

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

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

**Date: Tuesday, 27 July 2004**

**Time: 9.00 a.m.**

### **A G E N D A**

1. To determine if the following matters are to be considered under the categories suggested in accordance with the Local Government Act 1972.
2. To determine any item which the Chairman is of the opinion should be considered as a matter of urgency.
3. Rotherham Schools Forum (Pages 1 - 4)

**- to receive minutes**

4. Leisure/Joint Service Centre Project Board (Page 5)

**- to receive minutes**

5. Inspecting Services for Children and Young People (Pages 6 - 49)

**- to disseminate the contents and implications of the discussion paper  
(Appendix 1) and the response made to Ofsted (Appendix 2)**

6. Proposals to close the EBD Unit at Rawmarsh Sandhill Primary School and Open an EBD Unit at Wales Primary School (Pages 50 - 51)

**- to determine matters following the publication of proposals**

7. Revised Guidance on Statutory Proposals to Close Rural Schools and Consultation on the Education (Miscellaneous) (England) (Amendment) Regulations 20 (Pages 52 - 55)

**- to inform Members of revised guidance and to provide opportunity to respond  
to the consultation**

8. Permission to Suspend Standing Order 44 from Contract Standing Orders (Pages 56 - 57)

**- to seek approval to suspend Standing Order 44 to allow additional work to be carried out at Wales High School**

**The following item was sent to Members for consideration after publication of the agenda:-**

9. Minutes of Previous Minutes (Pages 58 - 74)

**The following item is likely to be considered in the absence of the press and public as being exempt under Paragraph 9 of Part 1 of Schedule 12A to the Local Government Act 1972:-**

10. Rawmarsh Leisure Centre (Pages 75 - 77)

**- to update Members on the present situation**

**(The Chair authorised consideration of the following item as a matter of urgency)**

11. Eurest Catering Outlets (Marie Hayes, Commercial and Promotional Services Manager) (copy herewith). (Pages 78 - 83)

**- to report on a request received from Eurest for a subsidy payment for managing the catering outlets within Culture, Leisure and Lifelong Learning**

**ROTHERHAM SCHOOLS FORUM**  
**2nd July, 2004**

Present:-

Mr. L. Morton (in the Chair)	Secondary School Head Teacher
Mrs. A. Jones	Primary School Head Teacher
Mrs. A. Wood	Primary School Governor
Mrs. J. Nicholson	Secondary School Head Teacher
Mr. D. Shevill	Secondary School Head Teacher
Mrs. E. Bolam	Non Teaching Unions
Mr. D. Ridgeway	Non Teaching Unions
Mr. P. Hawkridge	Teacher Unions
Mrs. C. Lawler	Learning and Skills Council
Mrs. J. Turner	Head of Early Years Centre
Mr. A. Bedford	Rotherham MBC
Mr. G. Sinclair	Rotherham MBC
Mrs. C. Kinsella	Rotherham MBC
Mr. P. Hudson	Rotherham MBC

**1. APOLOGIES**

Apologies for absence were received from Mr. P. Marshall, Mr. D. Smart, Mr. A. Staton, Mr. M. Blackburn, Mrs. S. Darby and Councillors Austen and Littleboy.

**2. MINUTES OF PREVIOUS MEETING**

The minutes of the meeting held on 4th March, 2004 were received as a correct record subject to inclusion of apologies from Mrs. A. Wood.

**3. MATTER ARISING – SEN FUNDING DELEGATION**

Andrew Bedford reported on the content of a major conference he had recently attended the subject of which was SEN funding in the national context. He felt that it had been a positive and useful conference.

Discussions on the delegation of SEN funding would continue and the process reviewed on a regular basis.

**4. FINANCE WORK PLAN**

Andrew Bedford commented on the draft workload plan 2004/05 of the Fair Funding and Finance Strategy Team.

Particular reference was made to the EAL and Notional SEN budgets as part of the review of the Social Deprivation Formula Factor.

Members expressed concern at the funding of the workload agreement situation and problems in meeting basic requirements of the Agreement.

Catherine Kinsella stated that schools need to carefully monitor the resource situation such as the deployment of funds, particularly teaching/non-teaching workload issues.

Reference was made to promises made by Government in respect of calls on teaching staff time which had not been followed up by Government.

The implications of the 14-19 report and links to the workforce situation were discussed, it being recognised that the whole situation required consideration as a whole, and that workforce management would benefit from the development of a five year plan. A transition period in respect of the Agreement was felt to be necessary and managed appropriately.

The meeting was informed that the Teacher Unions had been involved in discussions on the workload agreement and these were ongoing. With regard to the non-teaching unions, it was reported that Rotherham was still negotiating.

Agreed:- (a) That Catherine Kinsella draft a letter to the DfES setting out the issues of concern expressed by Rotherham Schools Forum in respect of staff workload issues and resourcing.

(b) That the Working Group involved with the workload agreement be acknowledged for its good work, it having good support from the Unions.

**5. SCHOOLS FUNDING 2005/06**

Andrew Bedford reported that this was the first year – of a two year arrangement – of the Minimum Funding Guarantee.

No further details for 2005/06 were yet available.

**6. AUDIT COMMISSION STUDY**

The meeting was informed that the Audit Commission had been in touch to obtain details of schools' outturn position and balances.

**7. SCHOOL BALANCES**

It was reported that nationally the possibility of there being a crisis in schools had not materialised and that full details on the situation in Rotherham would be submitted to the Autumn meeting.

Particular comments related to the role of school governors and the need to make them fully aware of, and understand, a school's budget situation and staffing requirements.

It was acknowledged that a strategy and development programme for school governors on school budgets was necessary. The possibility of

giving a task group of experienced governors to focus on the matter was discussed, the issues to include staff recruitment and employment.

Andrew Bedford clarified the situation on combined overall balances including the reason for the high percentage change for Nursery schools.

Comment was also made on the clawback situation, with discussions ongoing in connection with the need to tighten the school balances position.

Agreed:- (a) That the information be received.

(b) That a more detailed report on school balances be submitted to the Autumn meeting of this School's Forum.

## **8. CURRICULUM INTERVENTION FUND**

It was clarified that this fund was in place to support schools with difficulties. The factors considered when considering applications for support from this fund were outlined.

Comment was made in respect of a strategy involving this fund and the make up of a school's workforce. Any strategy would have to take into account falling rolls but it was difficult to formulate a strategy until the Government plans in respect of falling rolls are known.

## **9. BUILDING SCHOOLS FOR THE FUTURE – CAPITAL FUND**

Graham Sinclair reported on the situation as to when further proposals for Rotherham schools would be included in a Government programme of school building. The factors involved when considering bids/applications for funding were outlined.

Concerns were expressed at the lack of adequate buildings to meet the curriculum and children's needs.

The LEA undertook to re-visit the buildings strategy and continue to lobby the DfES/local MPs with a view to Rotherham schools proposals being included in forthcoming programmes.

It was noted that the DfES would be making an announcement in the Autumn on Building Schools for the Future.

## **10. SECTION 52 BENCHMARK TABLES**

Andrew Bedford reported that information was still awaited on the 2004/05 figures but it was anticipated that the situation for Rotherham would be positive.

Agreed:- That full details on the Benchmark Tables be submitted to the Autumn meeting.

**11. FAIR FUNDING SCHEME CHANGES**

The meeting was informed that schools would be consulted on the scheme and possible changes to it in the Autumn.

**12. FINANCE SERVICE LEVEL AGREEMENT**

Peter Hudson reported that a questionnaire in respect of the services on offer had resulted in an 83% response rate.

Agreed:- That a full report on feedback, which would result in informed changes to the Finance Service Level Agreement, would be submitted to the Autumn meeting.

**13. ANNUAL SCHOOL SURVEY**

Head Teachers were being requested to complete this survey as it would provide valuable information.

**14. PAY AND REVIEW ISSUES**

Comment was made on the Threshold Payment situation for 2005 and its funding.

Agreed:- That a full discussion on this matter take place at the Autumn meeting prior to concerns being submitted by this Schools Forum to Government.

**15. WAVERLEY DEVELOPMENT**

In response to a query as to whether any educational provision was being planned as part of the Waverley Development, Graham Sinclair responded by stating that the pattern of children coming from the area was being monitored i.e. the effect of those children on existing schools in the area.

It was noted that a site for a school had been allocated within the area of development, but the need for the site was still being assessed.

**16. DATE AND TIME OF NEXT MEETING**

This was scheduled for Monday 4th October 2004 commencing at 8.30 a.m.

**RMBC LEISURE / JOINT SERVICE CENTRE PROJECT BOARD  
Friday 9th July 2004**

**Present:-**

Councillor Georgina Boyes	Cabinet Member, Education, Culture and Leisure Services (in the Chair)
Ian Gledhill	Strategic Resources Team (Legal)
Tony Preston	Business Development Manager, Culture, Leisure and Lifelong Learning
Graham Sinclair	Acting Strategic Leader, Resources and Information, Education, Culture and Leisure Services
Peter Ross	Consultant
Kevin Gallacher	Primary Care Trust

**Apologies for absence:-**

Derrick Connolly	Capital Project Development Manager, Culture, Leisure and Lifelong Learning
Andrew Bedford	Acting Executive Director, Education, Culture and Leisure Services
Phil Rogers	Strategic Leader, Culture, Leisure and Lifelong Learning
Paul Smith	Design Consultancy Manager, Economic and Development Services
Kath Atkinson	Director for Strategic Planning and Development, Primary Care Trust
Adam Wilkinson	Executive Director, Economic and Development Services

**28/04. Minutes of Previous Meeting**

The minutes of the previous meeting of this Project Board, held on 14th May, 2004, were agreed as a correct record.

**29/04. PFI Project – Overall Programme and Invitation to Negotiate**

The Project Board received a chart detailing the overall programme of the project. A report would be submitted to Borough Council Elected Members during late August or early September 2004, immediately prior to the publication of the Invitation to Negotiate (ITN). This would describe the outcome of the evaluation of the initial expressions of interest to the notice published in the Official Journal of the European Union. The ITN would then be sent to the selected bidders.

The legal partner had been selected on 8th July, 2004, the contract being awarded to Bevan Ashford solicitors.

It was anticipated that the finance partner would be chosen before the end of July, 2004.

**30/04. Outline Planning Permission and Consultation**

Consultation meetings had been held in respect of all of the swimming pools and the joint service centre. There had been especially good meetings and workshops at Maltby, with some being attended by groups of young people.

Graham Sinclair would have further discussions with the Planning Service staff about the progress of consideration of the applications for planning permission. It was anticipated that planning permission for the Wath swimming pool may need a transportation assessment and therefore approval may be given after the issue of the ITN.

**31/04. Date of Next Meeting**

The next meeting of the Project Board would take place at the Town Hall, Moorgate Street, Rotherham, on Wednesday, 25th August, 2004, commencing at 9.00 a.m.

**ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS**

1. **Meeting:** Cabinet Member and Advisers  
Education, Culture and Leisure Services
2. **Date:** 27<sup>th</sup> July, 2004
3. **Title:** **Inspecting Services for Children and Young People**
4. **Originating Officer:** Di Billups  
Executive Director, Children and Young People's  
Services  
822500

5. **Issue:**

To disseminate the contents and implications of the discussion paper (Appendix 1) and the response made to Ofsted (Appendix 2).

6. **Summary:**

The discussion paper presents proposals for an integrated approach to the inspection of Children and Young People's Services. Please note that this is a discussion paper, formal consultation on the Framework will follow the second reading of the Bill in the House of Commons.

- The Children Bill makes provision for a Framework for the inspection of Children's Services and Joint Area Reviews (JAR).
- A new approach to inspection will help to secure better integration of local services by ensuring that inspection captures **how well services work together to improve children's lives and well being**.
- Ofsted leading on integrated inspection work, but working closely with other inspectorates.

Integrated Inspection will:

- Establish an agreed set of principles to underpin all inspection activity.
- Define the contribution to outcomes for children and young people that settings and services make, how these will be evaluated with a consistent approach to judgements.
- Conduct joint area reviews in order to pool evidence from a range of sources.
- Linking the various service reviews with a unified system of performance assessment.

Inspection and area reviews will focus on the five key outcomes for children and young people (see new Bill definitions)



- Being healthy
- Staying safe
- Enjoying and Achieving
- Making a positive contribution
- Social and economic well being

Judgements about service contributions will be consistent with relevant national service standards and Performance Indicators and will be compatible with relevant elements of the Comprehensive Performance Assessment. Note the inclusion of street crime, road accidents, prison inspection, etc. **page 24.**

Criteria for judgements used will be published so that service providers and others know the basis on which judgements are being made.

- Frequency and coverage of inspection will be based on an assessment of risk using performance data and other information.
- Account will be taken of the views of children and young people.
- Disruption will be minimised.
- Self assessment including how well partners work together will be part of the process and sum up strengths and weaknesses of joint action to promote well being.
- Reporting will be done on the basis of secure evidence; this involves having the right team makeup, consistent standards, engaging staff in emerging issues and findings, objective evaluation of evidence.
- Clear communication of findings, supporting improvement, including value for money judgements and what contributing services need to improve and their capacity to do so.
- Quality assurance will be in place for the inspection process.

### Inspecting Education and Care Settings

- Methods and inspection coverage will be modified focusing on the contribution made by the different settings.
- Evaluate what setting does to improve outcomes for vulnerable or at risk and their part in network of services.
- Co-ordinated approach to inspecting Extended Schools, Children's Centres, etc. that provide a range of education, care and other services.
- Co-ordinated approach to inspection of residential establishments.
- Detailed inspection evidence to be fed into joint area reviews.

### Annual Assessment of Education and Social Care

The annual performance assessment for both services will feed into the Young People's Service block from 2005 onwards, potentially linked to police and health.

