

LIFELONG LEARNING OPPORTUNITIES SCRUTINY PANEL

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

**Date: Monday, 6th September
2004**

Time: 10.00 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. Declarations of Interest.
4. Questions from members of the public and the press.

PRESENTATION

5. Children and Young People's Services Development - The Way Forward (Di Billups, Executive Director for Children and Young Peoples Development)

FOR DECISION

6. Children and Young People's Scrutiny Working Party - Request for Further Nominations
7. Joint Review of Citizenship Curriculum, 19th/20th October, 2004 - Expressions of Interest (3 members required) (Background information herewith) (Pages 1 - 2)
8. Adult Learning Review - Expressions of Interest

FOR MONITORING

9. Minutes of a Meeting of the Cabinet Member, Education, Culture and Leisure Services held on 6th, 13th, 20th, 27th July and 17th August, 2004 (copies herewith). (Pages 3 - 28)

FOR INFORMATION

10. Minutes of this Scrutiny Panel held on 26th July, 2004 (copy herewith). (Pages 29 - 41)
11. The Annual Review and Evaluation of the School Improvement Plan - April 2003 - March 2004 (Catharine Kinsella) (report herewith). (Pages 42 - 83)
12. Minutes of a meeting of the Leisure Joint Service Centre Project Board held on 14th May and 9th July, 2004 (copies herewith). (Pages 84 - 88)
13. Minutes of a meeting of the Performance and Scrutiny Overview Committee held on 23rd July, 2004 (copy herewith). (Pages 89 - 93)

**Date of Next Meeting:-
Monday, 20 September 2004**

Membership:-

Chairman – Councillor St..John

Vice-Chairman – Councillor License

Councillors:- Barron, Burke, Cutts, Dodson, Hodgkiss, Kaye, Lee, McNeely, Swift, Thirlwall and
Turner

Co-optees:- Mr. P. Eyre, Rev. A. Isaacson, Ms. S. Underwood and Mrs. E. Wilson Mr. T. Belmega,
Mr. T. Brown, Ms. J. Carroll, Mr. J. Dalton, Kath Henderson, Mr. G. Lancashire, Mr. J. Lewis, Mr. L.
Morton, Mr. S. Radford and Mr. K. Stoddart

ROTHERHAM METROPOLITAN BOROUGH COUNCIL – REPORT TO MEMBERS

1. **Meeting:** **DEMOCRATIC & RESOURCES SCRUTINY PANEL**
2. **Date:** **3RD AUGUST 2004**
3. **Title:** **LOCAL DEMOCRACY WEEK – 18TH – 24TH OCTOBER 2004**
4. **Originating Officer:** **Sioned-Mair Richards, Scrutiny Adviser 01709 822778**

5. Issue:

Local Democracy Week will take place 18th – 24th October this year. Members need to discuss this now so as to be able to prepare for it.

6. Summary:

Members are asked to consider the activity which this panel might undertake as part of Local Democracy Week.

7. Clearance/Consultation:

Chair of this panel.

8. Timing:

Members will need to consider this issue at the August meeting so that if any activities are planned there will be enough time to set them in motion.

9. Background:

“Making Your Mark” is the theme of this year’s Local Democracy Week – the seventh to be run so far. It aims to help young people up to the age of 26 to become more involved with decision making and planning at a local level.

10. Argument:

According to recent research only 2% of young people think that their council has any “power” and 50% think their council has no direct control or relevance to their lives whatsoever.

The proposal for this panel is that we should undertake a scrutiny review of the way in which we conduct Citizenship education in our schools so that we can find out whether the above research applies to Rotherham !

The review would take place over two days during Local Democracy Week and would be undertaken jointly with the Life Long Learning Scrutiny Panel and the Rotherham Youth Cabinet. The first day would investigate citizenship education at Key Stages 1 – 2 (Primary); the second day would investigate work at Key stages 3, 4 & 5.

The Activity pack from the Local democracy Week organisers proposes that young people should take part in a “Take your councillor to school” activity. Members may wish to volunteer for this or propose that Members of the cabinet might take part.

11. Risks and Uncertainties:

That any recommendations coming from the review would be too late to impact on this academic year’s curriculum planning.

12. Finance:

This review will be undertaken from the existing Scrutiny & Democratic Services budgets.

13. Regeneration:

Encouraging young people to take part in local democracy week will help to engender a positive attitude to civic engagement. The benefits for councillors of working through this review with young people will also help to strengthen democratic ties.

14. Equalities Issues:

Participation in the scrutiny review will be open to any members of this scrutiny panel and any members of the Youth Cabinet who wish to participate. We will seek to achieve gender and ethnic balance in the composition of the review group.

15. Sustainability:

If we are able to enthuse the young people of this borough both in the short term and in the long term about civic engagement then the sustainability of local democracy will be enhanced.

16. Wards affected:

All

17. References:

Local Democracy Week "Making Your Mark" activity pack 2004.

18. Presentation:

Citizenship education is the key to ensuring that young people recognise the importance of engagement in civic society. We should work to ensure that it is as relevant as possible to the needs of our young people.

19. Recommendations:

- a. that the scrutiny review as outlined above should take place during Local democracy Week
- b. that Members indicate their willingness to serve on the review group
- c. that all Members be requested to consider taking part in the "Take your Councillor to School" activity
- d. that during the Review of the Political Management Arrangements, responsibility for the co-ordination of Local Democracy Week activities be included in one of the cabinet portfolios.

EDUCATION, CULTURE AND LEISURE SERVICES – 06/07/04**CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES
6th July, 2004**

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

An apology for absence was received from Councillor Austen.

5. 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.

6. 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

EDUCATION, CULTURE AND LEISURE SERVICES – 06/07/04

wishes to be re-appointed) and Doyle (no longer wishes to be re-appointed – yet to be confirmed).
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 31st 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

EDUCATION, CULTURE AND LEISURE SERVICES – 06/07/04

and C. Barron (Referred to Lifelong Learning Opportunities Scrutiny Panel for affirmation of Councillor Barron)

7. 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:-

EDUCATION, CULTURE AND LEISURE SERVICES – 06/07/04

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

Councillor R. Stone (ex-officio), Leader

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

8. 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.

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

9. 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 20th 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 13th June, 2003. The construction period will last to December 2006. Interim services are now being delivered to all schools (from 1st April 2004) and Thornhill and Ferham Primary Schools have now been handed over to the Council (April and June, respectively), 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.

EDUCATION, CULTURE AND LEISURE SERVICES – 06/07/04**10. ROTHERHAM LEARNING GRID**

In accordance with Minute No. 299 of a meeting of the Cabinet Member for Education, Culture and Leisure Services held on 27th 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.

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 30th 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.

11. 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.

12. EXCLUSION OF THE PRESS AND PUBLIC

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

13. 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.

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

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

An apology for absence was received from Councillor Austen.

**14. 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.

15. 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.

16. 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.

17. 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.

18. 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.

