

LIFELONG LEARNING OPPORTUNITIES SCRUTINY PANEL

Venue: Town Hall, Moorgate
Street, Rotherham.

Date: Monday, 21 February 2005

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.

FOR DECISION

5. PRESENTATION - Corporate Plan 2005-2010 (Colin Bulger/Michael Walker) (copy herewith) (Pages 1 - 48)
6. Key Stage III Report (Steve Radford) (copy herewith). (Pages 49 - 93)

FOR MONITORING

7. OFSTED Inspections of Rotherham Schools : Summer and Autumn Terms 2004 (PARENTAL SUMMARIES NOT AVAILABLE ELECTRONICALLY - SEE OFSTED WEBSITE - ADDRESS ON COVER REPORT) (Pages 94 - 98)

| School: | Inspection date |
|-----------------------------|-------------------------------|
| Greasbrough J&I School | 4-6th May 2004 |
| St Bede's RC Primary | 17-19 th May 2004 |
| Sitwell Infant School | 26-28th April 2004 |
| Woodsetts J&I School | 14-16 th June 2004 |
| Thorpe Hesley Infant School | 14-16 th June 2004 |

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| Hospital Teaching and Home Tuition Service | 7-8 th July 2004 |
| Brampton Cortonwood Infant School | 13-15 th September 2004 |
| Newman Special School | 13-16 th September 2004 |

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|---------------------------------|------------------------------------|
| Brinsworth Howarth J & I School | 27-29 th September 2004 |
| Bramley Sunnyside Infant School | 27-29 th September 2004 |
| Aston Fence J & I School | 4-6 th October 2004 |

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|--------------------------------|----------------------------------|
| Aton Comprehensive School | 1-5 th November 2004 |
| Brinsworth Manor Infant School | 8-10 th November 2004 |

8. Summer 2004 Foundation and Key Stage 1 and 2 Assessment Results (Helen Rogers) (copy herewith) (Pages 99 - 106)
9. Rotherham Show (Marie Hayes) (report herewith). (Pages 107 - 109)

FOR INFORMATION

10. Waste Strategy Consultation (Summary Report herewith) - FULL COPY OF REPORT IN MEMBERS ROOM (Pages 110 - 112)
- Item referred from the Recycling Group held on 4th January, 2005.
11. Minutes of this Scrutiny Panel held on 31st January, 2005 (copy herewith). (Pages 113 - 120)
12. Minutes of the meetings of Cabinet Member, Education, Culture and Leisure Services held on 11th, 18th, 26th January and 1st February, 2005 (copies herewith). (Pages 121 - 132)
13. Minutes of meetings of the Performance and Scrutiny Overview Committee held on 14th and 28th January, 2005 (copies herewith). (Pages 133 - 140)
14. Minutes of meetings of the Children and Young People's Board held on 2nd December, 2004 and 3rd February, 2005. (copies herewith) (Pages 141 - 150)

**Date of Next Meeting:-
Monday, 21 March 2005**

Membership:-

Chairman – Councillor St.John

Vice-Chairman – Councillor License

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

Co-optees:- Ms. C. Cox, Rev. A. Isaacson, Mr. P. Lennighan, Mr. R. Newman,
Ms. S. Underwood and Mrs. J. Williams Mr. T. Belmega, Mr. T. Brown, Ms. J. Carroll,
Mr. J. Dalton/Mr. P. Hawkrige, Kath Henderson, Mr. G. Lancashire, Mr. J. Lewis,
Miss E. Marsh, Mr. L. Morton, Mr. S. Radford and Mr. K. Stoddart

Appendix 1

ROTHERHAM METROPOLITAN BOROUGH COUNCIL

CORPORATE PLAN

2005 – 2010

First Draft, 20 January 2005

Foreword from Leader and Chief Executive – to be inserted

Introduction

Rotherham Metropolitan Borough Council's Corporate Plan sets out what the Council plans to do over the next five years, through to 2010, to achieve its vision for Rotherham.

It describes how the council itself will strive for excellence in all the services it provides, and as an employer of some 15,000 staff across the borough, but also how it will work with all its partners to ensure a shared sense of vision and belonging for all communities and residents.

Local solutions to local problems can only be achieved if there is joint working, and the delivery of services is co-ordinated across all sectors of the community.