Performance Assessment will use:

- Common set of criteria.
- Criteria which focus upon services provided by the council and against which an annual assessment can determine the CPA rating.
- Performance indicators linked to joint area reviews.
- Self assessment tool identifying strengths and weaknesses in performance and the impact of action and cost.
- Views of service users which may include specifically targeted groups.
- Analysis of a small number of plans e.g. Single Education Plan.

Unified Performance Assessment will:

- Encourage an integrated approach.
- Identify improvement/deterioration in performance, help monitor improvement and trigger intervention.
- Enable follow up of critical incidents e.g. serious case reviews, schools going into special measures.
- Provide up to date evidence on workforce and management issues.
- Provide fieldwork agenda for joint area reviews.
- Monitor implementation of action plans against findings of Joint Area Review.

Links with CPA

- Integrated Performance Assessment of Education and Social Services will feed into CPA determining the assessment score in the year in which the review takes place. It will also contribute to the Audit Commission's Corporate Assessment.
- Scheduling of Joint Area Reviews will reflect immediate needs in relation to Children's Services.
- Corporate Assessment and Joint Area Reviews will co-ordinate inspection coverage of management and governance.

See cycle - page 16

Joint Area Reviews (JARS)

- JAR will take place in children's service authority in the first three years after the start of the new integrated process, i.e. from Summer 2005, thereafter frequency will be reviewed in the light of experience.
- Common approach by multi disciplinary teams, led by inspector from any one of the disciplines.
- Director of Children and Young People's Services will co-ordinate response.
- Focus will be on the contribution services make to outcomes, working together and co-ordinating action, to ensure the well being of children and young people.
- Focus on management of services to include, strategic leadership, needs identification and action, race equality.
- Focus on recruitment, retention and development of staff.

- Focus on commissioning, quality of service and value for money.
- Focus on information collection, sharing, timely use and appropriate referral, assessment and intervention to meet individual needs.
- Regular review of service effectiveness.
- Particular attention on those vulnerable to poor outcomes, i.e. Children in Public Care and SEN and Disability.
- Need for separate inspections of services will be reduced but can be instigated where necessary as part of JAR.
- Contributory evidence from other inspections will be included.
- Children, parents, carers consulted.
- New fieldwork proportionate to risk and where information/ judgement cannot be gained by another means and will include tracking children young people and undertaking neighbourhood studies.
- Risk assessed in part through CPA judgement on council services.
- JARs will result in single published report.

The selection of areas for inspection will be governed by:

- Significant weaknesses identified in outcomes for children and young people, health, care, crime, education.
- CPA category.
- Annual performance Assessment of Education and Social Services.
- Dates/ volume of other planned inspections.

Three year indicative programme will be produced.

### **7. Clearance/Consultation:**

The document has been presented to RMBC Corporate Management Team and to Cabinet Member and Advisers for Education and Social Services and will be forwarded to the PCT Board for further discussion. Responses to the discussion document were prepared in consultation with partners through dissemination at the Engine Room.

### **8. Timing:**

An integrated approach to inspection is planned for Summer 2005. The low CPA score and the decline in the star rating for Social Services Children and Families could result in early inspection of Rotherham Services for Children and Young People.

### **9. Background:**

The Green Paper Every Child Matters and the Children Bill 2004, now passing through Parliament, call for more integrated working, in support of the well being of children and young people. In the past services have been inspected individually, with only a light touch look, at levels of integrated working. It is now recognised that integrated working will be complemented by inspection,

assessment and review, which evaluate the way services are working together to achieve high quality outcomes for children and young people.

**10. Argument:**

In order to serve all children and young people in Rotherham well, it is vital that high quality services work together in an integrated way. The focus will no longer be about the outcomes of an individual service in isolation. All will contribute to the final judgement for the whole. Integrated Performance Assessment of Education and Social Services and the contribution of all partners will feed into CPA, determining the assessment score in the year in which the review takes place. It will also contribute to the Audit Commission's Corporate Assessment.

**11. Risks and Uncertainties:**

If services fail to work in an integrated way and place insufficient emphasis upon outcomes, particularly for the most vulnerable, an improved score will not be achieved. A corporate approach to outcomes for children and young people in Rotherham is vital, if all are to be served well and the integrated work of the partner agencies built upon and improved.

**12. Finance:**

A detailed budget breakdown for the contributory services will be available in October 2004, enabling the alignment of budgets in April 2005, making possible new budgetary arrangements, where appropriate, to be in place by April 2006.

**13. Sustainability:**

Much of the Path Finder and Development work has been undertaken using short term grant funding and fixed term secondments. In order to embed the development of Children and Young People's Services in Rotherham new structural arrangements and a base budget for the service will need to be in place. On planning the location of multi agency hubs, careful consideration is being given to the use of existing buildings and the opportunities provided by any new or refurbished build planned or in progress.

**14. Wards Affected:**

All

**15. References:**

Every Child Matters  
Every Child Matters: Inspecting Services for Children and Young People  
Children Bill 2004  
Case for Change

**16. Presentation:**

The discussion document has been broadly well received and the response is attached as Appendix 2. It is important that all partners now recognise their part in securing the well being of all Rotherham's Children and Young People.

**17. Recommendations:**

- 1. That the key steps towards integrated services for children and young people are developed and in place by April 2005.**
- 2. That key outcomes for children and young people are agreed by all partner agencies and their individual contributions made clear.**
- 3. That performance indicators designed to measure progress towards these outcomes are in place and monitored quarterly from April 2005.**
- 4. That a development plan showing the steps necessary to achieve integrated working is presented to the September meeting of the Executive Group.**



## APPENDIX 1

# Every child matters: inspecting services for children and young people

A discussion paper

May 2004

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Published by Ofsted on behalf of the Steering Group on the Inspection of Children's Services

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## Preface

We are pleased to present proposals for discussion on an integrated approach to the inspection of children's services.

These proposals come from a steering group of commissions and inspectorates set up to take forward work on inspection in the light of *Every child matters*. Members of the steering group fully recognise the benefits which a co-ordinated approach can bring and they are committed to working together to meet the objectives of *Every child matters*. Nothing can be more important than promoting the well-being of children and young people and we believe that inspection, assessment and review have a key part to play in evaluating and helping to improve the way services work together to improve outcomes for them.

This document gives the main lines of the proposals. Our work on developing an integrated approach is still at an early stage and is subject to the passage of the Children Bill now before Parliament. The work is also taking place in the context of review by the commissions and inspectorates of their approaches to inspection, for example Ofsted's review of school inspection and the Healthcare Commission's review of assessment methods in the healthcare sector. However, we want to take the opportunity at this stage to open up debate so that we can take account of your views as we shape the proposals further.

Conferences for councils and their partners being held in May will provide opportunities for that debate. There are particular issues on which we would like responses. These are reflected in the discussion questions highlighted in this document and listed in an appendix.

We hope you are able to take the opportunity to give us your views.

*David Bell, HM Chief Inspector of Schools, chair of the steering group*

*David Behan, Chief Inspector, Commission for Social Care Inspection*

*Andrew Bridges, HM Chief Inspector of Probation, Probation Inspectorate*

*Steve Bundred, Chief Executive, Audit Commission*

*Stella Dixon, HM Chief Inspector, Magistrates' Courts Service Inspectorate*

*Anne Owers, HM Chief Inspector, Prisons Inspectorate*

*Sir Keith Povey, HM Chief Inspector, Constabulary Inspectorate*

*David Sherlock, Chief Executive & Chief Inspector, Adult Learning Inspectorate*

*Anna Walker, Chief Executive, Healthcare Commission*

*Stephen Wooler, HM Chief Inspector, HM Crown Prosecution Service Inspectorate.*

The steering group is grateful for the contributions made to its work by the predecessor bodies (the Social Services Inspectorate, the Audit Commission/Social Services Inspectorate Joint Review Team, the National Care Standards Commission and the Commission for Healthcare Inspection) whose responsibilities now fall to the Commission for Social Care Inspection and the Healthcare Commission.



## 1. Introduction

### **Purpose of the paper**

This paper sets out for discussion proposals for integrated inspection of services for children and young people.

The Children Bill currently before Parliament makes provision for a framework for inspection of children's services and for joint area reviews of children's services.. The proposals in this paper are subject to the passage of the Bill. They have been developed on behalf of a steering group made up of representatives of the commissions and inspectorates with responsibilities for inspecting children's services, together with representatives of their sponsoring government departments.

The steering group is seeking comments on these proposals to help shape the next steps in development. Formal consultation on the Framework for Inspection of Children's Services will follow the second reading of the Children Bill in the House of Commons, which is expected to take place in autumn 2004.

### **Every child matters**

The Green Paper, *Every child matters*, was published alongside the government's response to The Victoria Climbié Inquiry report and the Joint Chief Inspectors' report, *Safeguarding Children*. It built on existing plans to strengthen preventive services through four themes:

- supporting parents and carers;
- early intervention and effective protection;
- improving accountability and integration: and
- workforce reform.

*Every child matters* was clear that a new approach to inspection would help to secure better integration of local services under the new director of children's services by ensuring that inspection captures how well all services work together to improve children's lives.

Following the consultation on the Green Paper, the Department for Education and Skills (DfES) published *Every child matters: next steps*. This summarised the responses to the consultation, which strongly endorsed the aims of the Green Paper, including having fewer and more coherent national standards and targets, rationalisation of funding streams and plans and an integrated inspection framework.

### **The Children Bill**

The Children Bill places a duty on children's services authorities to make arrangements through which key partners, including the district council (in a county council area), the

police authority and the chief officer of police, local probation board, Strategic Health Authority and Primary Care Trust, Connexions and the Learning and Skills Council, co-operate to improve the well-being of local children. In addition, the Bill establishes:

- a basis for better integrated planning, commissioning and delivery of children's services;
- clearer accountability for councils' children's services, by putting in place a director of children's services and designating an associated lead member;
- a basis for better sharing of information; and
- statutory Local Safeguarding Children Boards to replace non-statutory Area Child Protection Committees.

The Bill's provisions on inspection say that:

- the Chief Inspector of Schools, working with the other commissions and inspectorates involved, is to consult on and publish, subject to the approval of the Secretary of State, a Framework for Inspection of Children's Services;
- joint area reviews, conducted under the Framework by any two or more commissions and inspectorates, are to evaluate how well services, taken together, improve the well-being of children and young people in the local area;
- regulations may be made to govern the frequency and timing of joint area reviews, which may also be required at the specific request of the Secretary of State.

### **The commissions and inspectorates**

The Office for Standards in Education (Ofsted) has been asked to lead the development work on integrated inspection. In doing so, it is working closely with the other inspectorates and commissions involved: the Adult Learning Inspectorate; the Audit Commission; the Commission for Social Care Inspection, known as the Social Care Commission; the Commission for Healthcare Audit and Inspection, known as the Healthcare Commission; HM Inspectorate of Constabulary; HM Inspectorate of Probation; HM Inspectorate of Prisons; and HM Magistrates' Courts Services Inspectorate. HM Crown Prosecution Service Inspectorate is represented on the steering group but will not have a duty to participate in joint area reviews.

Appendix 1 outlines the functions of these commissions and inspectorates. Their work covers universal services such as schools and health services, as well as specialist services such as social care and juvenile justice. All the commissions and inspectorates have frameworks which underpin their inspections or reviews. They make judgements using a range of evidence which includes performance data, self-assessment, user surveys, interviews with service managers and staff, and direct observation of the work of services. The balance of the types of evidence used varies, as does the basis for making judgements.

## 2. Proposals for the Framework

### The purpose of the Framework

The Framework for the Inspection of Children’s Services for which provision is made in the Children Bill will set out principles about the purpose and conduct of inspection to be applied by any person or body conducting a relevant inspection, review or investigation.<sup>1</sup> The principles of the Framework may include those relating to the organisation of the results of any relevant inspection and may also make different provision for different cases.

The purpose of the Framework is to ensure that relevant inspections ‘properly evaluate and report on the extent to which services improve the well-being of children and young people’.<sup>2</sup> The Framework will provide a means of organising coherent evaluation of service contributions to outcomes for children and ensuring that information can be brought together in a joint review of services in a children’s service authority area.

To create a unified system for evaluating services, the principles and definitions of service contribution to outcomes in the Framework will be consistent with national service standards and national performance assessment arrangements, including the comprehensive performance assessment (CPA) for local councils.

### The basis of the integrated approach

An integrated approach to inspection will work in these ways:

- by establishing an agreed set of **principles** to underpin all inspection activity;
- by defining the **contributions to outcomes** for children and young people which settings and services may make; identifying the extent to which these will be evaluated in different inspections; and developing a consistent approach to making judgements;
- by conducting **joint area reviews**, and, in doing so, pooling evidence from a range of sources;
- by linking these with a **unified system of performance assessment**.

### Principles

The Framework will set out principles to apply to both **inspections of front-line provision**, such as early years settings, schools, colleges, training placements and children’s homes, and to **joint area reviews**.

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<sup>1</sup> Hereafter in this document the term ‘inspection’ encompasses ‘review’ and ‘investigation’.

<sup>2</sup> ‘Children and young people’ here means those aged 0–19 and those over 19 receiving services as care leavers under sections 23C to 24D of the Children Act 1989 and those aged over 19 but under 25 with learning difficulties within the meaning of section 13 of the Learning and Skills Act 2000 and who are receiving services under that Act.

The principles will be about the purpose and conduct of inspection. They will be based on the recommendations, applying to inspection generally, made in the report by the Office of Public Service Reform, *Inspecting for Improvement* (2003).

A summary of draft principles agreed by the steering group is shown below. It is followed by commentary on the principles, which will apply in different ways in different contexts.