19. 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.

20. 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.

EDUCATION, CULTURE AND LEISURE SERVICES
20th July, 2004

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

An apology for absence was received from Councillor Rushforth.

21. BEST VALUE REVIEW OF LIFELONG LEARNING

Consideration was given to a final summary report of the Acting Strategic Leader, Resources and Information arising from the Best Value Review of Lifelong Learning. This constituted a Year 4 Review within the Best Value Performance Plan 2003/04.

The report set out the findings and recommendations arising out of the Best Value Review of Lifelong Learning. The Review examined and made recommendations relating to the activities and services that contribute to the planning, delivery and development of lifelong learning activity within and across the Council and attempts to identify the gaps in service provision and Best Practice. The recommendations arising out of the Review have been developed to form an Action Plan which sets out the Council's lifelong learning objectives and incorporates a comprehensive series of key activities that have been identified as being essential to achieving the objectives set out in the report.

The report identifies areas for improvement and development within the age profiles into which the Review was divided and highlights those areas that would benefit from more effective support and planning.

The report drew attention to many activities and initiatives that are well advanced such as the establishment of Children's Centres, the development of Children and Young People's Services and the Extended Schools agenda. In most instances, these activities support several corporate objectives. The Review recommendations are designed to be both robust and prepare the Council well for future inspection.

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

(2) That the recommendations contained within the Action and Improvement Plan be endorsed.

(3) That the report be referred to the Lifelong Learning Opportunities Scrutiny Panel and that the Lifelong Learning Opportunities Scrutiny Panel continues to monitor the implementation of the recommendations contained in the Action and Improvement Plan on a quarterly basis.

22. GREEN SPACES BEST VALUE IMPROVEMENT PLAN

Consideration was given to a final report of the Strategic Leader, Culture,

Leisure and Lifelong Learning on the Best Value Improvement Plan for Green Spaces, following a lengthy consultation exercise to identify areas of green space owned by the Local Authority and how they are managed.

A fundamental purpose of this review has been to identify a more sustainable approach to green space provision. This includes setting service standards that can be maintained over a long time period and across the borough.

An improvement action plan has been prepared, based on the recommendations of the Best Value Review of Green Spaces completed in 2003.

The Improvement Plan identifies five principal desired outcomes based on analysis of findings within the review. These are:-

- a) Accessible, good quality green spaces across the Borough, including green-flag awarded sites;
- b) More responsive grounds maintenance with measures to tackle problem areas and to increase biodiversity;
- c) Improved actual and perceived public safety in green spaces;
- d) Increased levels of use of green space services;
- e) More efficient and responsive customer service

The implementation of the Improvement Plan will complement the adoption of a Green Space Strategy and Playing Pitch Strategy which was currently being prepared.

The meeting discussed the following aspects for future work:-

- Community involvement
- joint working with Planning Services/Developers
- use of green space by different sub-groups
- value of Park Rangers
- input from Housing Services/Neighbourhood Management

Ideas on the need to prioritise sites and standards to be applied to different grades of site were being formulated.

Resolved:- (1) That the contents of the Green Spaces Best Value Improvement Plan be noted.

(2) That the Green Spaces Best Value Improvement Plan be referred to Performance and Scrutiny Overview Committee and Cabinet for approval.

(3) That Quarterly Monitoring Reports be submitted to Cabinet Member, Education, Culture and Leisure Services, Lifelong Learning Opportunities Scrutiny Panel and Performance and Scrutiny Overview Committee.

(THE CHAIRMAN AUTHORISED CONSIDERATION OF THE FOLLOWING TWO ITEMS IN ORDER TO EXPEDITE MATTERS REFERRED TO).

23. PROGRAMME AREA ICT ACTION PLAN 2004/05 - 1ST QUARTER PROGRESS REPORT

Consideration was given to a report presented by the Information and Performance Review Manager on the progress made between April and June 2004 on ICT developments and plans within the Programme Area.

This is the 1st Quarter progress report for 2004/05, and shows that work has commenced in 31 of the 42 action areas.

Areas of noted progress in the first quarter of 2004 are as follows:-

- significant activity to ensure that the Programme Area has an active role in developing and supporting a Rotherham-wide ICT strategic planning partnership
- work to connect all of Rotherham's schools to a broadband connection is well underway
- development of a new 3-year ICT Strategy for 2005-2008

Other items of work included:-

- Partnerships with the Rotherham Learning Grid to expand the grid for use across the wider community
- Use of Data Analysis
- E-Government priorities and links to Business Plan

A presentation to Lifelong Learning Opportunities Scrutiny Panel on the vision for the Grid and progress to date was being arranged.

Resolved:- That the progress outlined in the report be noted.

24. WALES EDUCATIONAL FOUNDATION

Resolved:- That Councillors Barton and Hall be nominated on the above Organisation.

25. EXCLUSION OF THE PRESS AND PUBLIC

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

26. LEGAL CONSULTANCY - LEISURE FACILITIES AND JOINT SERVICE

CENTRE PFI PROJECT

Further to Minute No. 333 of a Meeting of the Cabinet Member, Education, Culture and Leisure Services held on 22nd June, 2004, consideration was given to a report of the Principal Officer (Legal), Strategic Resources to confirm the appointment of external legal advisers to act on behalf of the Council in the Leisure Facilities and Joint Service Centre PFI Project.

Appendix 1 set out a summary of the evaluation of the three bids, the outcome of which demonstrates that Bevan Ashford's bid scored the highest in terms of quality and cost.

Resolved:- That the report be received.

EDUCATION, CULTURE AND LEISURE SERVICES
27th July, 2004

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

An apology for absence was received from Councillor Rushforth.

27. ROTHERHAM SCHOOLS FORUM

Resolved:- That the minutes of the meeting of the above Forum held on 2nd July, 2004 be received and the content noted.

28. LEISURE/JOINT SERVICE CENTRE PROJECT BOARD

Resolved:- That the minutes of the meeting of the above Board held on 9th July, 2004 be received.

29. INSPECTING SERVICES FOR CHILDREN AND YOUNG PEOPLE

Consideration was given to a report of the Executive Director, Children and Young People's Services outlining the content and implications of the discussion paper – Every child matters: inspecting services for children and young people (Appendix 1) and the response made to Ofsted (Appendix 2).

The discussion paper presents proposals for an integrated approach to the inspection of Children and Young People's Services. Formal consultation on the Framework will follow the second reading of the Bill in the House of Commons.

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, as contained in the new Bill definitions.

The report outlined a selection of areas of work for inspection for which a three year indicative programme will be produced.

Joint Area Reviews (JARS) 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. 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.

Resolved:- (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.

30. PROPOSALS TO CLOSE THE EBD UNIT AT RAWMARSH SANDHILL PRIMARY SCHOOL AND OPEN AN EBD UNIT AT WALES PRIMARY SCHOOL

Consideration was given to a report of the Acting Strategic Leader, Resources and Information on the need to determine the above matters following the publication of proposals.