This plan demonstrates how the Council will continue to support:

- the Rotherham Partnership, which brings together public sector organisations across the borough, as well as business, community and voluntary sectors,
- the Community Strategy, which is the framework by which the partnership sets out its vision for improving economic, social and environmental well-being in Rotherham, and
- the Neighbourhood Renewal Strategy, which set out partners' intentions for action in various priority areas within the borough.

The Council has an important role to play in community leadership, as a public body which is democratically accountable to the local people it serves, so the contribution it makes delivering the priorities described in the Community Strategy is particularly valuable.

A new Corporate Plan

Rotherham Borough comprises a diverse and vibrant blend of people, cultures and communities. It is made up of a mix of urban areas and villages all interspersed with large areas of open countryside. About 70% of the borough is rural in nature, but it is well connected to all areas of the country by its proximity to the motorway and inter-city rail networks. In 2005, Robin Hood Doncaster / Sheffield Airport opens to bring international links to the borough's doorstep.

Currently at 251,000, Rotherham's population is increasing steadily, as people are attracted to the borough to enjoy the good quality of life and economic opportunities, a trend expected to continue for many years ahead. In common with the rest of the UK, Rotherham has an aging population with the number of people aged over 70 expected to grow by 70% over the next 25 years. The borough's ethnic minority population is 3.1% in 2005.

Rotherham is changing – and changing fast. As the borough moves forward, adapting to economic and social changes, so it becomes increasingly important for all partners to articulate their common vision for the future through the development of a new Community Strategy.

In turn, the Council has to revisit how it will support the delivery of that strategy through its own priorities and targets. This document – the third corporate plan produced by the Authority – outlines how this will happen.

The Council as an organisation is changing too.

From being rated as 'weak' by the Audit Commission's Comprehensive Performance Assessment (CPA) in 2003, it achieved the improved status of 'fair' in 2004, and was among the top ten most improved Councils in the country. The Commission stated in its 'Direction of Travel' report in 2004 that the Council:

"... has made significant improvements in housing and all services affecting the quality of the local environment over the last year... Refuse and street care services are efficient and responsive... The council's hard work has resulted in the delivery of better quality housing services... The Council is now well placed to improve the way it works and the services it provides to local people."

During 2004, other inspections of the Council's Regeneration, Supporting People and Waste Management activity all concluded that the services provided were 'good'. Two Housing-related inspections, including the Council's Repairs and Maintenance service, noted the dramatic improvements made and the promising prospects for the future. Through a Benefits Fraud Inspection in 2004, the Benefits Service identified as one of two local authorities which should share best practice nationally.

Against this backdrop of ongoing change and performance improvement, this new Corporate Plan reflects the Council's current position against previous plans, and presents even more ambitious targets for the future.

It is critical that these targets and priorities are shaped by the views of local communities, and that the Council remains focused on meeting the priorities and expectations of residents across the Borough. This Corporate Plan is therefore informed by views expressed formally and informally to Council Members and officers, as well as a more focused consultation with residents, which has enabled the Authority to check that what it is delivering remains in line with their expectations.

The Current Position

Rotherham Borough is making good progress. There have been major improvements across all the main headline indicators with significant advances in skills and educational attainment, the economy, crime and the fear of crime, employment (which as its highest level since records began), the natural and built environment.

A 'State of the Borough' report, published in 2004, outlined Rotherham's position against a number of key indicators, and formed the basis for many of the objectives within this Corporate Plan. For example:

- A growing economy – between 1996 and 2003, there was a 3.4% increase in VAT registered businesses in the borough (compared to just 0.9% for the Yorkshire & Humber region).
- Dealing with crime and the fear of crime – domestic burglary rates fell by 24% in 2003/4 to be the lowest in South Yorkshire and residents stating they 'were very concerned about being a victim of crime' fell from 51% in 2003 to 27% in 2004.
- Better employment prospects – latest figures in 2004 showed that Rotherham's employment rate of 75.8% was above the national average (in 2000, our rate was 7.3% below).
- A good natural and built environment – in 2004 residents' satisfaction with our parks and open spaces increased to 70% in 2004 (from 62% in 2001).

