 and the evaluation report for the 2003/04 School Improvement Plan has to be submitted to the DfES by July, 2004.

The following information was provided in Appendix A:-

Section A : Outcomes against targets

- Statutory targets
- Non-statutory targets for 2002
- Stretch targets for Local Public Service Agreements

Section B : Progress towards 2004 and 2005 targets

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

In summary:

- 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

Resolved:- (1) That the report be received.

(2) That the revised School Improvement Plan be accepted and a full copy placed in the Members' library and on the intranet.

(3) That the evaluation of the School Improvement Plan for 2003 – 2004 be received.

320. CORONATION PARK DOORSTEP GREEN

Consideration was given to a report of the Business Development Officer, Culture, Leisure and Lifelong Learning on the formal creation of a Doorstep Green at Coronation Park in Maltby. 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.

The report explained that the Countryside Agency has awarded the Friends of Maltby Parks, in partnership with the 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. At this point the Doorstep Green comes into existence.

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.

The project will be included on 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.

Resolved:- (1) That the formal creation of a Doorstep Green at Coronation Park, Maltby be approved.

(2) That this information, be circulated to Ward 9 members.

321. LEISURE JOINT CENTRE PROJECT BOARD

Resolved:- That the minutes of the meeting of the above Board held on the 14th May 2004 be received.

322. ADOPTION OF PUBLIC OPEN SPACE HESLEY GRANGE DEVELOPMENT

Consideration was given to a report of the Strategic Leader, Culture, Leisure and Lifelong Learning on a request 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.

Planning consent for new housing at Hesley Grange was granted subject to a Section 106 Agreement dated 21st December 2000. The agreement includes for the payment by the developer of a capital sum of £335,000 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 amounting 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. The Council has 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.

Resolved:- (1) That 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, be approved.

(2) That 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.

**CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES
TUESDAY, 8TH JUNE, 2004**

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

Apologies for absence were received from Councillor Rushforth.

323. MINUTES

Resolved:- That the minutes of the meeting of the Cabinet Member, Education, Culture and Leisure Services held on 25th May, 2004 be received.

324. PRESENTATION - 'EXTENDED SCHOOLS'

Helen Shaw, Community Learning Manager, and Sue Shelley, Out of Hours Learning Co-ordinator, were welcomed to the meeting to give a presentation on the 'Extended Schools' initiative.

The presentation covered the following issues:-

- DfES definition of "What is an extended school?"
- the aims of the initiative being to raise the attainment of pupils and to open up schools to local communities and to effect social and economic regeneration
- what an extended school could provide
- the work needed to change schools' philosophy
- the results of the Extended Schools Pathfinder evaluation which showed early indicators of the impact on attainment
- the importance and impact of parental involvement
- the key players involved in the setting up of an extended school e.g. Governors, LEA, Key partners and the local community
- an explanation of the Extended Schools Team
- funding through the behaviour improvement programme
- Community Learning Plan
- the Vision and partnership involvement
- next steps

It was pointed out that there was no one model and therefore each school had to work at its own pace. It was also noted that every school had potential for some degree of extension.

Emphasis was made that this initiative was not a crisis intervention service.

Members made reference to the future development of this initiative, and to the links between it and the regeneration of the Borough. Reference was also made to the need to build the Community Learning Plans in to the Area Assemblies.

Resolved:- (1) That Helen Shaw and Sue Shelley be thanked for their interesting and informative presentation.

(2) That the presentation be given to the Regeneration Board in view of the social and economic regeneration aspects of this initiative.

(3) That the Extended Schools Team liaise with the Area Partnership Manager with a view to this item being placed on the agenda for discussion at the Area Assembly Chairs' meeting.

325. ADMISSIONS FORUM

Resolved:- That the minutes of the above meeting held on 13th May, 2004 be received.

326. OUTCOMES OF INSPECTIONS OF SCHOOLS

Consideration was given to a report of the Principal Adviser, Quality and Performance, the contents of which highlight effective schools and informs of any schools that are not offering a satisfactory quality of education.

This followed an inspection of Primary schools in the spring term, 2004 (no secondary or special schools were inspected in this period).