The proposals have stood for the statutory period and there have been no comments/objections received. The LEA can now, therefore, determine the proposals.

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.

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.

Resolved:- That the proposals to close the EBD Unit at Rawmarsh Sandhill and open the EBD Unit at Wales Primary School be approved.

31. REVISED GUIDANCE ON STATUTORY PROPOSALS TO CLOSE RURAL SCHOOLS AND CONSULTATION ON THE EDUCATION (MISCELLANEOUS) (ENGLAND) (AMENDMENT) REGULATIONS 20

Consideration was given to a report of the Acting Strategic Leader, Resources and Information on the content of revised guidance which replaces the previous DfES guidance for decision makers (i.e. 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.

It was noted that the School Organisation Committee (SOC) will have the opportunity to consider the guidance and proposals at a meeting to be held in September.

The revised guidance, which is statutory, comes into effect from 1st October, 2004.

The consultation asks for comments by 30th 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 being the regulations which relate to membership of the School Organisation Committee.

The report gave examples of proposed changes, together with the most significant changes and the ones where action may/will be required.

Resolved:- (1) That the revised statutory guidance on proposals to close rural schools be noted.

(2) That the comments, as contained in the report, on the proposed changes to the relevant school organisation regulations be forwarded to the DfES.

(3) That this report be forwarded to SOC to be included on the agenda for the meeting to be held in September.

32. PERMISSION TO SUSPEND STANDING ORDER 44 FROM CONTRACT STANDING ORDERS

Consideration was given to a report of the Strategic Finance Officer on the need to suspend Standing Order 44, which will permit exemption from normal contract standing orders for additional building work at Wales High School.

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 school's intention to expand these buildings further, however, the timing of this was 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.

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

(2) That 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 in the report, now submitted, be approved.

(The Chairman authorised consideration of the following item in order to process the matter referred to without delay)

33. MINUTES OF PREVIOUS MEETINGS

Resolved:- That the minutes of the meeting of the Cabinet Member, Education, Culture and Leisure Services held on 1st June, 6th July and 13th July, 2004 be received.

34. EXCLUSION OF THE PRESS AND PUBLIC

Resolved:- That, under Section 100A(4) of the Local Government Act 1972, the press and public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in those paragraphs, indicated below, of Part 1 of Schedule 12A to the Local Government Act 1972.

35. RAWMARSH LEISURE CENTRE

Consideration was given to a report of the Strategic Leader, Culture, Leisure and Lifelong Learning outlining the details of a proposal for Culture, Leisure and Lifelong Learning Service to withdraw from Rawmarsh Leisure Centre, Rawmarsh. This would allow the Property Board to identify an appropriate user to take on the building and continue to deliver services in the community.

The report follows a request from the Rawmarsh and Parkgate Partnership to consider a lease for the Rawmarsh Leisure Centre.

It is planned that the centre will transfer to the property bank with effect from 30th April, 2005.

The report set out the background on the matter, details of the level of

usage of the Centre and budgetary issues.

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

(2) That relevant Ward Members be briefed on the content of the report.

(Exempt under Paragraph 9 of the Act – item contains information relating to terms proposed by or to the authority in the course of negotiations for a contract for the acquisition or disposal of property or the supply of goods or services).

(The Chair authorised consideration of the following item to enable the matter to be processed without further delay).

36. EUREST CATERING OUTLETS

Consideration was given to a report of the Strategic Leader, Culture, Leisure and Lifelong Learning containing details of a request received from Eurest for a subsidy payment for managing the catering outlets within Culture, Leisure and Lifelong Learning.

The report set out the background information on the matter, together with trading information for 2003/04 of individual venues controlled via Eurest.

The meeting discussed the impact of the request on individual venues controlled via Eurest and RMBC personnel.

Resolved:- (1) That the request from Eurest for a £65,000 subsidy be declined.

(2) That Eurest's intention to terminate the contract on 30th September, 2004, based on Clause 31.4 of the Catering Contract, be noted.

(3) That a further detailed report on proposals to operate the catering outlets in-house, including details of how staff will be deployed within the Authority, be submitted.

(Exempt under Paragraphs 7 & 9 of the Act – information relating to the financial or business affairs of any particular person (other than the authority) and any terms proposed or to be proposed by or to the authority in the course of negotiations for a contract for the acquisition or disposal of property or the supply of goods or services).

EDUCATION, CULTURE AND LEISURE SERVICES
17th August, 2004

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

37. EDUCATION OF LOOKED AFTER CHILDREN

Resolved:- (1) That the minutes of the meeting of the Education of Looked After Children held on 19th July, 2004 be received.

(2) That the Acting Strategic Leader, Inclusion arrange an appropriate system by which Best Value Performance Indicators on this matter are referred to Cabinet Member, Education, Culture and Leisure Services.

38. CHRISTMAS CARNIVAL CO-ORDINATING GROUP

Resolved:- (1) That the minutes of a meeting of the Christmas Carnival Co-ordinating Group held on 15th July, 2004 be received.

(2) That further information be sought on the most appropriate location for Santa's Grotto.

39. LEA GOVERNORS APPOINTMENT PANEL

Resolved:- That the minutes of the meeting of the above Panel held on 6th July 2004 be received.

40. BUDGET MONITORING REPORT

Consideration was given to a report of the Strategic Finance Officer on the forecast performance against 2004/05 Budget for the Education, Culture and Leisure Services Programme Area based on performance to the end of June 2004.

The report pointed out that the Programme Area is currently forecasting to spend to budget for the financial year. However, some potential underlying pressures have been identified.

The Programme Area is currently forecasting a break-even position by March 2005, although this is subject to further investigation and evaluation of two potential pressures within Education Services. These are:-

- Education Transport
- Human Resources – Services traded with Schools

Resolved:- (1) That the report be received and the action being taken to budget for the financial year noted.

(2) That the Acting Strategic Leader, Inclusion submit a report to a future meeting on the current developments and progress regarding transport.

(3) That the outcome of negotiations with RBT regarding the Human Resources – Services traded with Schools budget be brought to a future meeting.

41. CONSULTATION ON ADMISSION ARRANGEMENTS FOR THE 2006/07 ACADEMIC YEAR

Consideration was given to a report of the Acting Strategic Leader, Resources and Information regarding details of a proposed minor change to the admission arrangements for the 2006/2007 Academic Year, before the appropriate consultation takes place.

There are no proposed amendments to the admissions criteria for community and controlled schools. However, the LEA must consult on any proposed changes to the co-ordinated admission arrangements, and a minor amendment to the scheme relating to secondary schools is proposed.

The change was with regard to the offer of a single place in respect of the co-ordinated scheme for secondary school places, which, in effect, was extended beyond Rotherham to include all South Yorkshire for the admission year 2005/06. The recently published Education (Co-ordinating of Admission Arrangements) (Secondary Schools) (England) (Amendment) Regulations 2004 now confirm this action.