**Inspection of services for children and young people will:**

- have the experiences of children and young people and outcomes for them at its heart;
- provide judgements of service contributions to outcomes, the quality and value for money of provision, the quality of its management and the prospects for improvement;
- assess evidence and make judgements objectively against national service standards, where applicable, and other published criteria;
- be proportionate to risk and tailored to circumstances and needs;
- ascertain and take into account the views of children and young people and their parents and carers, and look to involve them in inspections in other ways;
- make use as far as possible of the existing documentation and systems of the organisations inspected and avoid placing unnecessary burdens on them;
- encourage rigorous self-assessment by the organisations inspected and make use of information from their processes of performance management;
- evaluate the work of the inspected public bodies in eliminating unlawful racial discrimination, promoting equal opportunities and encouraging good race relations;
- report openly, clearly and fairly on the basis of secure evidence;
- enable themes of national significance to be pursued and reported;
- be designed to promote and support improvement, linking with action to follow up recommendations;
- build quality assurance into inspection, respond fairly to complaints, carry out evaluation of the conduct and effectiveness of inspection and seek continually to improve it.

## **Focusing on outcomes**

Both inspection of front-line provision and joint area reviews will focus on the five key outcomes for children and young people highlighted in *Every child matters* and set out, in modified wording but with the same intent, in the Children Bill.

**Five key outcomes for children and young people:**

- **physical and mental health** ('being healthy'): so that they enjoy good health and a healthy lifestyle
- **protection from harm and neglect**: ('staying safe'): so that their welfare is safeguarded and they know how to stay safe
- **education and training** ('enjoying and achieving'): so that they enjoy and make good progress in learning, leisure and personal development
- **contribution to society** ('making a positive contribution'): so that they join in, take responsibility and play a productive part in the community
- **social and economic well-being**: so that they have a good start in life and are able to achieve their full potential and secure employment.

We are proposing that inspection judgements will be made against more detailed definitions of the contributions which settings and other services can make to these outcomes. Provisional definitions of those contributions are shown in Appendix 2. These definitions are subject to amendment in the light of further work to align them with national standards and targets. Taken together, they represent an ambitious set of expectations for what the network of local settings and services can do to promote the well-being of children and young people. Realising these expectations depends crucially on co-operation between services.

### **Making judgements of contributions to outcomes**

The contributions to outcomes defined in Appendix 2 will not be relevant in each inspection of a front-line setting or service. Judgements will be made **only where it is appropriate and practical and where the inspectors have the expertise to do so**.

To take a simple example, an enquiry about the contribution of services to promoting responsible behaviour in neighbourhoods will be relevant to inspection of a youth offending team but not of a hospital.

Where a judgement is appropriate and practical, it will be made in the context of the setting or service. We intend to develop common criteria for making judgements across different types of setting and services – for example, on the steps taken by schools and children's homes to combat bullying and harassment – but, at the same time, we recognise that the judgements must be sensitive to differences in context.

### **Using national service standards and published criteria**

Judgements about service contributions made under the Framework will be consistent with relevant national service standards and performance indicators associated with them.

Existing frameworks that reflect the statutory requirements under which the commissions and inspectorates work will continue to apply to inspection of different types of provision.

There will still be a distinctive approach to inspecting settings such as children's homes, applying the relevant general criteria together with specific national standards.

To take another example, judgements about health services will be based on the standards arising from the consultation on *Standards for Better Health: Healthcare Standards for Services under the National Health Service* and, when finalised, those in the National Service Framework for Children, Young People and Maternity Services.

A third example is that the basis used in joint area reviews for judging contributions made by council education and social care services will be compatible with the basis used for the relevant elements of the CPA.

Beyond those connections with national standards and performance assessment systems, the criteria for judgements used will be published so that service providers and others know the basis on which judgements are being made.

### **Being proportionate to risk and tailored to needs**

Both the frequency and coverage of inspection will be based on an assessment of risk, having regard to any statutory requirements about cycles and reporting. This means that inspection will take account of performance data and other information and will be differentiated according to need. Inspection fieldwork will be carried out where there is no alternative way of gathering the evidence needed, or where it is needed to validate the picture painted by performance data and other information. For example, settings in which children and young people live away from home will continue to be visited on a regular basis, and first-hand evidence of children's experience and views routinely sought within fieldwork.

### **Taking account of the views of children and young people**

Inspections will ensure that the views of children and young people about the services and support they receive are sought and considered. Gathering the views of children and young people, as well as of their parents and carers, is an important part of the process of any inspection. Their perspective on services will provide evidence of the availability, quality and impact of provision.

In seeking the views of children and young people, inspectors will:

- take into account children and young people's level of understanding and take their differing views equally seriously;
- use a range of ways of securing children and young people's views that are appropriate to their age;
- ensure that children and young people feel safe during the process and enable them to raise individual concerns, and respond to or refer these as appropriate;

- provide children and young people with information about the inspection process and the way in which inspectors make judgements; and
- make sure that children and young people's views are reflected in the findings of the inspection and that reports are fed back to them in an appropriate way.

### **Minimising disruption**

Inspections will be carried out in a way that minimises disruption to the organisations concerned and to their service users by:

- keeping information requirements and other demands to a modest level;
- bringing together existing data and performance indicators to develop an integrated and comprehensive basis for reporting on the well-being of children;
- sharing information between inspectors, subject to statutory restrictions and agreed protocols on confidentiality and other requirements;
- organising inspection visits efficiently;
- managing the collection of inspection evidence so that it can be analysed in a consistent way and contribute to the joint area review.

### **Using self-assessment**

Many of the existing inspections and assessments we already carry out make use of assessments made by the organisations being inspected. It will be important in developing an integrated approach to extend this coverage to the ways in which the organisations inspected link with their partners.

In particular, we propose that joint area reviews will ask councils and their partners to provide a co-ordinated set of statements about the strengths and weaknesses of their joint action to promote the well-being of children and young people. We recognise that we need to design the process with councils and their partners so that it does not produce a layer of reporting disconnected from that which they already do.

### **Reporting on the basis of secure evidence**

Inspection should secure the co-operation and confidence of those being inspected and contribute actively to the improvement of services by:

- using teams with appropriate experience and breadth of understanding;
- making judgements about the same service on the basis of consistent standards and criteria;
- engaging with service managers and other staff and keeping them informed of emerging issues and findings;
- evaluating evidence objectively ;
- communicating findings in a clear, fair and well-argued way.

### **Covering national themes**

The government's keen interest in the implementation of the reforms associated with *Every child matters* is reflected in the arrangements which it is asking us to make. Within the overall coverage of the way local services are working together, there will continue to be specific matters on which national reporting will be needed. Examples in relation to joint area reviews will be the continued coverage of youth offending teams and the new coverage needed of Local Safeguarding Children Boards. We expect that, in most cases, thematic studies of these kinds can be built into joint area reviews to avoid duplication of effort by both inspectors and those inspected.

The Children Bill includes provision for annual reporting of the composite findings of joint area reviews.

### **Supporting improvement**

The purpose of an integrated approach to inspection is to assist in improving outcomes for children and young people by:

- evaluating the contributions that services and settings make to promoting the well-being of children and young people;
- evaluating the value for money those contributions represent;
- saying what should be done to improve those contributions by the responsible bodies;
- providing an objective evaluation for staff working in the setting or service and building their capacity to improve the provision made.

We know that, to fulfil its purpose, inspection needs to engage with and involve those inspected and to ensure that inspection plays a well-planned part in the cycle of improvement planning and accountability. Engaging constructively with front-line staff is one important feature of the process.

### **Assuring quality and evaluating inspection**

Evaluation of inspections will be linked to quality assurance arrangements which are the responsibility of the individual commissions and inspectorates. However, an agreed basis for evaluation will cover both the process of inspection and its value.

Evaluation of the **process** of inspection will be based on the extent to which:

- the arrangements for the inspection, including the basis for judgements, are clear and encourage productive engagement on the part of those inspected;
- the process of the inspection is efficient and does not place undue burdens on those involved;
- the views of children and young people, and their parents and carers, are incorporated in the inspection;



- inspectors demonstrate integrity, objectivity and courtesy as they undertake their work;
- reports make relevant, well-founded and clear judgements understood by service staff, users and other stakeholders.

Judgement of the **value** of inspection will be based on the extent to which:

- services are more effective and work together more effectively;
- there are tangible improvements in services for children and young people, and/or in their cost-effectiveness;
- outcomes for children and young people in the area improve overall and in their consistency across different groups;
- findings contribute to national policy and improve the action taken to implement it.

***Discussion question 1***

*Do the principles provide a good basis for integrated inspection?*

### 3. Proposals for inspecting education and care settings

*Every child matters* made the case for greater coherence in the inspection of settings which provide education and/or day or residential care. These settings include: early years provision; schools; colleges; provision for training; children's homes and other residential accommodation, including secure accommodation.

Inspections of these settings will continue to be based on the statutory requirements, cycles and frameworks of the lead commissions and inspectorates concerned. However, we are proposing to modify and converge methods of inspecting in order to:

- focus clearly and consistently on the contributions made by these settings to the well-being of children and young people, taking into account differences in the settings;
- evaluate what the settings do, in particular, to improve opportunities for those who are at risk of achieving poor outcomes;
- evaluate the part settings play in the local network of services;
- introduce a co-ordinated approach to inspecting children's centres and extended schools which provide a range of education, care and other services;
- improve the co-ordination of the inspection of residential establishments where they are subject to more than one type of inspection; and
- feed detailed evidence about the quality of settings into joint area reviews.

Again, inspection will **only cover those judgements of contributions to outcomes which are relevant to the setting concerned**. We intend to agree criteria so that judgements are made as consistently as possible and to agree how they can be pooled to inform joint area reviews.

Development work on inspecting education and care settings is being taken forward in conjunction with changes being pursued by Ofsted in the inspection of early years provision and schools, and by Ofsted and the Adult Learning Inspectorate on post-16 provision.<sup>3</sup> The Social Care Commission is undertaking a review of the national standards for residential accommodation, including children's homes and boarding schools.

#### ***Discussion question 2***

*Are the steps proposed on the approach to the inspection of education and care settings likely to contribute to better coverage of their role in the local network of services?*

<sup>3</sup> Proposed changes to school inspection are set out in an Ofsted consultation document, *The Future of Inspection* (February 2004).

## 4. Proposals for annual assessment of education and social care services

The Social Services Inspectorate has developed a system for the annual performance assessment of council social care services which feeds into the CPA; this system is now the responsibility of the Social Care Commission. Information on the education element of the CPA has been provided through a mix of performance indicators and inspection judgements made by Ofsted, working with the Audit Commission. At the same time, the DfES, through its advisers, has carried out an informal annual stocktake of education services.

We are proposing to bring these systems together and to connect them with joint area reviews so as to create a unified and efficient approach. The annual assessment rating will directly inform the children and young people service block in the redesigned CPA for 2005 onwards. We are also exploring the potential to link with performance assessments of health and police services.

Performance assessment and joint area reviews will be connected and complementary processes designed to secure coherence and efficiency in monitoring and evaluating performance. Annual performance assessment will play a key role in determining the aspects which will be covered in a joint area review. The findings of a joint area review will, in turn, be followed up in the annual performance assessment.

### Performance assessment of council social care and education services will use:

- a **common set of criteria** which establishes the standards expected of services for children and young people and which are also used as a basis for joint area reviews;
- a selection of **criteria which focus specifically on services provided by the council** and against which an annual assessment can determine the CPA rating;
- a set of **performance indicators** linked to the criteria for joint area reviews;
- a tool for **self-assessment** which identifies strengths and weaknesses in performance, which can be updated for the purposes of the joint area review and which will encourage rigorous analysis of performance indicators, evidence of the impact of action, and the resources used;
- the council's analysis of **the views of service users**, which may include specifically targeted groups, such as children in care or parents of children with disabilities, participation rates in activities, and consultation about children with local residents' panels;
- analysis of a small number of **plans**, for example, the single education plan, which will form part of the wider set of plans and other documents considered in the joint area review.

The development of a unified performance assessment system will build on previous practice by the Social Services Inspectorate and will extend the approach to the assessment by Ofsted of council education functions, taking the place of the annual stocktake now carried out by the DfES. Performance assessment and joint area reviews will use common categories and criteria drawn from the Framework for Inspection of Children's Services and

employ, as far as possible, the same indicators, self-assessment tools and documentation, so that judgements are made on a consistent basis.

We believe that the process will:

- encourage an integrated approach to local delivery of education and social care;
- identify improvement or deterioration in performance regularly and enable improvement to be monitored, triggering intervention if necessary;
- enable follow up of critical incidents, such as serious case reviews or schools going into special measures;
- provide up-to-date evidence on workforce and management issues;
- help to identify what needs to be covered through fieldwork in the joint area review and to ensure that it is well focused and proportionate; and
- in turn, provide a means of monitoring progress in implementing findings of joint area reviews as they apply to education and social care services.

### **Links with the CPA**

Integrated performance assessment of council education and social care functions will feed into the CPA. The findings of the joint area review as far as they apply to council services will largely determine the annual assessment in the year in which the review takes place.