Twelve schools have been inspected to the new OFSTED framework over the course of the spring term. This is graded on OFSTED's seven point score (1=excellent, 2=very good, 3=good, 4=satisfactory, 5=unsatisfactory, 6=poor, 7=very poor) and gave an effective oversight of the strengths and weaknesses of each school inspected.

Parents' summaries for each of these schools are attached as Appendix 1, together with Part D: Summary of the Main Inspection Judgements from the main report.

From the twelve reports there is clear evidence of a very significant proportion of good and improving schools in Rotherham, with only two schools being designated as having 'serious weaknesses'.

The following schools had been inspected:-

- Blackburn Primary School
- Bramley Sunnyside Junior School
- Canklow Woods Primary School
- Catcliffe Primary School
- Dinnington Primary School
- Herringthorpe Junior School
- Kimberworth Infant School

- Maltby Craggs Junior School
- Rawmarsh Children's Centre
- Redscope Infant School
- St. Mary's Catholic Primary School (Maltby)
- Swinton Queen Primary School

Members referred to the number of times that attendance was raised as a problem. In explanation it was reported that this was now much more explicit because of the numeric summary provided by OFSTED with each report. Reference was also made to measures that had been put in place to address this issue and which were having a positive impact. Also attention was drawn to the impact of parental holidays on children's attendance and that this was an issue for many schools.

Members expressed the view that the summaries of the main inspection judgements were well focussed and illustrated well the qualities of schools.

Those present discussed the two schools identified as having difficulties and reference was made to management changes, staffing issues, recruitment and retention policy, the role of Governors and the Governing Body.

It was reported that work was continuing on action plans and strategies to help support these schools.

Resolved:- (1) That the reports be received.

(2) That those schools with very good and good provision be congratulated on the outcome of their OFSTED inspection and that the other schools be encouraged to improve further the quality of their educational provision as rapidly as possible.

**CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES
TUESDAY, 22ND JUNE, 2004**

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

327. ORGANISATION OF SCHOOL TERMS 2005 / 06

Consideration was given to a report of the School Organisation, Planning and Development Manager, Resources and Information on the outcome of discussions with the Teaching, Non-teaching Unions and the Rotherham Association of School Governing Bodies (RASGB) in relation to the neighbouring South Yorkshire Authority's term dates and the Local Government Association's recommendations for the school year 2005/2006, together with recommendations for the school term dates for the academic year 2005/06.

The report contained details of the LGA recommendations for 2005/06 who was urging LEAs to discuss the proposals and to set terms and holidays for 2005/06 in accordance with their proposals and suggested timetable.

To assist with the setting of term dates information has been sought from the Neighbouring Authorities in South Yorkshire. At the time discussions were undertaken with the Teacher Unions, term dates had already been set by both Barnsley and Sheffield, both authorities setting the same term dates. The Doncaster Authority was also considering setting the same dates as Barnsley and Sheffield.

It was proposed to adopt the same recommendations as those made by Sheffield and Barnsley, which were:

- To commence the 2005/06 School Year on the 5th September 2005.
- To take a week at October half term (this is counter to the LGA proposal, which was to add three days and which would create a split week).
- To bring the Easter holiday forward to allow Good Friday and Easter Monday to fall at the end of the Holiday break which gives a more even term structure.

Resolved:- (1) That the proposed term dates for Rotherham for 2005/06, as contained in Annex A now submitted, be adopted and circulated to all schools.

(2) That a suitable press release be issued on the positive co-ordination of the exercise between neighbouring Authorities in

acknowledging the need to set consistent term dates across South Yorkshire.

328. CONTAINER LIBRARY LEASE RENEWAL

Consideration was given to a report of the Libraries, Museums and Arts Manager outlining the need to consider the renewal of the lease for the siting of the Container Library at Aston which expires at the end of July.

Options for the future use of the Container Library are being considered in the light of investment at Aston Community Library.

The Container Library currently has three sites, at Bramley, Wickersley and Aston and consideration is being given to extending the hours at the former two sites and to no longer use the Aston site.