There is now the opportunity to extend this to Rotherham's other bordering LEAs – Nottinghamshire and Derbyshire and it is proposed that the scheme is amended to accommodate this.

It was noted that all Rotherham Governing Bodies will have an opportunity to consider admission arrangements as part of the consultation undertaken during the Autumn Term 2004.

Updated details will be collated by the LEA before a period of consultation takes place, up to 1st March 2005, via the Authority's website.

Resolved:- That the annual consultation on admission arrangements takes place, with the proposal to extend the co-ordinated scheme for secondary school places, as outlined.

42. ARTS COUNCIL ENGLAND - NOMINATION

Consideration was given to correspondence from Yorkshire and Humber Association of Local Authorities to inform of three vacancies for members

to the Arts Council England – Yorkshire Regional Council.

The vacancies are one for each of the North, South and West sub-regions.

Details of the Terms of Reference and person specification were outlined in the report.

Resolved:- That, subject to agreement by the Leader, Councillor Boyes be the Authority's representative on this Organisation.

43. PERMISSION TO SUSPEND STANDING ORDER 44 FROM CONTRACT STANDING ORDERS

This item was deferred to the next meeting.

44. SPORT ENGLAND - APPOINTMENT OF CONSULTANTS

Consideration was given to a report of the Strategic Finance Officer outlining the work being undertaken by Consultants appointed by Sport England.

Sport England have appointed consultants Knight, Kavanagh and Page to undertake a review of the County Sports Partnership Programme.

Rotherham is the host Authority for the County Sports Partnership Programme which was established in July 2000.

This programme provides development opportunities for young people across South Yorkshire, to progress in sports in which they excel.

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

(2) That a progress report on the County Sports Partnership regarding work undertaken and outcomes achieved be submitted to a future meeting.

45. DRAFT MOVING AND HANDLING POLICY FOR SCHOOLS

Consideration was given to a report of the Strategic Leader Inclusion which gave details of a draft moving and handling policy for schools, in order to improve their awareness of strategies and appropriate techniques to employ when moving pupils.

The draft policy is produced for consultation with schools and should be considered alongside the recently approved accessibility strategy for schools.

The draft guidance outlined the relevant current legislation and Manual Handling Operations Regulations, the roles and responsibilities of staff,

personnel and training issues, and drew attention to actions to be taken in emergency situations or accident /injury.

Resolved:- That the report be received and the draft policy circulated to schools for consultation.

46. SCHOOLS FOR PUPILS WITH MEDICAL NEEDS

Consideration was given to a report of the Strategic Leader Inclusion on the work of the School Nurse/Health Education Liaison Adviser who has been working within the programme area for just over two years to enable pupils with medical needs to access their local community school.

The report illustrates the work of the member of staff seconded from the Health Authority for the second year running supporting schools and providing advice in relation to Moving and Handling Techniques. Both posts continue to be funded from the Standards Fund, but in terms of forward planning, it was felt consideration should be given to supporting these from more permanent arrangements.

The report outlined the role covered by the members of staff concerned, the nature of their work, their involvement in schools and the type of training undertaken.

It was recognised that Rotherham was ahead of other Local Authorities in providing this service, which was valued by all schools concerned.

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

(2) That the important role of the School Nurse/Health Education Liaison Adviser be noted and that work to pursue future funding of the posts continue through the work of the Children and Young People's Development Team.

**LIFELONG LEARNING OPPORTUNITIES SCRUTINY PANEL
26th July, 2004**

Present:- Councillor St..John (in the Chair); Councillors Barron, Cutts, Dodson, Hodgkiss, Kaye, McNeely, Swift, Thirlwall and Turner.

Councillor Boyes attended at the invitation of the Chairman.

Rev. A. Isaacson

1. APOLOGIES FOR ABSENCE

Apologies for absence were submitted by Councillors Burke and License and Mrs. S. Underwood.

2. DECLARATIONS OF INTEREST

There were no Declarations of Interest.

3. QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS.

There were no members of the press and public present.

4. WELCOME AND INTRODUCTIONS

The Chairman welcomed newly Elected Members to their first meeting of the Panel.

5. INCIDENT AT OLD HALL SITE

The Acting Executive Director reported verbally on an incident during the early hours of the morning of a fire on the Old Hall site.

The fire had destroyed eight mobile classrooms but new Building Work was continuing.

Representatives of the Health and Safety Executive were on site. Staff had been informed and South Yorkshire Police had been involved.

There was no further information to report at this stage.

6. PRESENTATION - WORK OF THE LIFELONG LEARNING OPPORTUNITIES SCRUTINY PANEL

Delia Watts, Scrutiny Adviser, Scrutiny Services gave a presentation on the role of this Scrutiny Panel, which was felt to be of particular importance to newly Elected Members.

The presentation covered the following aspects of the work:-

Remit

- monitors and evaluates service delivery
- scrutinises policy outcomes and advises on policy development
- holds the executive to account through the overview and monitoring function
- undertakes more detailed scrutiny reviews

To look at

- mainstream services in schools
- educational standards generally
- improving pre-school education and play provision
- lifelong learning and less formal educational provision for post-school citizens
- improving access to information and communication technology skills
- provision of culture and leisure facilities and encouraging their use by the community

What happens at meetings?

- the Panel considers reports or presentations and can make recommendations
- Panel Members can ask officers questions about the reports or the presentations
- The Panel can determine topics and issues on which to undertake a more detailed Scrutiny review
- Members can request information on any relevant topic

Who supports the Panel?

- Delia Watts. Scrutiny Adviser, Scrutiny Services, Eric Manns Building, Moorgate Street, or email delia.watts@rotherham.gov.uk.
Telephone Number:- 01709 822778

It was clarified that review topics can change throughout the year in order to reflect Members' priorities and that Members can request any topic to be brought to a meeting if it is felt to be relevant to other Panel Members of this Scrutiny Panel.

Resolved:- That the presentation be received and the information noted.

7. CO-OPTION ON TO THE LIFELONG LEARNING OPPORTUNITIES SCRUTINY PANEL

Consideration was given to a report of the Scrutiny Adviser which gave a summary of the current position with regard to co-optees onto the Panel.

The report explained that the rationale for having non-voting co-optees

(reviewed each Municipal Year) is to inform scrutiny debate across the panel's full remit, whilst avoiding duplication. This report gives the Panel the opportunity to consider co-optee for the 2004/05 municipal year.

It was noted that the Chairman supports the principle of co-option onto the Panel.

At the end of the 2003/04 municipal year, Performance and Overview Scrutiny Committee undertook a review of co-option onto scrutiny panels. It concluded that the present system of having both individual co-optees and those representing organisations/sectors should continue. It also recommended that co-option arrangements for each panel be ratified by the whole panel at its first meeting of the municipal year.

The report set out the organisations represented by non-voting and statutory co-optees during the 2003/04 municipal year, together with the names of two individuals with areas of experience that are considered to be relevant to the panel's work.