However progress in many areas has not been fast enough to bring local performance up to the national average, and in a handful of areas the Borough has slipped back against the national average. There is also some evidence that not everyone is equally benefiting from the progress, and consequently there are still inequalities amongst groups in the borough. The overall picture therefore is one of strong progress but further work needs to be done to bring the Borough up to the best performing areas and close inequalities. In addition, a 'Policy Review' undertaken within the Council in 2004, showed that many of our policies and plans were not working together properly to address all the needs of the community, and that from the Community Strategy, Corporate Plan and other strategic plans needed to be 'refreshed' to ensure better alignment so that RMBC worked well both as 'one Council', and with its key partners.

Our Vision

During 2004, the Council and its partners worked together to develop a new vision for the Borough which would steer progress across the Borough over the next five years, and still further to the year 2020. This vision is built around:

- 5 priority themes which direct the future work of Council services and
- 2 cross-cutting themes which need to underpin everything the Council does.

These themes are interrelated with action in one theme influencing action and outcomes in the others. The sum is therefore more than the parts, the vision will be brought about by action across all of the themes.

OUR PRIORITY THEMES

Rotherham Learning Rotherham people will be self-confident and have a sense of purpose. They will aspire and develop to achieve their full potential in their chosen careers, work, leisure and contributions to local life. Learning and development opportunities will be available and accessible to all, Rotherham people will be recognised as being informed, skilled and creative, innovative and constructively challenging.

Rotherham Achieving Rotherham will be a prosperous place, with a vibrant mixed and diverse economy, and flourishing local businesses. Inequalities between parts of the borough and social groups will be minimised. There will be an excellent town centre known for the high quality design of its public spaces and buildings, specialist and quality shops, markets, and cultural life for all age groups. There will be a wide choice of sustainable transport. Villages and rural areas will be revitalised and provide wonderful quality of life amongst Rotherham's beautiful countryside.

Rotherham Alive Rotherham will be a place where people feel good, are active, live life to the full, and have fun. Rotherham will celebrate its history -building on the past, and creating and welcoming the new. People will be able to express themselves and be involved in many high quality cultural, political, artistic, physical and creative activities. The media, arts and literature will flourish. People will enjoy good health and live healthy lives. As a society we will invest in the next generation.

Rotherham Safe A place where neighbourhoods are safe, clean, green and well maintained, with good quality homes for all, and accessible local facilities and services. There will be attractive buildings and public space; peaceful and thriving communities free from crime, drugs and fear of crime and anti-social behaviour. Environments and people will be protected and nurtured, children will be safe from harm and neglect, a preventive approach will be taken to minimise crime, accidents and hazards; and to further strengthen resilience and thus safeguard all Rotherham citizens.

Rotherham Proud Rotherham people and pride in the borough are at the heart of our vision. Active

citizenship and democracy will underpin how Rotherham works. Equalities and diversity will be highly valued. We will be renowned for our welcome, our friendliness and commitment to the values of social justice. Rotherham will be a caring place, the most vulnerable will be supported. Rotherham will be made up of strong, sustainable and cohesive communities, both of place and interest, and there will be many opportunities to be involved in civic life and local decision making.

OUR CROSS-CUTTING THEMES

Sustainable Development

Ensuring all development is sustainable, does not harm the environment or people both now and for the future.

Fairness

All individuals in Rotherham will have equality of opportunity and choice. We will treat each other with fairness and respect, and our diverse needs and qualities will be understood and valued. Rotherham will actively challenge all forms of prejudice and discrimination and ensure that all the priorities encompass an equalities approach.

In addition, the Council will adopt its own theme of striving to be Excellent Council, improving the way it works and its efficiency and effectiveness as an organization and as an employer.

The vision and this Corporate Plan is drawn from an understanding of the borough's current position, and where we want to be, but key to its formulation has been the views of residents and communities. Under each of the themes in the Plan details of "what you told us" through consultation are summarised, but some overall key messages are:

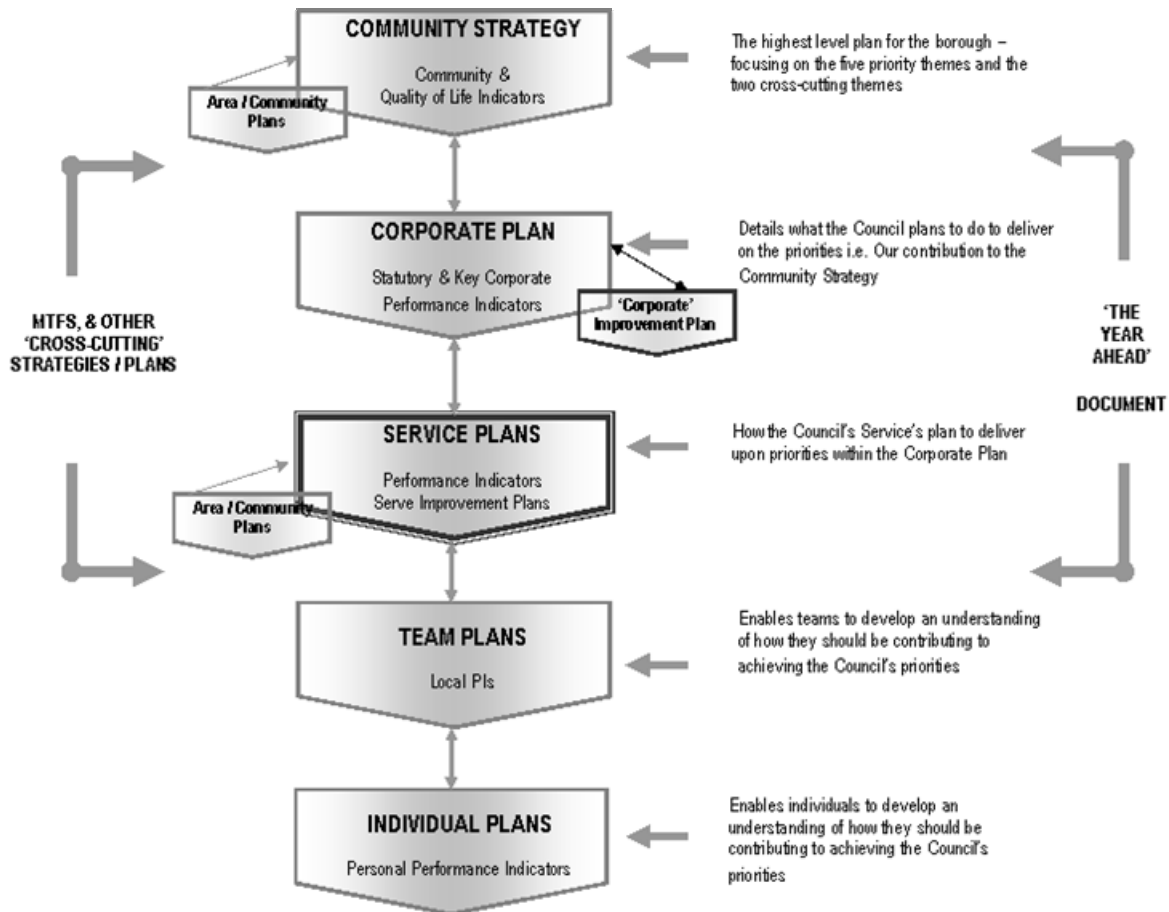
What you told us – about the Borough and the Council

- to be inserted following consultation

Our Planning Framework

It is vital that all our plans and strategies are 'joined up' and can be seen to work together to achieve clear, tangible improvements, which benefit the community. The Community Strategy and Corporate Plan in particular are designed to be coordinated, and so identify the Council's specific contributions to overall community well-being.

The flow chart below shows how the Council's own planning framework supports the delivery of the Community Strategy, cascading objectives down to service and individual plans, and making sure that all our staff understand their own contribution to delivering community-wide improvements.



In addition to these plans, a key focus of partnership working through the Community Strategy and the supporting Neighbourhood Renewal Strategy is the reduction of inequalities and deprivation. The partnership will deliver specific actions in targeted areas - Rawmarsh, Kimberworth Park, Masborough, Central Rotherham, Dinnington, Maltby, Wath and Brinsworth and in the pockets of deprivation and for communities of interest that are marginalised and whose needs are not met, to ensure that social, economic and environmental 'gaps' are closed between these communities and the rest of the Borough by 2010. The Council's Corporate Plan indicates where our key actions contribute to this strategy. However this plan will be complemented by Area and Community plans, and strategies for particular communities of interest such as for Children and Young People and for older adults.