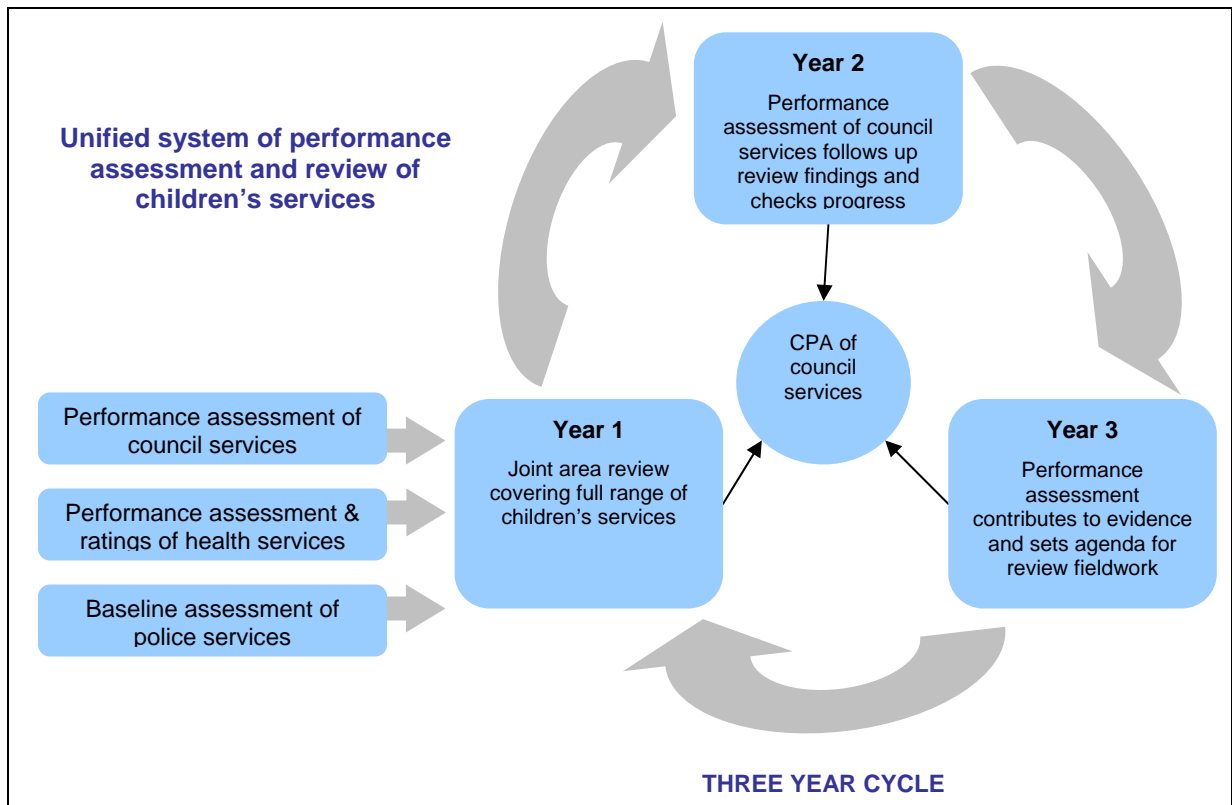
We propose that the findings of assessments and joint area reviews will link with the CPA in the following ways:

- performance assessments and joint area reviews will provide the CPA judgements on the service block for children and young people, as well as contributing to the Audit Commission's corporate assessment;<sup>4</sup>
- the scheduling of joint area reviews will reflect the immediate needs in relation to children's services while ensuring the best use of inspection resources and minimum disruption to councils' work;
- coverage of aspects of management and governance in joint area reviews and the corporate assessment will be co-ordinated to ensure inspection activity is not duplicated, criteria are consistent and documentation called upon is the same.

The diagram below illustrates the relationship between performance assessment, joint area review and the CPA for council services. In a year when a joint area review is carried out, it would provide the information otherwise gathered through a performance assessment.

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<sup>4</sup> See *CPA 2005 – the way ahead*, page 17 (Audit Commission, 2004). The sequencing of joint area reviews and corporate assessment is covered in Appendix 3 of this discussion document.



**Discussion question 3**

*Annual performance assessment of council education and social care functions will both monitor improvement and provide the basis for a differentiating the coverage through fieldwork in the next joint area review. Is this appropriate?*

## 5. Proposals for joint area reviews

### Summary of key features

- A joint area review will be conducted in each children's services authority area in the first three years after the start of the new integrated process.
- Reviews will be conducted by multi-disciplinary teams using a common approach based on the Framework.
- The need for separate inspections of individual services will be reduced.
- Evidence from other inspections, such as schools and residential settings, will contribute to the judgements.
- Consultation with children and young people, and their parents and carers, will be a key part of the process.
- New fieldwork will be proportionate to risk and take place when the judgement cannot be made in any other way.
- Risk will be assessed in part through annual performance assessment of council services.
- Fieldwork will include tracking the experiences of individual children and young people and neighbourhood studies.
- Analysis and fieldwork will be completed within a six-week period.
- Joint area reviews will lead to a single published report.

### Frequency

The frequency of reviews will be governed by regulations and specific requests from the Secretary of State. It is expected that each children's services authority will receive a joint area review within a three-year period starting in summer 2005, with frequency thereafter reviewed in light of experience of the first round.

### Selection of areas

The selection of areas for inspection in each year of the first round will take into account:

- significant weaknesses identified in outcomes for children and young people, including those in health, care, education and crime;
- the findings of annual performance assessment of council education and social care services;
- the categorisation of councils under the CPA;
- the demands made on the organisations by inspection or audit of other functions for which they are responsible.

Following further discussion in the Local Services Inspection Forum, we intend to publish an indicative three-year programme of reviews alongside the Audit Commission's council corporate assessment programme. We propose to confirm by the end of each December

preceding a financial year the programme for that financial year with as much information on timing as possible. Dates will be finalised as part of the process of determining the councils' agreed audit and inspection plans in the early part of the calendar year.

In co-ordinating the timing of the joint area review and the corporate assessment programme we need to balance the potential advantages of proximity, contemporary judgements and common team membership with the need to avoid excessive burdens to councils and their communities. Appendix 3 offers options for consideration.

## **The scope of joint area reviews**

### **Service coverage**

We are committed to reducing the number of separate inspections. Joint area reviews will combine existing inspections of council education and children's social care functions and will incorporate aspects of other existing inspections. Reviews will cover the contributions by services such as: provision for day-care, education and training; residential care; provision for leisure and culture; youth services; Connexions; social services; family support, including the Children and Family Court Advisory and Support Service (CAFCASS); relevant healthcare services; youth offending teams and other elements of community safety and juvenile justice services.

While joint area reviews will reduce the number of separate individual service inspections, such inspections may still be required so that an in-depth evaluation can be made. This may be the case when inspection of a service is a national priority, or because the service is causing concern or, alternatively, demonstrating such high quality that the findings ought to be disseminated. Separate inspection may also take place – for instance in the case of healthcare – because the whole service, of which that for children is only a part, is to be covered.

Separate inspections may be organised before or after a joint area review but, where possible and appropriate, the specific focus will be included within a joint area review. If an in-depth inspection of a particular service is organised at the same time as the joint area review, a separate report on the service may be published, with the findings summarised in the report of the joint area review.

### **Focus on outcomes**

Reviews will report on:

- the contribution which services make to outcomes for children and young people in the area, and, in particular, what they do to improve outcomes for disadvantaged and/or vulnerable groups;
- the extent to which local services work together to improve the well-being of children and young people; and
- the management of services for children and young people.

The definitions of contributions to outcomes included in proposals for the Framework (see provisional list in Appendix 2) reflect the proposed maximum coverage of a joint area review report. Some reviews may focus on a narrower range of topics, for example because of a specific request by the Secretary of State or because the review is following up issues identified in an earlier review.

In relation to each of the five key outcomes, particular attention will be given to joint action by local services on behalf of those who are vulnerable to poor outcomes. The review will evaluate and report on this action specifically.

Two such groups will be covered in detail in every review: **children and young people in care** and **children and young people with special needs and/or disabilities**. Illustration is given below of coverage of contributions to outcomes for these groups. Coverage of other groups will reflect local circumstances and audits of need and will focus on those for whom outcomes are known to be poor. Such groups may include: children and young people of minority-ethnic heritage; children and young people suffering from chronic illness; young parents; children and young people in transition; and young offenders.

#### **Children and young people in care**

- o Families are supported so that the need for children and young people to be looked after by councils is reduced to an appropriate minimum.
- o Children and young people have opportunities to be actively involved in decisions affecting them.
- o The needs of children and young people are met through a range of placements which provide good care and respect and develop their cultural, religious and linguistic heritage.
- o Children and young people and their carers make good attachments and the placements provide stability and promote permanence.
- o The life chances of children and young people in care are enhanced through access to healthcare, education, culture and leisure opportunities and other services.
- o Young people who are living in and leaving care are helped to become responsible and independent adults.

#### **Children and young people with special needs and/or disabilities**

- o Multi-agency assessment and early intervention enable children and young people to have the help they need.
- o Children and young people have opportunities to be actively involved in decisions affecting them.
- o School admission arrangements ensure that children's needs are met and parents' preferences are respected.
- o Good support enables children and young people to make good progress in their learning and personal development and participate well in activities.
- o Transition from setting to setting, and from children's to adult services, is effectively managed.

### **Service management**

Evidence from studies of service contributions will be used to form judgements about the management and capacity of councils' principal education and social care services, and of other services where there is sufficient evidence.

In particular, evaluation will cover the way local services work together to:



- provide strong leadership and clear strategy for improvement;
- identify needs and establish ways of meeting them;
- meet requirements for action on race equality;
- take into account the views of children and young people and their parents or carers;
- plan co-ordinated action;
- recruit, retain and develop effective staff;
- commission and deliver sufficient high-quality services that give value for money;
- collect, exchange and use information to ensure timely and appropriate referral, assessment and intervention to meet the needs of individual children and young people;
- review the effectiveness of service provision.

## **The conduct of joint area reviews**

Reviews will be carried out by a multi-disciplinary team under a team leader, who may be from any of the commissions and inspectorates involved. The team will follow a common approach to service coverage, evidence-gathering and reporting. It is expected that the methods and the data used as the programme of reviews begin will develop over time.

## **Notification**

Notification of the precise dates of a joint area review will be through the council's director of children's services (or, if not appointed, a senior officer nominated by the council's chief executive), who will be asked to coordinate the contributions of different services to the review. This will include coordinating self-assessment material for the review team, providing key documents and making arrangements for the review team's programme of meetings and visits.

## **Differentiating fieldwork**

The amount and depth of any new fieldwork undertaken will be proportionate to need. As far as possible, review findings will be based on existing evidence, such as performance data or inspection reports on front-line provision, such as early years settings and the work of CAFCASS.

New fieldwork will usually only take place where outcomes give rise to particular concern, or where the judgement of service contribution cannot be made in any other way. This may be because the review team does not have access to existing inspection evidence for a service, or because the evidence is not relevant and up-to-date, is limited in its scope or is conflicting.

Decisions about the extent of fieldwork will be taken on the basis of the annual performance assessment of education and social care functions, together with similar assessments of relevant health and police services carried out by the Healthcare Commission and HMI

Constabulary. These assessments will provide the specification for fieldwork which will be discussed with the council and its partners at the meeting which sets up the inspection. We expect that service contributions to safeguarding welfare will be inspected through some fieldwork in each review, in view of the high risks involved.

### Stages of a joint area review

<p><b>Setting up</b></p>	<p>A meeting will be held between the review team leader and the director of children’s services and a briefing will be given to other officers and to members of the council and its partners about the scope and organisation of the review.</p> <p>These meetings will confirm:</p> <ul style="list-style-type: none"> <li>• the basis for planning the review programme;</li> <li>• the issues on which fieldwork will be carried out; and</li> <li>• the timetable for the review and its reporting.</li> </ul> <p>Consultation with children and young people and their parents and carers will take place following these meetings.</p>
<p><b>Analysis</b></p>	<p>This stage will involve the whole review team and will take a week. The purpose is to analyse the available evidence to form hypotheses which will be tested during the fieldwork.</p> <p>At the end of the week, the review team will have:</p> <ul style="list-style-type: none"> <li>• agreed the findings on the aspects which do not require further fieldwork;</li> <li>• identified hypotheses to follow up in the fieldwork;</li> <li>• established detailed plans for the fieldwork.</li> </ul>
<p><b>Fieldwork</b></p>	<p>Two weeks after the analysis, fieldwork will normally take place over a two-week period. The team will have between three and eight members, with the number depending on the extent of fieldwork. Teams will be multi-disciplinary and include inspectors from at least two bodies.</p> <p>At the end of this stage, inspectors will have gathered the evidence on which to base their findings.</p>
<p><b>Reporting</b></p>	<p>When the review team is on site, the team leader will discuss the emerging issues with the director of children’s services and other senior officers, as appropriate. At the end of the fieldwork, the team leader will provide headline feedback. Within eight weeks, a draft report will be sent to the director of children’s services who will be asked to co-ordinate written comments on accuracy. After this, members of the team will meet senior officers and members of the local strategic partnership to discuss the findings. The report will be published about six weeks later.</p>

## Gathering evidence

These proposals are intended to make use of evidence which already exists and, thereby, to reduce the burden on the local area to provide extensive additional evidence.

### Evidence at the analysis stage:

- performance data;
- the findings of annual performance assessments;
- the findings of previous inspections and reviews;
- self-assessment provided by the council and its partners;
- a small selection of plans;
- the findings of consultation with children and young people;
- a sample of case files.

**Self-assessment** by local services will be an important element of all joint area reviews. The director of children's services will be asked to co-ordinate the production of a succinct statement for the review team, based where possible on self-assessments already available. This will call for local services to provide a brief account of provision in the area and identify strengths and weaknesses of that provision, having regard to the coverage and criteria used in the review. It will also call for evidence of the impact of action which has been taken to improve outcomes for children and young people. It will invite a joint evaluation of the quality of co-operation among services. A proforma for this purpose will be developed in consultation with the relevant national bodies.

Where **fieldwork** is undertaken, first-hand evidence will be sought to demonstrate the impact of local services on outcomes. The approach to fieldwork will give priority to exploring children and young people's experience of services through tracking individuals and through neighbourhood studies.

### Evidence during fieldwork:

- meetings with the lead council member for children's services and, as appropriate, other councillors and members of police authorities and health bodies;
- meetings with senior officers and service managers;
- meetings with service users and community representatives;
- focus groups of front-line staff;
- first-hand evidence of the impact of local services on outcomes;
- tracking the experience of individual children and young people;
- neighbourhood studies;
- visits to a small range of settings and services.