The report drew attention to the attendance of four co-optees in particular who did not attend any meetings during the year.

Resolved:- (1) That the following organisations be asked to co-opt a representative onto the Lifelong Learning Opportunities Scrutiny Panel for the 2004/05 municipal year:-

Non-Voting Co-optees

Association of Rotherham School Governing Bodies
Early Years Development and Childcare Partnership
Free Church Federal Council
Learning and Skills Council
Rotherham Chamber of Commerce
Rotherham Cultural Consortium
Rotherham Primary Care Trust
Teacher Representative (Wickersley School & Sports College) -
Association of Teachers and Lecturers
Teacher Representative (Wales Comprehensive) – Secondary Heads
Association
Teacher Representative (Newman School) – NUT
Teacher Representative (NASUWT)

(2) That the organisations as detailed in Resolution (1) be asked to forward their nominations for the 2004/05 municipal year, ensuring that the nominees are able to attend monthly Panel meetings on a Monday morning.

(3) That Ms. Julie Carroll (ICT/Community Learning) and Mr. Tom Brown (University of the Third Age) be asked to co-opt onto the panel for the 2004/05 municipal year.

4C LIFELONG LEARNING OPPORTUNITIES SCRUTINY PANEL - 26/07/04

(4) That all new co-optees be provided with the information pack, as recommended in the co-option review and be invited to attend Panel meetings from August, 2004.

(5) That further suggestions for co-option of individuals or representatives of organisations be forwarded to Delia Watts, Scrutiny Adviser.

8. ADULT LEARNING INSPECTORATE - ROTHERHAM LEA 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 in May, 2004.

For the benefit of newly Elected Members a background to the service was given, together with details of the contracts with 42 learning providers ranging from large colleges to small voluntary organisations.

The only "in-house" delivery was in terms of Family Learning which had achieved an excellent grade.

The report included a table reflecting the grades awarded at the inspection in May 2003 and at the re-inspection for May 2004, as follows:-

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

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

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

The report set out the strengths and weaknesses of the service as identified during the re-inspection.

A post-inspection plan had been submitted to the South Yorkshire Learning and Skills Council by 20th August, 2004.

The following questions were responded to:-

- how Rotherham compared with other Local Authorities

- size of the Organisations used for contracting purposes in terms of their ability to deliver
- level of support given to smaller sub-contractors in terms of demands on them
- funding available in terms of sustainability

During the course of the forthcoming year the Service was aiming to be more responsive to community needs and a Learning Inspector was to be commissioned to identify gaps in the service.

One of the strengths of the Service compared to four years ago was a greater recognition of need.

Resolved:- That the report be noted and the good progress being made across all aspects of the Council's adult community learning provision be welcomed.

9. PERFORMANCE INDICATORS ECALS 2003/04 PERFORMANCE INDICATOR OUTTURN REPORT AND CONSOLIDATED ACTION PLAN

Consideration was given to the 2003/04 Education Culture and Leisure Performance Indicator Outturn Report and Consolidated Action Plans 2004/05.

Changes to the format of presentation had been made as follows:-

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

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

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

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

The report identified areas of work where performance has been exceeded in the 2003/04 target, and where performance is below target and there is either an associated Action Plan, or action is outlined in the Education Development Plan.

Three indicators are placed in their respective All England Top Quartile 2002/03 as follows:-

6C LIFELONG LEARNING OPPORTUNITIES SCRUTINY PANEL - 26/07/04

- alternative tuition for permanently excluded pupils
- % of playground conforming to national standards
- number of playgrounds provided by the council per 1,000 under 12's

Scrutiny Panel members asked questions on the following aspects of the work:-

- presentation of the information
- comparison of data with other Local Authorities
- current process of Special Educational Needs Statementing

Resolved:- That the Performance Reports and Action Plans be received.

10. SCHOOLS PFI PROJECT UPDATE: SUMMER TERM

The Scrutiny Panel considered the contents of a report of the Acting Strategic Leader, Resources and Information on progress of the Schools PFI Project.

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

The contract with Transform Schools (Rotherham) Ltd is to deliver 10 new and 5 significantly refurbished and remodelled schools and to provide facilities management at the schools for 30 years, as follows:-

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 attached appendix summarises progress both on the construction and facilities management aspects of the project, both of which are progressing well.

The meeting discussed new proposals by the Government in terms of parental freedom of choice and whether this could impact on newly built schools.

It was further reported that a second bid under the PFI project had been unsuccessful but that some of the capital investment will be through Building Schools for the Future. The DFeS scheme was a 10-15 year programme to rebuild or significantly refurbish all secondary schools in the country.

An announcement was expected over the next two/three months about Wave II and III and it was hoped this Authority would be given an indication of where they were in the timetable by early October, 2004, areas being judged on (1) relative deprivation and (2) performance of schools.

Further questions were raised and responded to about security issues on redundant sites, problems with vandalism and the use of architectural features for new schools.

The Cabinet Member explained the situation with regard to the demolition of Thornhill, potential for further use of the site of Kimberworth Comprehensive and arrangements for new build at Maltby, pointing out that there was no change to the original proposals agreed by Members.

It was noted that such matters could be dealt with at the August meeting of the Scrutiny Panel when Building Schools for the Future was on the agenda.

Resolved:- That the report on progress on the Schools PFI Project is noted.

11. EDUCATION, CULTURE AND LEISURE SERVICES OUTTURN 2003/04

The Scrutiny Panel considered a report of the Acting Executive Director on the 2003/04 Revenue Outturn position for the Education, Culture and Leisure Services Programme Area and the requests for budget carry-forward into financial year 2004/2005.

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

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

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

Additionally, a request is included to carry-forward the unspent Education

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

It was noted that the carry forward requests contained within the report had been approved by Cabinet.

One Member supported the need for carry forward on the Standards Fund and congratulated the Programme Area on the budgetary position. However, it was felt Schools should be asked to state their intentions for spending reserves. It was also felt that the carry forward on the underspend of £34,000 should not be carried through to the following years.

The Cabinet Member clarified that these balances were not earmarked balances.

In terms of the outturn position of schools' budgets, the situation was good. In general terms, Secondary Schools have seen their balances increase. Primary school balances had fallen by approximately £1,000,000.

Special Schools' balances have increased again and a further report would be submitted on this matter during the Autumn term.

One Member remarked on the underspend on Pupil Referral Units and an increase in home tuition.

The Acting Executive Director referred to the importance of Pupil Referral Units in order to deliver, and explained that the Education Service was striving to meet the top quarter performance of making full-time provision available for pupils who have been excluded. The importance of funding in order to tackle this issue as early as possible was recognised and with recent changes in devolving budgets to schools, they were able to start to make use of that at an early opportunity.

A review on managing pupils with bad behaviour in schools was to take place in November, 2004.

Resolved:- That the situation be noted.

12. OUTLINE WORK PROGRAMME 2004/05

The Scrutiny Panel considered an Outline Work Programme 2004/05 (as at 15th July, 2004).