Resolved:- (1) That the issue be further explored regarding the user profile of the Library.

(2) That Ward Members be kept fully informed.

(3) That a further report be submitted in six weeks' time.

329. REDESIGNATION OF THE EXISTING RESOURCED UNIT AT ST. ANN'S SCHOOL TO A PUPIL REFERRAL UNIT

Consideration was given to a report of the Strategic Leader Inclusion which contained details of a proposal to redesignate the existing resourced unit at St. Ann's school to a Pupil Referral Unit.

The proposal to register the resourced unit as a Pupil Referral Unit should maintain the flexibility of the Council to meet the needs of permanently excluded pupils from the primary sector. In complementing the work of both Rawmarsh Thorogate and Rawmarsh Sandhill, the primary sector will continue to have the capacity to support up to 30 pupils across the three provisions who display very challenging behaviours at any one time.

This should also be seen alongside the broader developments described in the Behaviour Task Group recommendations approved by Council last year, which are currently being implemented across the secondary phase, and the creation of an additional Pupil Referral Unit for Key Stage 3 pupils at Greasborough.

The proposals have been produced after full consultation with the governors, staff and parents at St. Ann's School and officers within Inclusion Services. In discussions with the Governing Body, whilst they are in agreement for the Council to continue to use the base, they would prefer that the unit is registered as a Pupil Referral Unit rather than continue as a resourced provision.

**3BCABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES -
22/06/04**

The recommendations seek to register the Pupil Referral Unit from 1st September, 2004.

Resolved:- That the proposals contained within the report be approved.

330. APPROVAL OF DRAFT ACCESSIBILITY STRATEGY FOR CONSULTATION

Consideration was given to a report of the Strategic Leader Inclusion on the preparation of two further guidance documents regarding Accessibility issues.

The guidance document set out schools in cluster groups where possibly three or four schools will be fully accessible, in order to offer parents a choice of school within their cluster area and to direct them to particular schools where there is accessibility for pupils in wheelchairs.

Last year the Council provided information to schools in relation to the Disability Discrimination Act, and raised awareness of appropriate practices for schools to adopt in respect of Disability Discrimination. Through this process the Council, in ensuring all schools benefit from appropriate guidance, has produced additional information in relation to the curriculum, organisational and practical implications of the Accessibility Strategy.

The guidance documents focus on a number of areas and aim to provide advice to schools in order to increase the extent to which disabled pupils can participate in the school's curriculum, provides suggestions on how to improve the physical environment of the school and to increase the extent to which disabled pupils can take advantage of education and associated services provided or offered by the school.

The guidance also provides information on how to improve the delivery to disabled pupils, within a reasonable time and in ways which are determined, after taking account of their disabilities and any preferences expressed by them or their parents. Information also shows where strategic access initiatives with specific schools are already planned.

Resolved:- (1) That The Disability Discrimination Act Accessibility Plans and Guidance for Schools April 2004 be approved and distributed to all schools to supplement the guidance document issued last year.

(2) That a report describing the work of colleagues currently seconded to ECALS from the Health Service to support the development of inclusive practice be submitted to a future meeting.

(3) That a report be submitted to a future meeting in relation to the current work being carried out in terms of inclusion in view of the alignment of working practice.

(THE FOLLOWING ITEM WAS CONSIDERED AS A MATTER OF URGENCY IN ORDER TO EXPEDITE THE MATTER REFERRED TO WITHOUT DELAY).

331. PETITION - CLIFTON SKATEBOARD PARK, CLIFTON, ROTHERHAM.

Consideration was given to a petition received by The Mayor on behalf of local residents near to the Clifton Skateboard Park, Clifton, Rotherham.

The petitioners felt the area was being mis-used by non-skating youths.

Resolved:- That a report on this matter be submitted to a future meeting.

332. PERMISSION TO INVOKE STANDING ORDER NO. 35

Consideration was given to a report of the Business Manager, Leisure and Green Spaces requesting approval to invoke Standing Order No. 35 which permits exemption from normal contract Standing Orders.

This is to allow consultants that have previously supported officers in carrying out an appraisal of management options for Grange Park to be used again for a new piece of work.