### Neighbourhood studies

A 'neighbourhood' is a housing estate, a council ward or a district chosen on the basis of socio-economic factors to illustrate the impact of local services on the local community. Neighbourhood studies will include:

- analysis of the context and provision in the neighbourhood, such as the quality of early years settings, schools and housing;
- visits to schools, youth and community centres, health centres, Sure Start projects and children's centres;
- discussions with residents, children and young people and front-line staff including teachers, social workers, community workers, youth workers, police and health professionals.

### Case files

Case files will be examined for the evidence they can provide about access to and the sufficiency of services, the effectiveness of the decisions taken and the extent to which services have worked in a coordinated way.

A sample of case files of children of different ages and with different needs will be analysed. Usually this will involve reading the file from more than one service on each child. Inspectors adhere to a strict code of confidentiality and notes will be kept so that no individual can be identified.

Inspectors will ask to meet a small number of children and their parents/carers and hold discussions with service staff who support them.

## The views of children and young people

Gathering the views of children and young people will be a key part of the process. Their perspective on services will contribute to the picture of service availability, quality and impact. The review will also test the extent to which those providing services consult with children and young people.

Children and young people's views will be sought in the following ways:

- inspectors will take account of children and young people's views as gathered by the services themselves;
- through bringing together evidence of views gathered in the course of previous inspections of settings;
- views on 'what it is like to live in the area' will be gathered in relation to the five key outcomes and analysed as part of the evidence to determine fieldwork;
- a proforma survey will be used to collect a mix of quantitative and qualitative information about experience of services in about 15 local schools and colleges;
- during fieldwork, inspectors will interview individuals and small groups, focusing on particular aspects of provision, neighbourhoods and/or age groups. The views of those

who are disadvantaged or vulnerable, of hard-to-reach groups and of children under eight will be collected by inspectors at this stage.

### Examples of evidence-gathering and analysis

The examples below illustrate how evidence of service contributions to outcomes could be gathered in the analysis and fieldwork stages of the review.

#### Protection from harm and neglect

Example of service contribution: *Neighbourhoods are kept safe for children and young people.*

To determine the extent of problems and evaluate the impact of services:

- inspectors would consider the following evidence at the **analysis stage**:
  - the findings of consultation with children and young people;
  - statistics on road accidents, racial harassment and street crime;
  - evidence from the inspection of schools on strategies to combat bullying;
  - the findings of HMIC baseline assessment of police services;
  - the crime and disorder partnership's plan and its impact; and
  - self-assessments by relevant services.
- if **fieldwork** is necessary, inspectors would use it to analyse:
  - the perceptions of residents, children and young people;
  - whether the steps taken by police, council and others ensure safe travel;
  - whether the safety of play, education and leisure facilities are secured; and
  - whether action is taken to ensure that children and young people know how to stay safe.

#### Contribution to society

Example of service contribution: *Support helps children and young people to deal with significant changes in their lives.*

To evaluate the impact of services:

- inspectors would consider the following evidence at the **analysis stage**:
  - the findings of MCSI inspections of CAFCASS;
  - the findings of Healthcare Commission reviews of the care of children and young people in hospitals;
  - the findings of inspections by HMI Prisons of the health, welfare and achievement of young people in custody or on remand;
  - statistics on the destinations of young people not in education, training and employment post 16; and
  - statistics on teenage pregnancy.
- inspectors would use **fieldwork**, if necessary, to gather evidence from:
  - case-file reading, including discussion with young people, their parents/carers and supporting staff;
  - visits to settings or projects.

## Reporting the findings

The proposals are designed to provide for the timely publication of a report summarising the findings which can be read and used by service users, including children and young people, as well as senior and frontline staff of the local services.

The report will chart the configuration of services and how far services work effectively together. It will identify any gaps or failures in service provision and call attention to any services which are very good. If there are gaps and failures in service provision, the report will identify whether these can be attributed to the service being sufficient but ineffective, or whether the capacity to establish a suitable service is in question. In the latter case, the team will consider how far the local area has been able to manage the gap in provision.

The team leader will discuss headline findings with the director of children's services at the end of fieldwork. The report will be completed in eight weeks. The structure of the report is outlined below. The team leader will send a draft to the director of children's services for circulation to the chief officers of the organisations involved, with an invitation to comment on accuracy. A meeting or meetings to discuss the findings will be held with appropriate officers and members. The report will normally be published six weeks afterwards.

### Summary

A summary of main findings on key outcomes for children and young people, the effectiveness and efficiency of services, and what needs to be done to improve services.

### Context

An account of key features of the local context and the organisation of service provision.

### Outcomes

An account of key outcomes for children and young people in the area, focusing on physical and mental health, protection from harm and neglect, education and training, contribution to society, and social and economic well-being.

### Service contribution to outcomes

An evaluation of how well universal and specialist services work together to improve outcomes for children and young people. Particular attention will be given to action on behalf of those who are disadvantaged and/or vulnerable, and the report will evaluate this action specifically.

### Service management

An evaluation of how services work together by:

- providing strong leadership and clear strategy;
- identifying needs and establishing strategies to meet them;
- meeting requirements for action on race equality;
- taking into account the views of children and young people and their parents/carers;
- planning co-ordinated action;
- recruiting, retaining and developing effective staff;
- commissioning and delivering sufficient high-quality services, and using resources efficiently;
- collecting, exchanging and using information to ensure timely and appropriate intervention;
- reviewing the effectiveness of services.

### **Following up findings**

Regulations will specify the written statements of proposed action which may be required in the light of a joint area review report and the period within which any such action should be taken.

Annual performance assessment will follow up any action taken in relation to council education and care functions. Where action needs to be taken by other agencies, the commission or inspectorate concerned will monitor progress.

Where the review finds that the council's education and/or children's social care functions are not being performed to an adequate standard the government has the powers to intervene. The Children Bill applies current powers for intervention in education services to children's social services to enable a coherent approach to intervention across the range of functions where standards are not being met.

### **Timetable for development work**

A timetable for development work on and the introduction of joint area reviews is given in Appendix 4.

## Discussion questions on joint area reviews

### ***Discussion question 4***

*We propose in Appendix 3 four options for the sequencing of joint area reviews and corporate assessment. Which do you prefer?*

### ***Discussion question 5***

*Does the proposed scope of joint area reviews, as illustrated in Appendix 2, cover adequately the key services for children and young people in local areas and the way they link with one another?*

### ***Discussion question 6***

*We propose to give particular attention to joint action by local services to support those who are disadvantaged and/or vulnerable. Two groups will always be covered in detail in every review – children in care and those with special needs and/or disabilities. Do you agree with this approach?*

### ***Discussion question 7***

*In joint area reviews we propose to comment on the features of management relevant to the effectiveness of joint working. Is the list appropriate?*

### ***Discussion question 8***

*We have outlined the process of the review and the timescales involved. Does the process seem practical and appropriate?*

### ***Discussion question 9***

*We have outlined our basic approach to using self-assessment. Is this approach manageable?*

### ***Discussion question 10***

*We have indicated how we intend to seek the views of children and young people. Is the approach likely to be practical and effective?*

### ***Discussion question 11***

*We have outlined the proposed structure of a review report. Is this likely to inform different users while providing you with a helpful basis for improving your services?*



## Appendix 1: Membership of the steering group

The **Adult Learning Inspectorate (ALI)** is responsible, with others, for raising the standards of education and training for young people and adults in England, by inspecting and reporting on the quality of learning provision they receive.

The **Audit Commission** is an independent public body sponsored by the Office of the Deputy Prime Minister with the Department of Health and the National Assembly for Wales. It is responsible for ensuring that public money is spent economically, efficiently and effectively in the areas of local government, housing, health and criminal justice services.

The **Healthcare Commission** encompasses the work of The Commission for Health Improvement (CHI), the NHS value-for-money work of the Audit Commission and the independent healthcare work of the National Care Standards Commission (NCSC).

The **Commission for Social Care Inspection (CSCI), the Social Care Commission**, forms a single inspectorate for social care, encompassing all of the work of the Social Services Inspectorate (SSI), the Joint Review team of SSI/Audit Commission, and the functions of the NCSC in relation to social care. CSCI is developing in parallel with the Healthcare Commission and they will work closely together.

**HM Crown Prosecution Service Inspectorate (HM CPSI)** is the independent inspectorate for the Crown Prosecution Service (CPS). HM CPSI's purpose is to promote improvement in the efficiency, effectiveness and fairness of the prosecution services within a joined-up criminal justice system through inspection, evaluation and identification of good practice.

For well over a century **HM Inspectors of Constabulary (HMIC)** have been charged with examining and improving the efficiency of the Police Service in England and Wales. In 1962, the Royal Commission on the Police formally acknowledged their contribution to policing. The statutory duties of HMIs are set out in the Police Act 1996.

**HM Inspectorate of Prisons (HMI Prisons)** was established in 1980 and inspects prisons in England and Wales. The Chief Inspector reports to the Secretary of State on the treatment of prisoners and conditions in prisons. In addition, HMI Prisons inspects immigration centres. It also inspects by invitation prisons in Northern Ireland, the Channel Islands and elsewhere.

**The purpose of HM Inspectorate of Probation (HMIP)** is to:

- report to the Home Secretary on the extent to which the National Probation Service for England and Wales is fulfilling its statutory duties and meeting targets as required;
- contribute to sound policy and service delivery by providing advice and disseminating good practice; and
- promote the overall effectiveness of the criminal justice system.

**HM Magistrates' Court Service Inspectorate (MCSI)** inspects and report on the organisation and administration of magistrates' courts in England and Wales and on the performance of the Children and Family Courts Advisory and Support Service (CAFCASS). It provides information about the performance of MCC areas and of CAFCASS and supports them by endorsing good practice and making recommendations about possible improvements.

The **Office for Standards in Education (Ofsted)** is a non-ministerial government department whose aims are to help improve the quality and standards of education and childcare through independent inspection and regulation, and to provide advice to the Secretary of State.

## Appendix 2: Illustrations of service contributions to outcomes

### Physical and mental health

- o The health of children and young people is assessed and specific needs are identified at an early stage.
- o Appropriate services are available to meet the health needs of children and young people.
- o Parents have access to advice and support to help them keep their children healthy.
- o Schools and other settings help to ensure that children and young people are well nourished and active.
- o Healthcare services are child-friendly and access is timely and easy.
- o Schools and other settings enable children and young people to learn about healthy living and build their self-esteem.
- o Local action reduces environmental health risks.

### Protection from harm and neglect

- o Neighbourhoods are kept safe for children and young people.
- o Schools and other settings take steps to safeguard the welfare of children, including protecting them from bullying and harassment.
- o People who work with children and young people are vetted and have relevant experience, skills and training.
- o Preventive action helps families protect children from neglect and harm.
- o Appropriate information is held and shared about children so that their needs are identified and services are provided so that they do not fall through the net.
- o Agencies work together to secure the protection of children from abuse or neglect.
- o Action on youth offending protects the public and restores positive attitudes and behaviour.

### Education and training

- o The provision of day-care, education and training meets needs.
- o Early years provision helps children meet early learning goals and prepares them well to start school.
- o Parents/carers are helped to be productively involved in their children's education.
- o Schools enable all learners to make good progress in their learning and personal development.
- o Children and young people at risk of poor school attendance or exclusion are supported to stay in education or training.
- o Children and young people who are out of school have access to alternative provision which helps them meet their potential and return to school.
- o Young people are encouraged and supported to remain in education or training after 16 and they achieve well.
- o A range of additional activities (including play, informal leisure opportunities, the arts, sports and outdoor activities) is available, and participation is high and brings benefits.

### **Contribution to society**

- o Services work together to promote responsible behaviour in neighbourhoods and reduce offending.
- o Services help children and young people to join in, try hard and fulfil their potential.
- o Schools and other providers help children and young people to understand rights and responsibilities.
- o Children and young people are supported in making their voices heard on decisions which affect them.
- o Children and young people have opportunities to contribute, take decisions and to run activities for themselves.
- o Children and young people know how to find information and help when they need to.
- o Support helps children and young people to deal with significant changes in their lives.

### **Social and economic well-being**

- o Effective action enables disadvantaged neighbourhoods to define and meet their needs.
- o Support for families and young people who need it gives them access to decent homes.
- o High-quality day-care is available to meet the needs of parents in work or seeking work.
- o Services help young people gain the knowledge, skills and attitudes needed for enterprise and employment.
- o Local action helps to secure opportunities for employment for young people.

### Appendix 3: Joint area reviews and corporate assessment

In order to ensure clarity about the coverage of inspection activity and the expectations for local councils and communities, we intend to develop a co-ordinated three-year indicative programme for joint area reviews and corporate assessments. The programme will be subject to change, perhaps as a result of a critical event which gives rise to the need for a joint area review or a corporate assessment to be conducted at short notice.

Responses are invited on four options. Each has benefits and drawbacks.

**Option 1:** A joint area review is followed after a six- to nine-month interval by the corporate assessment.

The benefits of this option would be near-contemporary judgements on both corporate governance and service outcomes and the potential for common team membership. Corporate assessment would be informed by a major and recent review on one of the four shared priority areas in the achievement section of the corporate assessment – and this would significantly contribute to reduction in the need to revisit these issues.

**Option 2:** Corporate assessment is followed after a six- to nine-month interval by a joint area review.

The benefits of this option would be near-contemporary judgements on corporate governance issues and the potential for common team membership. There would also be less need to spend time in the joint area review to consider issues of corporate framework, management and governance.

**Option 3:** Corporate assessment and joint area review run concurrently.

The benefits of this option would be contemporary and immediately complementary activity and judgement, with joint teams and a single visit for councils through the design of a concentrated inspection activity, with associated reduction in direct costs.

**Option 4:** Corporate assessment and joint area review are timetabled as far apart as possible.

The benefits of this option would be in terms of spreading inspection activity and enabling significant developments to be reflected in major reports more frequently.