The work schedule set out proposals for areas of work and reviews for the Scrutiny Panel from the 26th July, 2004 to 25th April, 2005.

Members of the Scrutiny Panel were asked to feed back any comments to

Delia Watts, Scrutiny Adviser.

It was suggested that the joint review with Democratic and Resources Scrutiny Panel on the Citizenship Curriculum take place during Local Democracy Week on 19th and 20th October, 2004.

Expressions of Interest will be requested at a future meeting.

A presentation on the Rotherham Learning Grid, including the progress to date, will be given at the meeting of the Scrutiny Panel on 20th September, 2004.

It was the intention to submit the Work Programme to every monitoring meeting and add another three months planning on each occasion.

Resolved:- That the Outline Work Programme 2004/05 be noted.

13. PROGRAMME AREA ICT ACTION PLAN 2004/05 - 1ST QUARTER PROGRESS REPORT

Consideration was given to a report of the Information and Performance Review Manager on the progress made between April and June 2004 on ICT developments and plans within the Programme Area.

This is the 1st Quarter progress report for 2004/05, and shows that work has commenced in 31 of the 42 action areas.

Significant issues were raised through the Ofsted inspections and IdEA reports in relation to the use and utilisation of ICT within the Programme Area in the years 2000-2002. The Action Plan process was introduced with these comments in mind to demonstrate a more structured approach to planning the deployment of ICT resources in line with the Services' identified priorities through its Service and Business Plans.

Areas of significant progress in the first quarter of 2004 are as follows:-

- work to ensure that the Programme Area has an active role in developing and supporting a Rotherham-wide ICT strategic planning partnership
- work to connect all of Rotherham's schools to a broadband connection is now well underway
- development of a new 3-year ICT Strategy this year (for 2005-8)

Particular reference was made to the current situation with regard to:-

- Rotherham Learning Grid
- Rotherham ICT Learning Partnership

In response to questions raised it was pointed out that, despite slippage on some aspects of the work, it was expected to meet the targets of the

three year plan.

Some issues on technical support would be discussed with RBT through the Service Level Agreement procedures that are already in existence.

Resolved:- That this report be noted.

14. MINUTES OF THIS SCRUTINY PANEL HELD ON 24TH MAY, 2004

Resolved:- That the minutes of this Scrutiny Panel held on 24th May, 2004 be received and agreed.

15. MATTER ARISING - NOTE FROM HEAD OF CORPORATE FINANCE REGARDING RBT (MINUTE NO. 184)

In accordance with Minute No.184 of a meeting of the Lifelong Learning Opportunities Scrutiny Panel held on 24th May, 2004, consideration was given to a report of the Head of Corporate Finance with regard to the costs of accommodation occupied by RBT (Connect) Ltd.

The issue had arisen as a result of the use of the Meeting Room at the Arts Centre by RBT and questions raised by the Scrutiny Panel regarding the cost of this to the Programme Area.

The report referred to a discussion by Corporate Management Team on 24th September 2002 which had agreed that, with regard to the Central Library, the loss of income of £12,838 for 2002/2003 be met from Rotherham Connect funds and be contained within the ECALS budget from 1st April 2003 (Minute No. 502/02 (f) refers).

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

The report explained that no decision has been taken by the Council as to how any profits redistributed from the RBT contract should be applied.

The Head of Corporate Finance expected that they would be treated as a "corporate resource", taken into consideration as part of the budget setting process for the relevant year(s), such an approach being in accordance with that currently being adopted in respect of the Council's share of any procurement savings generated, and would be the one which the Head of Corporate Finance would be recommending to Corporate Management Team and the Cabinet.

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

(2) That further consideration be given to a formula being decided upon for the redistribution of any profits from RBT to Programme Areas, and for any rebate from RBT to be shared equally, or added to the Corporate budget.

(3) That further consideration be given to any loss of income that Education, Culture and Leisure Services have been faced with, due to the use of the Arts Centre Meeting Room by RBT, being repaid from the Corporate budget to the Programme Area.

16. MINUTES OF MEETINGS OF THE PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE

Consideration was given to the minutes of meetings of the above Committee held on 7th May, 21st May and 4th June, 2004.

Resolved:- That the minutes of the meetings of the Performance and Scrutiny Overview Committee held on 7th May, 21st May and 4th June, 2004 be received.

17. THE ROTHERHAM CHILDREN AND YOUNG PEOPLE'S BOARD

The Panel received the minutes of the meeting of the above Board held on 6th May and 1st July, 2004.

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

Resolved:- That the decisions made under delegated powers by the Cabinet Member for Education, Culture and Leisure Services held on 18th May, 25th May, 1st June, 8th June, 22nd June and 29th June, 2004 be noted.

19. NOMINATIONS

Resolved:- That nominations to the following outside bodies be made:-

NORTHERN COLLEGE

Quality Committee:- Councillor Barron

Advisory Committee:- Councillor Jack

Local Authorities Liaison Group:- Councillor Barron and Councillor Doyle (Councillor Doyle no longer wishes to be re-appointed – yet to be confirmed).

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

ORGREAVE LIAISON MEETING

Councillor Littleboy (Ward 3 rep – Brinsworth and Catcliffe) and Councillor J. Swift (Ward 11 rep – Rother Vale)

G. Smith (Cabinet Member, Economic & Development)
Councillor S. Walker (Chair of Planning Board)
And F. Wright (Housing and Environmental)

ROTHERHAM ARTS CHARITY

Trustees:- Councillors Boyes, Littleboy and Swift
Guy Kilminster, Manager, Libraries, Museum and Arts and Lizzie
Alageswaran, Principal Officer, Community Arts)
(6 places are available).

ROTHER VALLEY COLLEGE

No longer exists. Review pending – links to RCAT.

SOUTH YORKSHIRE ARCHAEOLOGY COMMITTEE

Councillors Boyes and Cutts

SOUTH YORKSHIRE JOINT ADVISORY COMMITTEE ON ARCHIVES

Councillors Boyes and Cutts

**SOUTH YORKSHIRE SPORTS PARTNERSHIP – Partnership
Executive**

(Education, Culture & Leisure – Councillor Boyes (Cabinet Member or an
Advisor)

Substitute- Councillor Kaye

YORKSHIRE TOURISM BOARD

Executive Committee – Councillor S. Walker

Marketing Operations Sub-Committee – Councillors S. Walker and
Hodgkiss

Resolved:- That nominations to the following Sub-Groups, Working
Parties and Panels be made:-

CHILDREN AND YOUNG PEOPLE’S BOARD WORKING PARTY

Councillor McNeely

HEALTH, WELFARE AND SAFETY PANEL

Lifelong Learning Opportunities Scrutiny Panel – Councillor B. Burke

Subs:- None appointed

SACRE – Standing Advisory Council on Religious Education

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

TRANSPORT APPEALS PANEL

Councillors Dodson, Gosling, Hodgkiss, Rushforth and Senior

CORPORATE CONSULTATION GROUP

Councillor St. John

20. SET UP OF REVIEW GROUP FOR ADULT LEARNING

This item was deferred until the next meeting.