The reasons for the requirement of the further consultancy support were outlined, together with the reasons for the request, which were:-

- the very short time scale involved
- the prior familiarisation with this area of the service by the consultants and therefore their capacity to undertake this service more speedily
- the high quality of the work
- the highly economical cost of the original piece of work

Resolved:- (1) That the report be received.

(2) That the invoking of Standing Order No. 35 be agreed to enable consultants that have previously been involved on a similar exercise to be used again for a new piece of work, having regard to the circumstances outlined in the report submitted.

(Exempt under Paragraphs 8 and 9 of the Act – item contains financial information on the amount of expenditure proposed to be incurred by the Authority, and terms proposed by or to the authority for the supply of goods or services).

333. OPENING OF TENDERS - LEGAL CONSULTANCY FOR LEISURE/JOINT SERVICE CENTRE PFI PROJECT

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

**5BCABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES -
22/06/04**

Legal Consultancy for Leisure/JSC PFI Project

Resolved:- That the Principal Officer (Legal) Strategic Resources evaluate the tenders and accept the appropriate tender in accordance with delegated powers.

(Exempt under Paragraph 8 and 9 of the Act – item relates to expenditure proposed to be incurred by the authority for the supply of goods or services).

**1BCABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES -
29/06/04**

**CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES
TUESDAY, 29TH JUNE, 2004**

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

Apologies for absence were received from Councillors (none).

**335. MINUTES OF MEETINGS OF THE CABINET MEMBER FOR
EDUCATION, CULTURE AND LEISURE SERVICES**

Resolved:- That the minutes of the meetings of the Cabinet Member, Education, Culture and Leisure Services held on 25th May and 8th June, 2004 be received.

**336. EDUCATION, CULTURE AND LEISURE SERVICES OUTTURN
2003/2004**

Consideration was given to a report of the Acting Executive Director relating to the 2003/04 Revenue Outturn position for the Education, Culture and Leisure Services Programme Area, and to note the requests for budget carry-forward into financial year 2004/2005.

The net revenue Outturn for the Programme Area (excluding Schools) is £37,145,265 against an approved budget of £37,945,498; a net underspend of £800,233.

The Programme Area will however request the carry-forward of unspent match funding for Standards Fund (£808,233) as this has a spending deadline set by the DfES of 31/08/04, and also the carry-forward of a net operating surplus on services traded with schools (£1,031); this being consistent with practice in previous years.

The post earmarked carry-forward variation for the Programme Area would therefore become £8,855 overspend against its annual budget (+0.0002%). This is the closest to budget ever achieved.

Additionally, a request is included to carry-forward the unspent Education budget (£34,387) to contribute towards the Contingency for Schools facing Financial Difficulty as this contingency is oversubscribed by £66,500 in 2004./05 as a result of implementing the DfES Minimum Funding Guarantee directive.

Appendices A-C detailed the principal factors of the budgetary position.

It was noted that a more detailed report would be submitted to a future meeting regarding delegated balances within schools.

Resolved:- (1) That the report be received and the situation noted.

(2) That a recommendation to the Corporate Management Team and Cabinet to approve the carry forward requests contained within the report, as submitted, be supported.

(3) That a meeting with RBT be pursued as a matter of urgency regarding issues raised on trading income budgets.

(4) That the thanks of Members be conveyed to all staff involved in the financial management and accounts preparation in appreciation of a positive outturn report.

337. 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 (the report contains information relating to the amount of expenditure proposed to be incurred by the authority under any particular contract).

338. REPAIRING THE WALKER MAUSOLEUM

Consideration was given to a report of the Manager, Libraries, Museums and Arts on the need to instigate legal action to allow repairs to be carried out to the Walker Mausoleum.

Legal action is necessary to establish the Council's rights and obligations and to ensure that works to the Mausoleum to prevent it falling into disrepair can proceed unhindered.

The report gave a detailed background on the matter, together with the financial implications and land ownership issues.

The work has received planning permission and Listed Building consent.