The Future Challenges

The Council operates within a fast changing policy context. There are many national, regional and local policy drivers that will shape the future direction of the Borough. These are developed in the Plan itself, but key issues include:

There has been a major drive on improving outcomes for Children. The Children's Bill, published in 2004 is one of the most significant pieces of legislation regarding children's services for years, paving the way for the transformation of social care, education and health services for children. The Government has also committed itself to a dramatic decline in child poverty. *RMBC is pushing ahead with comprehensive plans for a major reorganisation of the way it delivers Children's and Young People's Services.*

Nationally there continues to be a focus on neighbourhood renewal with multi-billion pound flagship initiatives such as the Communities Plan offering major opportunities to improve the quality of life for people, tackling poverty, inequalities, deprivation, crime and anti-social behaviour and to

improve the quality of public spaces and buildings. *RMBC itself has is developing a specific focus on Neighbourhoods and their development, and through the establishment of an Arms Length Management Organisation will be seeking to make extensive investment in its housing stock, and its future management. A masterplan for the regeneration of Rotherham town centre, investment in educational and cultural facilities using the Private Finance Initiative and the establishment of a network of Council 'First Stop Shops' are all features of the renewal agenda which is reflected in this Plan.*

There has been a major shift in Government regional policy – devolving responsibilities to the regions, including Regional Development Agencies and the Northern Way; increasing the amount of support and investment focused on the narrow regional disparities and working together on housing, planning, transport and rural issues. At the sub-regional level there has been a major drive on enhancing and strengthening the integration of policy making at the South Yorkshire level through initiatives such as the South Yorkshire Objective 1 Programme and South Yorkshire Spatial Study. *Working with partners across the region to ensure that Rotherham can exploit all opportunities and funding streams for the benefit of its residents will be a key feature of working over the next 5 years.*

The Council has a clear agenda for its future as an organisation, as set down by the Comprehensive Performance Assessment which judges all local authorities. Corporately, RMBC will be focusing on how our **ambitions, priorities, capacity and performance management** of the Council, with our partners, lead to the achievement of outcomes for the 'Shared Priorities' agreed for Local Government. This forms the basis of our Plan to be an Excellent Council by 2010.

The Shared Priorities themselves are key drivers for many of the actions in this Corporate Plan, with their focus on **sustainable communities and transport, safer and stronger communities, healthier communities, older people and children and young people.**

What we aim to Achieve

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| <p>The heart of this Plan is the series of Action Plans – one for each priority and cross-cutting theme - which set out, in terms which are both strategic and meaningful, what the objectives for the Council will be over the period up to 2010. The Plan doesn't show everything the Council does – all Services produce their own plans which set out in detail how they will support the delivery of the theme vision – but the Corporate Plan sets out what the key objectives and actions are for the Council. The Action Plans are on the following pages.</p> |
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Context and challenges

“Rotherham people will be self-confident and have a sense of purpose. They will aspire and develop to achieve their full potential in their chosen careers, work, leisure and contributions to local life. Learning and development opportunities will be available and accessible to all, Rotherham people will be recognised as being informed, skilled and creative, innovative and constructively challenging.”

- Education is a key national priority and one of the shared priorities between national and local government. Research consistently identifies success in education and training as a route out of poverty, increasing people's self-confidence, and ensuring people have the necessary skills to take advantage of new employment opportunities.
- The Government has introduced a series of reforms in education and training. These pave the way for a transformation of the educational system for children, adult learners, parents and employers including more choice and personalisation, greater freedom for schools and possibly major changes in the qualifications system. The five major outcomes for children, published in the Children Bill together underpin all of the factors necessary to support positive learning outcomes for every child.
- Skill levels in Rotherham's workforce at an all time high but despite improvements lag behind the national and European norms. Improving the skills and qualifications of the Borough's existing and potential workforce is key to improving prosperity and quality of life. Good quality crèche and early years provision at the heart of local communities will place a renewed value on education and engage children and their parents at the earliest stage.
- Educational attainment is improving in Rotherham but still lags behind the national average. In 2003/04 44.4% of year 11 pupils achieved 5 or more GCSE A* to C passes compared to 52.9% nationally. The achievement of some of the most vulnerable groups remains a concern which is being addressed.
- There will be significant job growth in those occupations requiring higher skill levels, with a growing proportion demanding first degrees from applicants. For those who possess these skills the picture is generally very good, with high and growing incomes, and sustained employment. The unskilled face great difficulties as the amount of unskilled jobs continues to fall, and will be concentrated in lower paid and less secure jobs and occupations. Skills shortage is a growing concern for all employers in the Borough, including the Council by far the largest employer in Rotherham. These shortages are particularly acute in some higher skills occupations such as ICT and social work.
- Differences between adult educational attainment locally and nationally are largest amongst those with the higher qualifications. The most recent figures show the percentage of the working age population qualified to at least NVQ level 2 at 58.4% compared to 65.3% nationally, however the percentage qualified to at least NVQ level 4 is only 17.3% compared to 25% nationally.
- Rotherham has a higher rate of economically active adults with no qualifications than the England average - 31.7% compared to 26%. There are also significant variations at the local level with rates from 24% to over 42% in Rotherham's wards.