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

Cabinet Member and Advisers

2. Date of Meeting

1st June 2004

3. Title

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

4. Originating Officer

Catharine Kinsella
Strategic Leader School Improvement
Ext: 2678

5. Issue

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

6. Summary

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

7. Clearance/Consultation

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

8. Timing

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

9. Background

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

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

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

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

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

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

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

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

10. Argument

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

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

11. Risks and Uncertainties

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

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

12. Finance

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

13. Sustainability

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

14. Wards Affected

All

15. References

Education Development Plan 2002 – 2007

Cabinet 05th September 2001

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

Cabinet 27th March 2003

16. Presentation

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

17. Recommendations

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

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

Section A: Outcomes against targets

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

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

1. Statutory Targets

1.1. LEA Performance Targets for KS2

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

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

1.2. LEA Performance Targets for KS3

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

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

1.3. LEA Performance Targets for KS4

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

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

2. Non - Statutory targets for 2002

2.1 Attainment of children in local authority care

See Section B Priority 4

2.2 Attainment of ethnic minority children

See Section B Priority 4

2.3 Reducing unauthorised absence

See Section B Priority 4

3. Stretch Targets for Local Public Service Agreements

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

TARGET 1 (Education lead)

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

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

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

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

Performance indicators used to measure this target

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

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

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

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

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

TARGET 2 (Education lead)

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

Performance Indicators Used to Measure This Target

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

Baseline – summer 2001

Reading:	15.51
Writing:	14.34
Mathematics:	16.36

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

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

Interim performance target: Summer 2005

Reading:	15.85
Writing:	14.55
Mathematics:	16.55

Target 3 (Social Services lead)

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

Performance Indicators Used to Measure This Target

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

Baseline – summer 2001

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

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

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

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

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

i) Progress

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

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

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

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

b) Performance**Foundation Stage Profile**

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

c) Summary

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

A2a: Raising attainment in literacy

i) Progress

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

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

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

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

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

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

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

b) Performance

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

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

c) Summary

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

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

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

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

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

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

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

b) Performance

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

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

c) Summary

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

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

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

A3: Promote a rich and diverse curriculum

i) Progress

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

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

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

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

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

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

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

- More effective school level planning, evaluation and review processes

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

b) Performance

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

c) Summary

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

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

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

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

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

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

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

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

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

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

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

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

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

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

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

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

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

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

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

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

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

A6: Continuity and progression

i) Progress

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

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

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

ii) Improving the quality of school leadership and management

- Increased collaborative working between primary and secondary schools

iii) Improving the quality of teaching

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

Priority 3: Raising Attainment Key Stage 4

i) Progress

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

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

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

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

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

ii) Improving the quality of school leadership and management

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

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

iii) Improving the quality of teaching

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

b) Performance

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

Participation in education and training of 16 year olds

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

c) Summary

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

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

Priority 4: Support for Specific Groups of Vulnerable or Underachieving Pupils**A1: Attendance****i) Progress**

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

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

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

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

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

ii) Supporting school self evaluation and review

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

iii) Improving the quality of school leadership and management

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

b) Performance

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

A2: Exclusion**i) Progress**

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

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

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

ii) Supporting school self evaluation and review

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

iii) Improving the quality of school leadership and management

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

iv) Improving the quality of teaching

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

b) Performance

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

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

c) Summary

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

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

i) Progress

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

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

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

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

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

b) Performance

In 2003:

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

c) Summary

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

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

A4: Support for pregnant schoolgirls and school-aged mothers

i) Progress

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

ii) Outcomes

Performance

33 referrals were received, some quite complex.

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

iii) Summary

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

A5: Improving support for pupils with significant medical needs.

i) Progress

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

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

ii) Outcomes

a) Process

i) Service improvements

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

ii) Supporting school self evaluation and review

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

iii) Improving the quality of school leadership and management

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

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

i) Progress

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

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

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

ii) Outcomes**a) Process**

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

b) Performance Summary

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

c) Summary

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

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

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

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

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

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

There remain no schools in special measures in the authority.

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

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

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

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

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

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

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

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

b) Performance

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

c) Summary

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

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

i) Progress

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

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

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

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

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

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

c) Summary

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

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

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

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

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

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

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

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

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

b) Performance

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

c) Summary

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

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

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

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

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

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

b) Performance

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

A2: Healthy School Standard

i) Progress

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

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

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

ii) Improving the quality of teaching

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

b) Performance

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

A3: Building partnerships locally, regionally and nationally

i) Progress

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

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

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

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

b) Performance

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

SN and national data taken from LEA profile

c) Summary

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

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

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

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

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

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

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

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

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

b) Performance

See table above re attainment information

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

i) Progress

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

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

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

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

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

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

b) Performance

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

c) Summary

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

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

A6: Teacher supply & recruitment

i) Progress

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

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

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

ii) Outcomes

a) Process

i) Supporting school self evaluation and review

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

ii) Improving the quality of school leadership and management

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

iii) Improving the quality of teaching

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

b) Performance

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

c) Summary

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

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

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

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

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

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

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

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

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

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

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

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

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

Section E: Consultation

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

The following consultation opportunities have been organised:

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

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

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

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

Present:-

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

Apologies for absence:-

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

18/04. Minutes of Previous Meeting

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

19/04. Gateway Review and Action

The Project Board noted that:-

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

20/04. Outline Planning Permission and Consultation

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

21/04. Outline Business Case – Progress and Feedback

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

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

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

23/04. PFI Project – Progress and Update

The Project Board noted the following information:-

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

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

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

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

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

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

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

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

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

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

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

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

24/04. PFI Project – Overall Programme

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

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

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

25/04. Project Board – Revised Terms of Reference

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

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

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

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

26/04. Any Other Business

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

27/04. Date of Next Meeting

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

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.

PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE – 23/07/04**PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE
FRIDAY, 23rd JULY, 2004**

Present:- Councillor Stonebridge (in the Chair); Councillors Doyle, Hall, Hussain, St. John, G. A. Russell, Sangster and Whelbourn.

Apologies for absence were received from Councillors Clarke, License and R. S. Russell.

1. ROLE AND REMIT OF THE COMMITTEE

Cath Saltis gave a presentation on the role and remit of the Performance and Scrutiny Overview Committee which included:-

- its aims and objectives
- its workload
- dealing with cross cutting issues
- review of internal issues and external bodies
- identify best practice
- the need to raise the profile of scrutiny and improve the accessibility of scrutiny for members of the public

Subsequent comments made reference to :-

(a) whether the scrutiny of the work of outside bodies made any difference. It was accepted that there was no major impact yet but an understanding of the role of scrutiny was being developed;

(b) the involvement of members of the public in the work of scrutiny panels e.g. reviews;

(c) the raising of the profile of scrutiny, it being noted that a Reach Out survey was being undertaken to obtain feedback on scrutiny work and that Area Assemblies were being made more aware of scrutiny work;

(d) the possible need for a review of the structure of scrutiny panels and to revisit the “themed” approach.