## Appendix 4: Timetable for development of joint area reviews

### **By the end of June 2004:**

- review the draft principles underpinning the Framework for the Inspection of Children's Services and the management of the new inspection arrangements and define the implications for changes to existing inspection arrangements
- research the views of service users on inspection coverage, process and reporting
- define in detail the joint area review process and its staffing and management
- agree criteria for judgements and associated indicators, ensuring compatibility with the CPA and the National Service Framework.

### **By the end of December 2004:**

- in the light of the parliamentary timetable, carry out formal consultation on the Framework for Inspection of Children's Services
- set up trials of methodology of the joint area review in volunteer areas and/or in the context of joint inspections already planned for 2004–05
- finalise tools and reporting formats for the joint area review
- select areas for joint area review from April 2005.

### **By the end of February 2005:**

- respond to the consultation on the draft Framework for Inspection of Children's Services
- complete and evaluate trials of methodology of the joint area review
- finalise and publicise the arrangements for the joint area review
- provide briefing and training for inspectors
- provide briefing for organisations involved in the first reviews.

### **By April 2005:**

- publish the framework for the Inspection of Children's Services.

### **By summer 2005:**

- start the programme of joint area review in a limited number of authority areas.

### **By November 2005**

- complete annual performance assessment of council education and social care functions.

### **By December 2005**

- CPA (including children and young people service block) published
- publish outline timetable for joint area reviews and corporate assessment.

**Appendix 5: Discussion questions****APPENDIX 2**

Conferences to discuss with councils and their partners the basis of integrated inspection, focusing on joint area reviews, are being held in May 2004. The questions below will be among those considered.

The steering group will be grateful for individual responses to the questions following the conferences. The form asks for the aspects of the proposals to be rated on a four-point scale: 1 (very good); 2 (good); 3 (satisfactory); 4 (unsatisfactory). Space is provided for comments.

Please send the questionnaire to Sue Leaver by post (Ofsted, Alexandra House, 33 Kingsway, London WC2B 6SE) or by email ([sleaver@ofsted.gov.uk](mailto:sleaver@ofsted.gov.uk)) by **4 June 2004**. An electronic version of the form is on the Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

<i>Name:</i> Di Billups				
<i>Local Area:</i> Rotherham				
<i>Position:</i> Executive Director, Children & Young People's Services Development				

Response to aspects of the proposals: grade 1 = very good; grade 2 = good; grade 3 = satisfactory; grade 4 = unsatisfactory	1	2	3	4
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<b><i>Discussion question 1</i></b>		✓		
<i>Do the principles provide a good basis for integrated inspection?</i>				
<p>Comments: Yes, provided that standards set for inspection reflect young people's views which are used to benchmark self-assessment by services.</p> <p>It is right to base inspection on services' contribution to outcomes for children &amp; young people. This might be extended to their families &amp; communities.</p> <p>Can such a programme of inspection truly be "proportionate to risk and tailored to circumstances and needs"?</p> <p>Support the emphasis on race discrimination &amp; race relations. However, inspections should also evaluate public bodies' effectiveness in eliminating <u>all</u> forms of discrimination and in promoting equalities across the board.</p> <p>More details on proportionate risk, and how OFSTED will tailor programmes to circumstances and needs are required.</p>				

<p><b><i>Discussion question 2</i></b></p> <p><i>Are the steps proposed on the approach to the inspection of education and care settings likely to contribute to better coverage of their role in the local network of services?</i></p>			✓	
<p>Comments: If integrated assessment is likely to be useful in this field, evaluation of the part settings play may not be sufficient. Joint inspection of health care, particularly CAMHS, received by many of the young people in those settings is required.</p> <p>The steps proposed are not very clear. The criteria to be developed will be crucial to enable joint area reviews to be informed.</p>				

<p><b>Discussion question 3</b></p> <p><i>Annual performance assessment of council education and social care functions will both monitor improvement and provide the basis for a differentiating the coverage through fieldwork in the next joint area review. Is this appropriate?</i></p>		✓		
<p>Comments: More detail on how this differentiation will be achieved is required in order for informed comments to be made.</p> <p>Could fieldwork be done as part of the annual assessment? This might help to avoid the risk of delays, which would have the potential to affect CPA ratings.</p>				

<p><b>Discussion question 4</b></p> <p><i>We propose four options in Appendix 3 for the sequencing of joint area reviews and corporate assessment. Which do you prefer?</i></p>		✓		
<p>Comments: Option 3. This would provide a multi-agency approach to planning the assessment and allow agencies to work together to meet any new agendas. This option would fit the CPA process and enrich both that and the children &amp; young people's services inspection.</p> <p>As much notice as possible should be given of a joint children &amp; young people's services &amp; corporate assessment.</p>				

<p><b>Discussion question 5</b></p> <p><i>Does the proposed scope of joint area reviews, as illustrated in Appendix 2, cover adequately the key services for children and young people in local areas and the way they link with one another?</i></p>			✓	
<p>Comments: Not fully. The availability, &amp; use by schools &amp; settings, of specialist support services should be included.</p> <p>In addition, economic well-being, including addressing child poverty, should be included, as should the particular needs of minority groups and vulnerable children &amp; young people to ensure that all equalities issues are addressed.</p> <p>The list provided for the scope of reviews is limited and functionally biased. There might be an increased emphasis on cultural, play and leisure opportunities or support for parenting.</p>				

<p><b>Discussion question 6</b></p> <p><i>We propose to give particular attention to joint action by local services to support those who are disadvantaged and/or vulnerable. Two groups will always be covered in detail in every review - children in care and those with special needs and/or disabilities. Do you agree with this approach?</i></p>		✓		
<p>Comments: Yes. These are the very children for whom the services referred to above (question 5) are provided. It is right to focus on schools and settings under Education &amp; Training, but the specialist services should not be overlooked.</p>				



Also, children & young people with mental health issues should be a major focus. This will link with those in public care and with special educational needs and should be a preventative measure. Services should be proactive in promoting emotional wellbeing which is essential if positive outcomes in all 5 areas are to be achieved.

<p><b>Discussion question 7</b>  <i>In joint area reviews we propose to comment on features of management relevant to the effectiveness of joint working. Is the list appropriate?</i></p>		✓		
<p>Comments: As above (question 1), race equality should be amended to embrace equalities generally.</p> <p>Children &amp; Young People should be involved as well as consulted.</p>				

<p><b>Discussion question 8</b>  <i>We have outlined the process of the review and the timescales involved. Does the process seem practical and appropriate?</i></p>	✓			
<p>Comments: Yes</p>				

<p><b>Discussion question 9</b>  <i>We have outlined our basic approach to using self-assessment. Is this approach manageable?</i></p>		✓		
<p>Comments: What is meant by “succinct” in this context? It is important to avoid omissions in information on services and their impact in the interests of brevity.</p> <p>It will be important for the proforma and scope to be available as soon as possible to assist local authorities and their partners in preparation</p>				

<p><b>Discussion question 10</b>  <i>We have indicated how we intend to seek the views of children and young people. Is the approach likely to be practical and effective?</i></p>			✓	
<p>Comments: Will the approach take account of the full range of consultations that are in place?</p> <p>How will the process obtain the views of the excluded or hard to reach?</p> <p>The proposals do not make clear how the views of children under the age of eight will be ascertained and reported.</p> <p>It is essential, especially when seeking the views of school &amp; college students, to ensure that a genuinely representative cross-section is achieved. Likewise, those involved in Council groups etc tend to be the well-motivated and articulate. Peer work by children &amp; young people might be useful in this context.</p>				

**Discussion question 11:**

*We have outlined the proposed structure of the review reports. Is this likely to inform different users while providing you with a helpful basis for improving your services?*

✓

Comments: Yes

Any further comments you wish to make:

A range of strategic partnerships to deliver Children's Services will emerge. Inspection arrangements will need to take account of the fact that a range of providers including the voluntary, as well as statutory, sector will deliver services.

The new inspection framework should ensure that all services commissioned would be inspected within a single framework.

## ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

- 1 **Meeting:** Cabinet Member and Advisers, Education, Culture and Leisure Services
- 2 **Date of Meeting:** 27<sup>th</sup> July 2004
- 3 **Title:** **Proposals to close the EBD Unit at Rawmarsh Sandhill Primary School and open an EBD Unit at Wales Primary School**
- 4 **Originating Officer:** Martin Harrop  
Principal Officer, Planning, Resources and Information  
Ext 2415
- 5 **Issue:**  
To determine these matters following the publication of proposals.
- 6 **Summary:**  
The proposals have stood for the statutory period and there have been no comments/objections received. The LEA can now, therefore, determine the proposals.
- 7 **Clearance/Consultation:**  
Full consultation had previously taken place as outlined in a previous report (6<sup>th</sup> April 2004).
- 8 **Timing:**  
Following the publication of the proposals for the statutory period the LEA can now make a determination. This must be done by no later than 28<sup>th</sup> September 2004.
- 9 **Background:**  
These changes follow on from the original recommendations of the Behaviour Working Party in October 2001. The changes will, in effect, relocate the EBD Unit to a base in the south of the borough.
- 10 **Argument:**  
The relocation would provide the borough with units, which are better located geographically. There would be units at Rawmarsh Thorogate (North), St Ann's (Central) and Wales (South), if these proposals are now determined, which would enable pupils to be educated broadly within their local community.
- 11 **Risks and Uncertainties:**  
These have been considered previously in earlier reports and through the consultation. If the LEA does not determine these proposals, the decision would fall to the School Organisation Committee and, if there was no unanimity at the SOC, it would, then pass to the Adjudicator.
- 12 **Finance:**  
There are some financial implications of relocating the unit. Many of the existing resources at Rawmarsh Sandhill will simply be transferred to Wales. If existing staff at Rawmarsh Sandhill are relocated to the unit, then the Council will have to provide additional financial support regarding travel claims for up to three years, which is current Council policy.

There will be a requirement for some capital spending at Wales, but this has been planned for within existing capital budgets.

**13 Sustainability:**

The establishment of an EBD unit in the south of the borough will enable the Council to create more effective strategic provision for pupils with emotional and behavioural difficulties.

**14 Wards Affected:**

Principally Silverwood (14) and Wales (18), although pupils will reside in other wards.

**15 References:**

Behaviour Working Party recommendations October 2001.

**16 Presentation:**

This would be a further change brought about as a result of the above as the Council continue to improve its provision, in particular, for children with emotional and behavioural difficulties.

**17 Recommendations:**

**That the LEA determines the proposals to close the EBD Unit at Rawmarsh Sandhill and open the EBD Unit at Wales Primary School.**

**ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS**

- 1 Meeting:** Cabinet Member and Advisers, Education, Culture and Leisure Services
- 2 Date of Meeting:** 27<sup>th</sup> July 2004
- 3 Title:** **Revised Guidance on Statutory Proposals to Close Rural Schools and Consultation on the Education (Miscellaneous) (England) (Amendment) Regulations 2004.**
- 4 Originating Officer:** Martin Harrop  
Principal Officer, Planning, Resources and Information  
Ext 2415

- 5 Issue:**  
To inform members of the above and to provide opportunity to respond to the consultation.

- 6 Summary:**  
The revised guidance (see attached) replaces the previous DfES guidance for decision makers (ie the School Organisation Committee LEA/Adjudicator) on closure of rural schools.

The proposed regulations would amend parts of three pieces of current school organisation legislation – the Education (School Organisation Proposals) (England) Regulations 1999, the Education (School Organisation Committee) (England) Regulations 1999 and the Education (References to Adjudicator) Regulations 1999.

- 7 Clearance/Consultation:**  
The DfES has also forwarded details on to the secretary of the School Organisation Committee and the SOC will have opportunity to consider the guidance and proposals at a meeting to be held in September.

- 8 Timing:**  
The revised guidance, which is statutory, comes into effect from 1<sup>st</sup> October.

The consultation asks for comments by 30<sup>th</sup> September and it is intended that regulations 2-4 and 11-13 will come into force in the Autumn and regulations 5-10 in February 2005.

The latter are the regulations, which relate to membership of the SOC.

- 9 Background:**  
Current guidance for decision makers on rural schools advises a presumption against closure and lists a number of areas, which need to be carefully considered. The new guidance goes beyond that in putting a requirement on proposes to provide evidence to the SOC to show that such matters have carefully been considered.

The proposed changes to regulations are mostly technical and include:

- i) amending current conditions for proposals depending on PFI funding to provide approval to be conditional on the National Credit Approval (NCA) following the

signing of the PFI contract and provide a new condition for projects to be funded under the Building Schools for the Future (BSF) programme.

- ii) amending regulations to make it a requirement to publish proposals where the lower age limit of a school is raised by at least one year (inadvertently removed in the 2003 amendment regulations).
- iii) amending the Adjudicator regulations to allow reference to be made to more than one Adjudicator and for one to be appointed as 'lead' Adjudicator who will decide proposals where those appointed cannot agree.

The most significant changes and the ones where action may/will be required are:

- iv) amending the definition of 'relevant school' to include nursery schools which will then also enable, through further amendment, the inclusion of a nursery school representative within the Schools Group of the SOC where there is at least one such school in the area. The requirement to include a Special School Representative is removed but only where there is no special school within the LEA area.

**10 Argument:**

Whilst no response is necessary in respect of i) to iii) above, there should be a response to iv).

There is no objection to the inclusion of a nursery school representative but, the current regulations in the Schedule, paragraph 3 (2) also state that 'where the number of pupils at schools of a particular category is less than 5% of the number of pupils at relevant schools no member of the school group should be a member of the governing body of a school of that category'. This seems to contradict the new regulations and could also mean that a representative of, for example, a secondary school (who is also a governor at a nursery school) may not be eligible for the SOC.

It should also be noted that DfES guidance on SOCs advises that groups should have no more than seven members and should have an odd number of members. Rotherham's schools group already has seven members.