- Adult Education enrolments are increasing but at less than 1% of all 15-59 year olds Rotherham's rate in 2002 was amongst the lowest in the Region.
- There has been a major focus on improving early years provision. Local surveys show that local people are generally satisfied with the provision of early education for 3 to 4 year olds in Rotherham with 77% (with children aged 0 – 14) satisfied with the provision in their local area.
- The Council in partnership with a special purpose company, Transform Schools, to deliver its major schools PFI project. The overall goals are to improve the learning environment, levels of educational attainment and increase community use. This project includes the construction of ten new schools and substantial upgrade and refurbishment of a further five. It covers a mix of secondary and primary schools and includes energy management, repairs and maintenance, cleaning and catering.
- The contribution offered by informal learning opportunities by participating in culture and leisure, and from out of school learning (e.g. homework clubs, youth service activities) will need to be used to its fullest potential to improve both academic and social education in the borough.

What you told us

- to be inserted following consultation

The Current Position

Performance across the board in Education has improved in recent years but there remains a number of significant issues to be addressed:-

- Key Stage 2 (age 11) results have risen in recent years compared to the average for England as a whole (94.9% of national figure). Following a slight decline in 2002/03 there was a significant improvement in 2004.
- Rotherham's GCSE performance improved relative to the national figure in 2003 (83.1% of the national figure), however a significant and fairly constant gap still exists between local and national attainment. The percentage of pupils in Rotherham achieving no GCSE passes (A-C) is broadly in line with national figures following a gradual improvement over recent years.
- The percentage of school leavers entering further education in Rotherham has begun to fall following several years of increasing rates.
- The proportion of people from Rotherham entering and graduating from higher education has risen at a faster rate than in the UK in recent years, with over 1,000 graduates each year originating from the Borough
- Differences between adult educational attainment locally and nationally are largest amongst those with higher qualifications, with NVQ4+ attainment showing the greatest disparity and the poorest improvement in Rotherham, despite a large increase in people from Rotherham graduating from higher education each year. Focus needs to be on removing the contributory factors which have led to wide variations in educational attainment (post 11 age) across the wards in the borough.
- Targets for adult learning need to be considered with the LSC following the ending of the existing development plan in 2006.

External views

Rotherham has moved a long way since a critical OFSTED inspection of the Local Education Authority in 2000. Since then improvements have been made to leadership, management and budgeting, and improved provision for the most vulnerable children, including a strategy for Special Education Needs. A follow-up inspection in 2001 noted a positive direction of travel.

In 2004, an Audit Commission review of Special Education Needs noted the sound progress made in implementing the SEN strategy, the development of inclusive practice and the need to reinforce inclusion and embed it within practice in schools.

A most recent Inspection commended the provision of the Rotherham's Schools Music Services as providing outstanding curriculum support to schools across the borough. This is one example of the breadth of learning activities which this Corporate Plan seeks to take forward.

Our Plans to make Rotherham Learning

Rotherham people will be self-confident and have a sense of purpose. They will aspire and develop to achieve their full potential in their chosen careers, work, leisure and contributions to local life. Learning and development opportunities will be available and accessible to all, Rotherham people will be recognised as being informed, skilled and creative, innovative and constructively challenging.