Particular reference was made to the likely changes for the forthcoming year, as highlighted by the Chief Executive in his recent “The Year Ahead” presentation and the impact of them upon scrutiny.

Resolved:- That the presentation be received and the comments made be noted.

2. BEST VALUE REVIEW OF COMMUNITY SAFETY AND

IMPROVEMENT PLAN

Tim Hawkins, Policy Officer for Crime and Disorder, reported that the Best Value Review of Community Safety was carried out between September 2003 and February 2004. It looked at both RMBC's role in relation to community safety and the working of the Safer Rotherham Partnership. The Final Report details how the review was carried out and makes recommendations for improving the work of RMBC in community safety and for the working of the Safer Rotherham Partnership. The Improvement Plan summarises a plan of action to address the recommendations.

The local authority has a legal obligation to work in partnership with the police and other organisations to address crime and disorder. It discharges this responsibility as a responsible authority in the Safer Rotherham Partnership. The Best Value Review has taken account of this and its focus is chiefly on the working of the Safer Rotherham Partnership. However, there is an additional duty on the local authority under Section 17, Crime and Disorder Act, to do all that it reasonably can to prevent crime and disorder in exercising all of its functions. The review also addressed the promotion of awareness of this duty within RMBC. The review was also asked to take account of the recommendations of the 2003 Environment Scrutiny Panel Report on Housing-related Anti-Social Behaviour.

The Best Value Review Final Report makes ten recommendations for improvement. The Improvement Plan is entitled Self-Assessment and Best Value Improvement Plan. The Safer Rotherham Partnership is required by the Home Office to complete a self-assessment and to draw up an improvement plan. To avoid duplication, the self-assessment process was completed as an integral part of the Best Value Review.

Members attention was drawn in particular to the objectives following the baseline assessment, the self assessment process and to the tasks identified.

Comments arising from the report included :-

- member involvement in the process
- the database situation having regard to the alteration to ward boundaries
- the work being undertaken on collating of information

Resolved:- (a) That the report be received and the contents of the Community Safety – Best Value Review Final Report and the Self-Assessment and Best Value Improvement Plan be noted.

(b) That the report be referred to the Democratic and Resources Scrutiny Panel for monitoring purposes.

PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE – 23/07/04**3. BEST VALUE REVIEW LIFELONG LEARNING**

Graham Sinclair submitted a final summary report arising from the Best Value Review of Lifelong Learning.

The report sets out the findings and recommendations arising out of the Best Value Review of Lifelong Learning. The Review examined and made recommendations relating to the activities and services that contribute to the planning, delivery and development of lifelong learning activity within and across the council. The recommendations arising out of the Review have been developed to form an Action Plan. This sets out the Council's lifelong learning objectives and incorporates a comprehensive series of key activities that have been identified as being essential to achieving the objectives set out in the report.

The report identified areas for improvement and development across various age profiles.

Particular attention was drawn to the recommendations and how they would be addressed by the Action and Improvement Plan.

Member involved was addressed, it being noted that the report would be considered in detail by the Lifelong Learning Opportunities Scrutiny Panel.

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

(b) That the recommendations contained within the Action and Improvement Plan be endorsed.

(c) That the implementation of the recommendations contained in the Action and Improvement Plan continue to be monitored by the Lifelong Learning Opportunities Scrutiny Panel.

4. AUDIT COMMISSION - HEALTH SCRUTINY ARRANGEMENTS

Consideration was given to the Audit Commission report into Rotherham's health scrutiny arrangements.

The report highlights that good progress is being made and also identifies areas for further improvement.

The recommendations to improve arrangements included reviewing resources and current structures, strengthening member development, amending the Council's constitution to reflect health scrutiny powers and establishing a work programme specifically for health scrutiny.

An Action Plan was submitted in response to the recommendations.

4F PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE – 23/07/04

Members acknowledged that consideration would have to be given to resource implications to take the recommendations forward.

Resolved:- That the contents of the report be noted and the Action Plan endorsed.

5. CENTRE FOR PUBLIC SCRUTINY BID FOR MONIES TO SUPPORT A SOUTH YORKSHIRE HEALTH SCRUTINY LEARNING PROJECT

Cath Saltis informed members of a bid for monies to support a South Yorkshire wide Health Scrutiny project.

Details of the bid were submitted which was to support an inquiry into child obesity

It was noted that the bid involved approximately £20,000 with Rotherham taking a lead role, supported by the four South Yorkshire MBCs.

Resolved:- That the report be received, further details to be submitted when the outcome of the bid is know.

6. HEALTH EVENT CONFERENCE

Councillor Sangster reported on the content of the above conference which had proved to be successful.

His view was the a similar conference should be organised in the future.

7. DRAFT ANNUAL SCRUTINY REPORT

Consideration was given to the content of the first draft of the Annual Scrutiny Report to Council 2003/2004.

Resolved:- (a) That, subject to the content being reduced as discussed, the report be distributed to all members, partner organisations and be made available on the website.

(b) That an executive summary be made available, this to be provided in leaflet form for members of the public.

8. DRAFT SCRUTINY FORWARD PLAN 2004/2005

Consideration was given to the content of the above draft Plan.

Particular reference was made to strategic objectives and that the Plan had to align with other initiatives and plans.

Resolved:- That the Plan be made available to all members, relevant organisations and be published on the website.

PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE – 23/07/04**9. MINUTES OF THE PREVIOUS MEETING**

Resolved:- That the minutes of the meeting held on 4th June, 2004 be agreed as a correct record.

10. MATTER ARISING - CO-OPTION ON TO SCRUTINY PANELS

It was reported that resources were to be identified for implementing the proposals relating to co-option on to Scrutiny Panels.

It was noted that Scrutiny Panels could co-opt as felt necessary.

11. CENTRE FOR PUBLIC SCRUTINY CONFERENCE

Members were informed of the issues raised at the above conference, highlighting the work of the voluntary community sector and the role of scrutiny.

It was felt the scrutiny could be involved in making more strategic, stronger links between local authorities and the voluntary community sector.

Reference was made to the work of some organisations duplicating that of others and having different standards and governance.

Scrutiny could assist in respect of these aspects and offer guidance.

Resolved:- That further information on the matter be obtained from the Office of the Deputy Prime Minister with a view of formulating a way forward.

12. REGIONAL SCRUTINY BODY - WAKEFIELD

Councillor St. John informed members that it had been worthwhile to see this body in operation and felt that Rotherham MBC should become involved.

13. CALL-IN ISSUES

There were no formal call in request.

14. BT STRATEGIC PARTNERSHIP

Resolved:- That subject to Councillor License wishing to remain involved he be re-nominated to attend meetings of the above Partnership.