**11 Risks and Uncertainties:**

If the points above are not made to the DfES, then the new regulations are likely to cause some confusion and could lead, in at least one case, to disqualification from membership of the Rotherham SOC.

**12 Finance:**

There are no specific financial consequences as a result of responding to this consultation.

**13 Sustainability:**

As above. Individual decisions such as closure of rural schools would have sustainability issues but those would be addressed if and when any proposals were put forward.

**14 Wards Affected:**

None specifically.

**15 References:**

See title and summary for details of regulations concerned.

**16 Presentation:**

Inclusion of a nursery school representative on the SOC is welcomed, but the consequences and possible contradictions within the regulations and guidance must be resolved.

**17 Recommendations:**

**That:**

- i) the revised statutory guidance on proposals to close rural schools be noted.**
- ii) the comments, as contained in the report, on the proposed changes to the relevant school organisation regulations be forwarded to the DfES.**
- iii) this report be forwarded to the SOC to be included on the agenda for the meeting to be held in September.**



**REVISED PARAGRAPHS 52-3 OF SECTION 1 TO “GUIDANCE ON STATUTORY PROPOSALS FOR DECISION MAKERS (SOCs and Schools Adjudicators)”**

**Rural schools and sites**

52. In considering statutory proposals to close a rural school, the Decision Maker should have regard to the need to preserve access to a local school for rural communities. There is therefore a presumption against the closure of rural schools. This does not mean that no rural school should ever close, but the case for closure should be strong and the proposals clearly in the best interests of educational provision in the area. **In order to assist the SOC, those proposing closure must provide evidence to the SOC to show that they have carefully considered:**

- The transport implications of rural school closures, including the welfare and safety of the children, the recurrent cost to the LEA of transporting pupils to school further away, **the quality and availability of transport links to the alternative provision**, the effects on road traffic congestion, and the environmental costs of pupils travelling further to schools.
- The overall and long term impact on local people and the community of closure of the village school and of the loss of the building as a community facility.
- **Alternatives to closure** including the potential for federation with another local school to increase the school’s viability; the scope for Extended School **or children’s centre status to provide local community services and facilities e.g. child care facilities, family and adult learning, healthcare, community internet access etc.**

52A. It is the responsibility of the Decision Maker to decide whether a school is to be regarded as rural for the purpose of considering proposals for closure under this guidance. The Department’s register of schools - Edubase - includes a rural/urban indicator for each school in England based on an assessment by the Office for National Statistics. The Decision Maker should have regard to this indicator. Where a school is not recorded as rural on Edubase, the SOC may nonetheless wish to consider evidence provided by interested parties that a particular school should be regarded as rural. **The Office for National Statistics have introduced new rural/urban indicators**, and may be prepared to advise in cases of doubt, as may the Countryside Agency.

53. Where a school is situated on more than one site, proposals are required to close one of the sites if any of the other sites is a mile or more away from it. The Decision Maker should take into account the same sort of factors in deciding whether to approve the closure of one of the sites of a rural school, and there is a presumption against their closure also, particularly where schools have recently been amalgamated and there has been an understanding that education would continue on the site.

**ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS**

1. **Meeting:** Cabinet Member and Advisors, Education, Culture and Leisure Services
2. **Date of Meeting:** 27<sup>th</sup> July 2004
3. **Title:** Permission to suspend Standing Order 44 from Contract Standing Orders.
4. **Originating Officer:** Pete Hudson – Strategic Finance Officer, Education Culture and Leisure Services (Ext :2550)
5. **Issue:** The purpose of this report is to seek Member approval to suspend Standing Order 44, which will permit exemption from normal contract standing orders for additional building work at Wales High School.
6. **Summary:** To obtain the approval of Members to suspend Standing Order 44, given the specific circumstances outlined below and the approval of both the Executive Director Education Culture and Leisure and the Head of Corporate Finance and Legal Services to this request.
7. **Clearance/Consultation:** The report has been discussed with the Executive Director, the Head of Corporate Finance and of Legal Services.
8. **Timing:** This report seeks the approval of the Cabinet Member and Advisors to suspend Standing Order 44, before the Authority proceeds with its intention to engage a former contractor.
9. **Background:** Quickspace (Banner Plant Ltd) were selected in late 2002 to undertake building work at Wales High School following their submission of the lowest tender for the building work to be undertaken at that time. This initial building work was completed in September 2003. The work involved the provision and erection of modular buildings (classrooms, storerooms, toilets, offices and a kitchen) with a contract value of approximately £130,000.  
  
It was always the schools intention to expand these buildings further, however, the timing of this would be dependent upon the availability of future funding. The school has now identified funding for an extension to the block and wish to commission the same contractors to undertake the work as the unit to be added to the block needs to be compatible with previous building work – same colour, style, design and internal specification.
10. **Argument:** The School is seeking to engage the contractor for a school block extension, having been entirely satisfied with the quality of the work undertaken previously. The value of this new contract will be in excess of £50,000 and therefore requires Member approval to suspend Standing Orders.

The School wishes the work to be undertaken by Quickspace (Banner Plant Ltd) as

- The extension to the existing school block should be compatible with existing structures (design, colour, internal specification);
- The contractor the school wishes to engage submitted the lowest tender price for work approved 18 months ago within the school;
- The high quality of the work undertaken by the contractor previously.

11. **Risks and Uncertainties:** Seeking further quotations will mean a delay in the work and in the event that another contractor were to be successful, compatibility with existing structures would be an issue and the aesthetics of the resultant structure would be compromised.
12. **Finance:** The cost of the work to be undertaken by the contractor is approximately £58,000.
13. **Sustainability:** The building will increase the capacity to educate pupils in modern surroundings thereby increasing attainment prospects.
14. **Wards Affected:** Wales (Ward 18)
15. **References:** Not applicable
16. **Presentation:** Not applicable
17. **Recommendations:**

**Members are asked**

- (i) **To receive the report**
- (ii) **To approve the suspension of Standing Order 44 to enable a contract to be established with Quickspace (Banner Plant Ltd) as a consequence of the circumstances outlined above.**

**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 11<sup>th</sup> and 18<sup>th</sup> 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 14<sup>th</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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, 6TH JULY, 2004**

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

Apologies for absence were received from Councillors Austen.

**12. ANNUAL LIBRARY POSITION STATEMENT REPORT**

Consideration was given to a report of the Libraries, Museums and Arts Manager to inform of the requirements of this year's Annual Library Position statement and progress against Public Library Standards.

The Position Statement, as required by the Department of Culture, Media and Sport has to be submitted by the end of September 2004.

The Council's investment in the Library and Information service has led to the Service now meeting 19 of the 26 Standards (compared to 5 three years ago), with significantly improved performance in another three. The graphs, as submitted in Appendix 1, illustrate the improvements achieved.

In addition, users' satisfaction with the Service has improved. The Best Value Performance Indicator 118 returns for 2003/04 were:

- found a book to borrow 79.3% (target 65%)
- found the information they were looking for 75.6% (target 75%)
- were satisfied with the library overall 93.9% (target 75%)

The report highlighted a number of other significant improvements to the Service as a result of the additional investment by the Council, which were key contributors to the improved usage and satisfaction ratings that will be reported in the Position Statement, together with a number of priorities for action for 2005/2006. These included the following:-

- exterior appearance of most community libraries
- library interiors in need of new carpets, lighting and shelving
- further extensions required to opening hours
- need for a planned and resourced marketing campaign
- promotion and usage of libraries by other Programme Areas
- promotion of library services to other groups, bodies, agencies and individuals
- use of libraries as venues in many communities
- use of non-building based library services that reach other excluded groups

As a result of the Council's prioritisation of and investment in the Service since 2001, usage of the Library and Information Service has increased by 20% over the last year.



Members expressed satisfaction with the progress made and a commitment to make even further achievements on the figures.

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

(2) That a Members' Seminar be arranged for a briefing by Officers on progress against Standards and future priorities.

(3) That Councillor Littleboy be nominated for the Position Statement planning workshop.

(4) That the Libraries, Museums and Arts Manager liaise with RBT on the content and accessibility of the Libraries' Web page.

(5) That the Libraries, Museums and Arts Manager circulate the information to all MPs.

### 13. REPRESENTATIVES ON OUTSIDE BODIES 2004/2005

Consideration was given to a list of representatives of the Council on Outside Bodies for the year 2004/2005.

Resolved:- That attendance of the Council on other Bodies be as follows:-

**1. DEARNE VALLEY COLLEGE**

Used to be ex-Councillor B. Walker. Decision taken by Board of Governors to remain with two representatives from Doncaster and Barnsley Local Authorities and to write to Rotherham MBC in late 2004.

**2. GROUNDWORK CRESWELL**

Substitute:- Councillor P. Thirlwall

**3. INTERNATIONAL LINKS AND TOWN TWINNING**

The Mayor (Councillor R. S. Russell), Councillors Boyes and Littleboy

**4. MINERS' WELFARE GROUNDS MANAGEMENT COMMITTEES**

Kiveton Park:- Councillors Barton and Hall

**5. 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).

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Therefore two vacancies on LALG for ECALS (and a further vacancy to be nominated corporately).

6. **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)
7. **REDBARN ROWAN MANAGEMENT GROUP** (Education, Culture & Leisure/Social Services)  
Councillors Boyes, Gosling, Kirk and Rushforth
8. **ROTHERHAM ARTS CHARITY**  
Trustees:- Councillors Boyes, Littleboy and Sangster;  
**(Referred to Lifelong Learning Opportunities Scrutiny Panel for a replacement for Councillor Sangster).**  
Guy Kilminster, Manager, Libraries, Museum and Arts and Lizzie Alageswaran, Principal Officer, Community Arts)  
(6 places are available)
9. **ROTHERHAM COLLEGE OF ART AND TECHNOLOGY – BOARD OF GOVERNORS**  
Councillor License and Andrew Bedford, Acting Executive Director
10. **ROTHERHAM PARTNERSHIP**  
Lifelong Learning Partnership – Councillor Boyes and Executive Director
11. **ROTHER VALLEY COLLEGE**  
Councillor St. John – 4 year appointment – expires on 31<sup>st</sup> December, 2003. Clerk to the Corporation then to seek further nomination. (Review pending – links to RCAT).
12. **SOUTH YORKSHIRE JOINT ARCHAEOLOGY COMMITTEE**  
Councillors Boyes and Hill (*Referred to Lifelong Learning Opportunities Scrutiny Panel*)
13. **SOUTH YORKSHIRE JOINT ADVISORY COMMITTEE ON ARCHIVES**  
Councillors Boyes and Hill (*Referred to Lifelong Learning Opportunities Scrutiny Panel*)
14. **SOUTH YORKSHIRE FOREST**  
Members' Steering Committee:-  
Councillors Littleboy and Wyatt
15. **SOUTH YORKSHIRE FOREST AND ENVIRONMENTAL**

**TRUST LTD.**

Councillor Littleboy

16. **SOUTH YORKSHIRE SPORTS PARTNERSHIP – Partnership Executive** – (Education, Culture & Leisure – Councillor Boyes (Cabinet Member or an Advisor)  
**Substitute:- Councillor Burke (Referred to Lifelong Learning Opportunities Scrutiny Panel for re-confirmation)**
17. **SWINTON LOCK ADVENTURE CENTRE**  
Councillor Doyle
18. **THOMAS WOMBWELL EDUCATION FOUNDATION**  
Councillors Atkin, Gosling, Hodgkiss and R. S. Russell (Ward representatives)
19. **TOURISM FORUM**  
Councillors Boyes, Littleboy, G. Smith and S. Walker
20. **TREETON MINERS' WELFARE BOWLING GREEN MANAGEMENT COMMITTEE**  
Councillors Boyes, Nightingale, and Swift (Ward representatives)
21. **TREETON COMMUNITY CENTRE, PLAYING FIELDS AND MEMORIAL SCHEME COMMITTEE**  
Councillors Littleboy and F. Wright
22. **YORKSHIRE AND HUMBERSIDE GRID FOR LEARNING – FOUNDATION BOARD**  
Mr. A. Bedford (Acting Executive Director, Education, Culture and Leisure Services)
25. **YORKSHIRE AND HUMBERSIDE REGIONAL BROADBAND JOINT COMMITTEE**  
Councillor License
26. **YORKSHIRE LIBRARIES AND INFORMATION (YLI)**  
Councillors Boyes and Littleboy  
NB: This Organisation is undergoing a Best Value Review.
27. **YORKSHIRE MUSEUMS, LIBRARIES, AND ARCHIVES COUNCIL**  
Councillor Littleboy
28. **YORKSHIRE TOURISM BOARD**  
Executive Committee – Councillor S. Walker  
Marketing Operations Sub-Committee – Councillors S. Walker and C. Barron **(Referred to Lifelong Learning Opportunities Scrutiny Panel for re-confirmation of Councillor Barron)**

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**14. MEMBERSHIP OF SUB-GROUPS, WORKING PARTIES, PANELS -  
2004/2005**

Consideration was given to a list of memberships to the various Panels and Sub-Groups insofar as the Education, Culture and Leisure Services Programme Area was concerned:-

Resolved:- That the following nominations be made:-

**Responsible to CABINET**

Councillor G. Boyes, Cabinet Member, Education, Culture & Leisure Services

**Recycling Group**

Councillors R. Littleboy, J. Austen or A. Rushforth, Senior Advisor and Advisors

**Asylum Seekers Working Party**

Councillor G. Boyes, Cabinet Member, Education, Culture & Leisure Services

**Groundworks Trusts Panel**

Councillor G. Boyes, Cabinet Member, Education, Culture & Leisure Services

Councillor R. Littleboy, Senior Advisor, Education, Culture & Leisure Services

**Members Training and Development Panel**

Councillor G. Boyes, Education, Culture & Leisure Services

Councillor J. Austen, Advisor, Education, Culture & Leisure Services

Also attend:-

Councillor I. St. John

**Regeneration Board:-**

Councillor G. Boyes, Cabinet Member, Education, Culture & Leisure Services

**Members' Sustainable Development Action Group**

Councillor R. Littleboy, Senior Advisor, Education, Culture & Leisure Services

Substitute: Councillor A. Rushforth

**The Childrens Board**

Councillor G. Boyes, Cabinet Member, Education, Culture & Leisure Services

(NB: Councillor R. Littleboy, represents the South Yorkshire Police Authority)

**Children and Young People's Sub-Group**

Councillor G. Boyes, Cabinet Member, Education, Culture & Leisure Services

Councillor R. Littleboy, Senior Advisor, Education, Culture & Leisure Services

Education, advisory and consultative committee:-

Councillor R. Stone, Leader

Councillor T. Sharman, Deputy Leader

Councillor G. Boyes, Cabinet Member, Education, Culture & Leisure Services

Councillor R. Littleboy, Senior Advisor, Education, Culture & Leisure Services

Councillor J. Austen, Advisor, Education, Culture & Leisure Services

Councillor A. Rushforth, Advisor, Education, Culture & Leisure Services

Councillor I. St. John, Chair, Lifelong Learning Opportunities Scrutiny Panel

Councillor N. License, Vice-Chair, Lifelong Learning Opportunities Scrutiny Panel

School Organisation Committee:-

Councillor G. Boyes, Cabinet Member, Education, Culture & Leisure Services

Councillor J. Austen, Advisor, Education, Culture & Leisure Services

Substitute:- Councillor A. Rushforth

One other interested Councillor – currently Councillor S. Ellis

**SACRE – (Standing Advisory Council on Religious Education)**

Councillors R. Littleboy, T. Sharman, J. Austen and P. Burke????