| Our Priorities | Our objectives |
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| Maximising potential | <ul style="list-style-type: none"> ▪ Reduce the difference between the national average and Rotherham's percentage of 10 year old pupils, in schools maintained by the Local Authority, achieving level 4+ in; <ul style="list-style-type: none"> ○ English; 5.6% (2003) to at most 0% by 2010 ○ Mathematics; 4.8% (2003) to at most 0% by 2010 ○ Science; 2.7% (2003) to at most 0% by 2010 ▪ Reduce the difference between the national average and Rotherham's percentage of 13 year old pupils, in schools maintained by the Local Authority, achieving level 5+ in; <ul style="list-style-type: none"> ○ English; 5.6% (2003) to at most 0% by 2010 ○ Mathematics; 4.8% (2003) to at most 0% by 2010 ○ Science; 2.7% (2003) to at most 0% by 2010 ▪ Increase the percentage of 13 year old pupils, in schools maintained by the Local Authority, achieving 5+ ICT from 68.3% in 2003 to the national average level of attainment for ICT in 2010. ▪ Reduce the difference between Rotherham's percentage of 15 year old pupils, in schools maintained by the Local Authority, achieving 5+ GCSEs at grades A*-C and the national average level of attainment from -8.5% in 2003 to at most, -5% by 2010. ▪ A reduction of 0.1% in the total absence targets for both primary and secondary each academic year to reach a level of 5.2% in primary and 7.8% in secondary by 2010. ▪ Ensure that no schools in the borough are in special measures by 2010 ▪ Reduce the number of pupils permanently excluded during the year from all schools maintained by the Local Authority per to 1.03 per thousand pupils by 2010. ▪ Reduce by x% the gap in educational attainment between those living in neighbourhood renewal areas and the borough average by 2010. ▪ Increase the number of 16-18 year olds in education, training or employment to 90% by 2010 ▪ Ensure that all 3year olds, whose parents/guardians wish them to access a place, receive a good quality, free early years education place in the voluntary, maintained or private sector by 2010. ▪ Ensure that 95% of 15-year old Looked After Children in mainstream schools achieve 1 GCSE A*-G or equivalent by 2010. |
| Proving available and accessible life-long educational opportunities | <ul style="list-style-type: none"> ▪ Reduce by at least 20% [or equivalent] the number of adults in the workforce who lack NVQ Level 2 or equivalent by 2010 ▪ Improve access to the internet for local people through the use of libraries and other means to 95% of the population by 2010 ▪ Ensure all school buildings and facilities are sufficient, in good condition and suitable by 2010. |

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| | <ul style="list-style-type: none"> ▪ Increase year on year the number of adults and young people taking part in cultural activities that have contributed to their learning and or skills development |
| <p>Developing skills, creativity and innovation</p> | <ul style="list-style-type: none"> ▪ Ensure all schools are engaged in a broad range of both formal and informal and informal Business Enterprise activities by 2010 ▪ To be confirmed; ECALS: Ensure all schools are involving students in the organisation of the school through 'Voice and Influence' by 2010 ▪ All secondary schools to be designated specialist schools with one or more specialisms by 2010 |

Context and challenges

“Rotherham will be a prosperous place, with a vibrant mixed and diverse economy, and flourishing local businesses. Inequalities between parts of the borough and social groups will be minimised. There will be an excellent town centre known for the high quality design of its public spaces and buildings, specialist and quality shops, markets, and cultural life for all age groups. There will be a wide choice of sustainable transport. Villages and rural areas will be revitalised and provide wonderful quality of life amongst Rotherham’s beautiful countryside.”

- 'Promoting the economic vitality of localities' is one of the shared priorities between central and local government. Local authorities have a key role in by supporting business improvement, providing positive conditions for growth and employment, improving adult skills, and helping the hardest to reach into work.
- There has been a major shift in Government regional policy - devolving powers and responsibilities from Central Government to the Regions and increasing the amount of support and investment focused on narrowing regional disparities
- National and regional initiatives such as Northern Way and Urban Renaissance sets out a strong role for cities and larger towns in driving economic growth and prosperity, and South Yorkshire as a growing sub-region will have a significant role to play in those developments.
- Reform of European Union and National 'state aid' will result in major changes in the availability of regeneration funds, such as Objective 1 and Regional Selective Assistance, locally.
- The sub-region has benefited from having access to large amounts of public funding for regeneration and Rotherham continues to maximise those opportunities.
- There has been strong local economic and social progress. The Borough's unemployment rate for example has fallen from its peak of 22% in the mid 1980s to less than 3%. There is a continued need to ensure a good range of employment opportunities
- However, deprivation and poverty are still major challenges. Official figures show that Rotherham is the 63rd most deprived borough in England. Also not all areas and people have benefited equally have from the economic and social progress. In a recent survey 14% of local people considered that their earnings/income only allowed them to have a 'poor' or 'very poor' standard of living.
- The impact of deprivation continues to be focussed in certain geographical areas such as in and around the Town Centre and groups including the unemployed, Black & Minority Ethnic, single mothers, people with ill health and those with low skills or incomes. There is less deprivation but it is more concentrated and intense.
- The economy is making good progress but there are still structural weaknesses, productivity levels (about 80% of the UK average) continue to lag behind the national average, there is an over-representation of sectors forecast to decline, and an under-representation of small businesses.
- A series of studies and local consultation have pointed to the need to revitalise Rotherham Town Centre, and reinforce its role as a hub for cultural, economic and civic activity. A strategy for taking this forward is now in place and will deliver over the next 15 years.
- National policy developments such as the Haskins Report on rural policy and the Quality Parish Council Initiative will provide major opportunities to strengthen the provision of key services to Rotherham's rural areas.