Resolved:- That the Head of Legal and Democratic Services be authorised to send a letter to the current owner of the site reinforcing the Council's obligations under the 1968 Agreement, and informing of the need for the Council to pursue legal alternatives in the event of a lack of continued co-operation.

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 un-capped	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%
Mathematics	76%	83%
Science	73%	79%
ICT	75%	81%

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
Writing:	14.50	14.65
Mathematics:	16.50	16.65

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 attained 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 schools 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 Fisher 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 METROPOLITAN BOROUGH COUNCIL**MEETING:- LIFELONG LEARNING OPPORTUNITIES SCRUTINY PANEL****DATE:- MONDAY, 26th JULY, 2004. TIME- 10.00 a.m.****VENUE:- TOWN HALL, MOORGATE STREET, ROTHERHAM.****REVIEW OF REPRESENTATIVES ON OUTSIDE BODIES 2004-2005****EDUCATION, CULTURE AND LEISURE SERVICES****Consideration is requested for nominations to the following outside bodies:-**

- 1. NORTHERN COLLEGE**
Quality Committee:- Councillor Austen (no longer wishes to be re-appointed)
Advisory Committee – Councillor Jack
Local Authorities Liaison Group:- Councillors Austen (no longer wishes to be re-appointed) and Doyle (no longer wishes to be re-appointed – yet to be confirmed) –
Therefore could be two vacancies on LALG for ECALS (and a further one to be nominated corporately).
- 2. ORGREAVE LIAISON MEETING**
Councillor Littleboy (Ward 3 rep – Brinsworth and Catcliffe), a representative from Ward 6 (Holderness)
G. Smith (Cabinet Member, Economic & Development)
Councillor S. Walker (Chair of Planning Board)
and F. Wright (Housing and Environmental)
- 3. ROTHERHAM ARTS CHARITY**
Trustees:- Councillors Boyes, Littleboy and Sangster; (nomination required to replace Sangster on behalf of ECALS)
Guy Kilminster, Manager, Libraries, Museum and Arts and Lizzie Alageswaran, Principal Officer, Community Arts)
(6 places are available)
- 4. ROTHER VALLEY COLLEGE**
Councillor St. John – 4 year appointment – expires on 31st December, 2003. Clerk to the Corporation then to seek further nomination. (Review pending – links to RCAT).
- 5. SOUTH YORKSHIRE JOINT ARCHAEOLOGY COMMITTEE**
Councillor Boyes and (nomination sought to replace Councillor Hill)

6. **SOUTH YORKSHIRE JOINT ADVISORY COMMITTEE ON ARCHIVES**
Councillors Boyes and (nomination sought to replace Councillor Hill)
7. **SOUTH YORKSHIRE SPORTS PARTNERSHIP – Partnership Executive** – (Education, Culture & Leisure – Councillor Boyes (Cabinet Member or an Advisor)
Substitute:- Councillor Burke (to re-confirm Councillor Burke's nomination who still wishes to continue).
8. **YORKSHIRE TOURISM BOARD**
Executive Committee – Councillor S. Walker
Marketing Operations Sub-Committee – Councillors S. Walker and C. Barron (meetings take place on Fridays)

Consideration is requested to a list of representatives of the Council on the following Sub-Groups, Working Parties and Panels:-

1. **CHILDREN AND YOUNG PEOPLE'S BOARD WORKING PARTY**
Up to four nominations at least two of which need to be Elected Members.
2. **HEALTH, WELFARE AND SAFETY PANEL**
Lifelong Learning Opportunities Scrutiny Panel – Councillor P. Burke (to re-confirm Councillor Burke's nomination)
Subs: none appointed
3. **SACRE – Standing Advisory Council on Religious Education**
Councillors R. Littleboy, T. Sharman, J. Austen and P. Burke (to re-confirm Councillor Burke's nomination).
4. **TRANSPORT APPEALS PANEL**
Councillors Dodson, Gosling, Heaps, Rushforth and Senior (to nominate a Member to replace Heaps)
5. **CORPORATE CONSULTATION GROUP**
Nomination required from each Scrutiny Panel. Meets every quarter and looks at Council-wide consultation issues (eg: analysis of the feedback from Rotherham Reach Out).