Rotherham Cultural Consortium:-

Councillors G. Boyes, R. Littleboy, K. Wyatt, I. St. John and Burke; plus Ms. C. Cox, Mrs. J. Williams and Mr. R. Newman

**LOCAL ADMISSIONS FORUM:**

Councillors G. Boyes, Cabinet Member, Education, Culture & Leisure Services

Councillor F. Hodgkiss, Advisor, Social Services

Councillor J. Austen, Advisor, Education, Culture & Leisure Services

Substitute:- Councillor A. Rushforth

International Links and Town Twinning Committee:-

Councillor G. Boyes, Cabinet Member, Education, Culture & Leisure Services

Councillor R. Littleboy, Senior Advisor, Education, Culture & Leisure Services

Councillor G. Smith, Cabinet Member, Economic & Development Services

Councillor S. Walker, Senior Advisor, Economic & Development Services and The Mayor (2004 = Councillor F. Wright)

Schools Forum:-

**Councillor G. Boyes (MEMBER), Cabinet Member, Education, Culture & Leisure Services**

**Councillor R. Stone (EX-OFFICIO), Leader**

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**Councillor R. Littleboy (ex-officio), Senior Advisor, Education, Culture & Leisure Services**

**Councillor A. Rushforth (ex-officio), Advisor, Education, Culture & Leisure Services**

**Councillor J. Austen (eX-OFFICIO), Advisor, Education, Culture & Leisure Services**

LEA Governors Panel:-

**Councillor G. Boyes, Cabinet Member, Education, Culture & Leisure Services**

**Councillor R. Littleboy, Senior Advisor, Education, Culture & Leisure Services**

Councillor J. Austen, Advisor, Education, Culture & Leisure Services

Councillor A. Rushforth, Advisor, Education, Culture & Leisure Services

**TRANSPORT APPEALS PANEL:-**

Councillors Dodson, Gosling, Heaps, Rushforth and Senior (**Referred to Lifelong Learning Opportunities Scrutiny Panel**).

**TOURISM FORUM**

Councillor G. Boyes, Cabinet Member, Education, Culture & Leisure Services

Councillor R. Littleboy, Senior Advisor, Education, Culture & Leisure Services

**TOURISM PANEL**

Councillor G. Boyes, Cabinet Member, Education, Culture & Leisure Services

Councillor R. Littleboy, Senior Advisor, Education, Culture & Leisure Services

Councillor J. Austen, Advisor, Education, Culture & Leisure Services

**HEALTH, WELFARE AND SAFETY PANEL**

Lifelong Learning Opportunities Scrutiny Panel – Councillor P. Burke (**Referred to Lifelong Learning Opportunities Scrutiny Panel**)

Subs: none appointed

**15. TRANSPORT APPEAL PANEL**

Consideration was given to a report of the Democratic Services Manager regarding the need to fill a vacancy on the above Panel following changes to Member status after the recent Local Authority Elections.

The current membership is as follows:-

Councillor Alan Gosling – Chairman

Councillor Barry Dodson

Councillor Amy Rushforth

Councillor Aubrey Senior

One vacancy

Resolved:- That the matter be referred to the Lifelong Learning Opportunities Scrutiny Panel ?? or that Councillor ??? be nominated????

**(THE CHAIRMAN AUTHORISED CONSIDERATION OF THE FOLLOWING THREE ITEMS AS A MATTER OR URGENCY).**

**16. SCHOOLS PFI PROJECT UPDATE: SUMMER TERM**

Further to Minute No. 293 of a meeting of the Cabinet Member, Education, Culture and Leisure Services held on 20<sup>th</sup> April 2004, consideration was given to an update report on progress of the Schools PFI Project, a partnership between the Council and Transform Schools (Rotherham) Limited.

Financial close took place on 13<sup>th</sup> June, 2003. The construction period will last to December 2006. Interim services are now being delivered to all schools (from 1<sup>st</sup> April 2004) and Thornhill and Ferham Primary Schools have now been handed over to the Council (April and June, respectively), both of which have met expectations in terms of timescale and quality.

The contract was 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.

The appendix to the report gave a summary of the progress made, both on the construction and facilities management aspects of the project.

Resolved:- (1) That the report on progress on the Schools PFI Project be noted.

(2) That the report be referred to the Lifelong Learning Opportunities Scrutiny Panel.

**17. ROTHERHAM LEARNING GRID**

In accordance with Minute No. 299 of a meeting of the Cabinet Member for Education, Culture and Leisure Services held on 27<sup>th</sup> April, 2004 consideration was given to a report of the Service Director RBT on the current position with regard to the installation of the above system to Schools.

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06/07/04**

The Rotherham Learning Grid (RLG) project has been established to meet a Government objective for all primary schools to be provided with 2mb Internet access and all secondary schools to be provided with 10mb Internet access by September, 2004.

The report explained that the Project is progressing for delivery of 10mb broadband circuits, and server farm (email, antivirus, internet access and web hosting) to all schools in Rotherham, and gave information on progress to date and additional services which have been secured for the Project.

The Chief Executive of RBT (Connect) Limited attended the meeting to answer questions raised by the Cabinet Member regarding slippage on the delivery date and what action is necessary to meet the agreed target.

The Head of ICT reported that seventy-eight schools had requested the installation by 30<sup>th</sup> September and twenty-eight schools by December, 2004, circuits for which had been ordered from BT, who could now only install the system in approximately fifty-seven schools by September, 2004.

It was noted that a letter had recently been sent to all Schools explaining the current situation and identifying any additional work they might need in order for them to take better advantage of the Grid, and ways in which added value could be gained from the installation.

Resolved:- (1) That the progress report be noted.

(2) That update reports be submitted on a monthly basis.

(3) That the Chief Executive RBT (Connect) pursue, as a matter of urgency, a meeting between Cabinet Member, Education, Culture and Leisure Services, The Leader and Deputy Leader and a representative from BT.

**18. EDUCATION, CULTURE & LEISURE SERVICES PERFORMANCE  
PLAN 2004-2007**

Consideration was given to a report of the Acting Executive Director, Education, Culture and Leisure Services on the Education, Culture and Leisure Services Performance Plan 2004-2007.

The Performance Plan, which reflected discussions with elected Members and other key stakeholders about priorities and performance over the next three years, set out how the Education, Culture and Leisure Services Programme Area will contribute to the Council's commitment of making Rotherham the 'best place to live, learn and work'.

The Plan set out a vision for Programme Area improvement over the life of the Plan and the need for the Programme Area to play a full part in



delivering the Council's priorities.

Resolved:- That the Education, Culture and Leisure Services Performance Plan 2004-2007 be received.

**19. OPENING OF TENDERS - FRAMEWORK AGREEMENT FOR FINANCIAL SERVICES**

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

- Framework Agreement for Financial Services

Resolved:- That the Acting Team Manager, Strategic Resources evaluate the tenders and report to a future meeting.

(Exempt under Paragraph 8 of the Act – item contains information on expenditure proposed to be incurred by the Authority under a particular contract).

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**CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES  
TUESDAY, 13TH JULY, 2004**

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

Apologies for absence were received from Councillors Austen.

**20. 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 22nd and 29th June, 2004, be received.

**21. SAFEGUARDING BOARD - PROPOSED ESTABLISHMENT**

Consideration was given to a report of the Executive Director, Children and Young People's Services Development, detailing the requirement to establish a Safeguarding Board, by September, 2004, to operate in accordance with the guidance for Area Child Protection Committees. The report included the recommended membership of the Safeguarding Board, together with its roles, responsibilities and terms of reference. It was noted that the Children Bill, requiring the establishment of the Safeguarding Board, was likely to receive Royal assent in November, 2004.

***Resolved:- (1) That the establishment of a Safeguarding Board, to operate from September, 2004, be supported.***

***(2) That the Chief Executive of Rotherham Metropolitan Borough Council shall be appointed as Chair of the Safeguarding Board.***

***(3) That the membership of the Safeguarding Board, as detailed in the revised report now submitted, be approved.***

***(4) That partners be asked to nominate representatives to the Safeguarding Board, as outlined in the revised report now submitted and a further report be submitted detailing the names of the Board's membership.***

***(5) That the Safeguarding Board shall operate in accordance with the guidance for the Area Child Protection Committee, until such time as new guidance is made available from the Secretary of State.***

***(6) That the interim terms of reference for the Safeguarding Board, as set out in the report now submitted, be adopted, subject to revision when the Children Bill receives Royal assent.***

***(7) That the current funding arrangements, to support the Area Child Protection Committee, remain in place and support the new Safeguarding Board until April 2005 and new budgetary arrangements be a part of the***

*budget making process for the 2005/06 financial year.*

*(8) That the first meeting of the newly-constituted Board be held in September 2004.*

**22. ADULT LEARNING INSPECTORATE - EDUCATION, CULTURE AND LEISURE SERVICES PROGRAMME AREA RE-INSPECTION OF ADULT COMMUNITY LEARNING**

Consideration was given to a report of the Community Learning Manager detailing the outcome of the recent re-inspection of the Council's Adult Community Learning Provision. The report included the Service provision's strengths and weaknesses, which had been identified as part of the re-inspection and also compared the re-inspection results with those of the original inspection, carried out during Spring, 2003. It was noted that a post-inspection action plan had to be submitted to the South Yorkshire Learning and Skills Council by 20th August, 2004.

Resolved:- (1) That the contents of the report be noted and the good progress being made across all aspects of the Council's Adult Community Learning Provision be welcomed.

(2) That a further report be presented to the Education, Culture and Leisure Services Strategic Leadership Team, and to Elected Members, after the review of the Foundation area of Adult Community Learning delivery, in February, 2005.

**23. EDUCATION OF LOOKED AFTER CHILDREN - MINUTES**

Resolved:- That the minutes of the meeting about the Education of Looked After Children, held on 17th May, 2004, be received.

**24. EDUCATION, CULTURE AND LEISURE SERVICES PERFORMANCE INDICATOR OUT-TURN REPORT 2003/04 AND CONSOLIDATED ACTION PLAN 2004/05**

Consideration was given to the following reports concerning the Education, Culture and Leisure Services Programme Area:-

(a) the Performance Indicator Out-turn Report for 2003/04, which provided a comparison with the 2002/03 out-turn and the All England top quartile performance; and

(b) the Consolidated Action Plan for 2004/05, containing a summary of action being undertaken to address performance in specific areas where there was a significant shortfall against 2003/04 targets.

Resolved:- That the Performance Indicator Out-turn Report for 2003/04 and the Consolidated Action Plan for 2004/05, for Education, Culture and Leisure Services, be received.

**25. SPECIAL EDUCATIONAL NEEDS - STRATEGIC DEVELOPMENT  
PLAN 2002-2006**

Consideration was given to a report of the Strategic Leader, Inclusion which included the first Annual Report of progress in implementing the agreed activities with the Special Educational Needs Strategic Development Plan 2002-2006. The progress report covered the period from September, 2003 until July, 2004.

Resolved:- (1) That the contents of the Annual Report of the Special Educational Needs Strategic Development Plan 2002-2006 be noted and the progress being made be welcomed.

(2) That approval be granted for the production of a further strategic plan which consolidates the progress made to date and incorporates current national strategies and initiatives.

(3) That the Annual Report be submitted to the Cabinet for further consideration.

**26. SPECIAL EDUCATIONAL NEEDS - PROGRESS REPORT OF THE  
DISTRICT AUDITOR**

Consideration was given to a report of the Strategic Leader, Inclusion which highlighted the key findings of the District Audit Report of the progress of Special Educational Needs provision, completed in July, 2004. The report indicated the way in which the District Auditor had evaluated the progress and impact made with the implementation of changes and developments within the Special Educational Needs Strategic Development Plan 2002-2006 and other associated work. Included within the report were the areas identified as strengths by the District Auditor, as well as those areas requiring further development.

Resolved:- (1) That the contents of the report be noted and the progress being made be welcomed.

(2) That the report be submitted to the Cabinet for further consideration.

By virtue of paragraph(s) 9 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

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By virtue of paragraph(s) 8 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

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