- Local surveys show transport to be a top priority for local people. Satisfaction levels with local bus services are high (61% in 2003/04) and above the national average (54%), but over the last two years have fallen by 2 percentage points, nationally over the same period they increased by 4 points
- The average earnings in Rotherham are only 87% of the national average (2003).
- The number of VAT registered companies is less than the national average (303 per 10,000 head of the population) at 186 per 10,000 head of the population

What you told us

- to be inserted following consultation

The Current Position

Our Performance

One of the Council's key local performance indicators is reducing the gap between national and local employment rates. By 2004, the gap had been closed and was actually showing an employment rate that was 0.9% higher than the UK average. We need to ensure that these new jobs are sustainable and increase the skill and income of the local population.

Improvements also need to be sustained in the borough's economic inactivity rate, which is now down to 23% (still behind the national rate of 21%). This will involve health and well-being initiatives as well as economic developments.

The most recently reported survey of business activity in the borough (in 2003-4) showed a continued improvement in vacancy rates in retail premises (down to 7.0% in the town centre). Clearly there needs to be continued focus on retail development and the town centre.

Transport is a growing issue for economic regeneration and recent performance shows that the condition of principal and non-principal roads is continuing to improve, with a reduction (to 10% in 2004-5) of principal roads needing strengthening.

In terms of strategic planning, the Council has improved its capacity to deal with planning applications, and will meet government targets for determining applications (such as 60% of major applications within 13 weeks). However it is clear that improvements are needed in the % of new homes being built on previously development land.

External views

The 2004 Inspection of Regeneration viewed the council's approach to regeneration to be 'good', citing a clear commitment, and good partnership working, to tackle economic, social and environmental problems caused by the borough's industrial past. Major redevelopments such as the Dearne Valley, and the Magna Centre were viewed as leading the way for sustainable employment and a wide range of activity in social and environmental regeneration was seen as leading to improved social well-being. However it was recognised that prospects for the future rested on a clearer vision for longer-term regeneration, development of areas outside the Town Centre, and plans for resourcing following the ending of funding streams from 2006.

A Regular Performance Assessment of Environment in 2004 noted the strengths of the Council's planning system, and the holistic approach to regeneration and strategic planning, addressing the integration of economic, environmental and social issues. The council's effective protection of the natural and built environment was also noted. However this assessment also detailed a number of weaknesses in integrating transport in the borough and linking new areas of employment, and plans for more sustainable transport. Transport is a sub-regional responsibility, but the Council will focus on this area as a specific priority.

Rotherham Council has achieved two Beacon Council Awards – one for 'Removing Barriers to Work' and one for 'Fostering Business Growth'. We are also currently short-listed for a further Beacon award for 'Supporting New Businesses' and 'Asset Management' (Check and update on status in April).

Two years ago, RMBC received a critical inspection of housing benefits. As a response an action plan was implemented and in the first year of the RBT partnership, a top (4-star) rating was achieved, and as a result of this rapid improvement, the service was one of only two selected nationally for a best practice review. Improvement continues with the average number of days to process a new claim falling to 23 days, well above the national standard of 36 days

Our Plans to make Rotherham Achieving

Rotherham will be a prosperous place, with a vibrant mixed and diverse economy, and flourishing local businesses. Inequalities between parts of the borough and social groups will be minimised. There will be an excellent town centre known for the high quality design of its public spaces and buildings, specialist and quality shops, markets, and cultural life for all age groups. There will be a wide choice of sustainable transport. Villages and rural areas will be revitalised and provide wonderful quality of life amongst Rotherham's beautiful countryside.

| Our Priorities | | Our objectives – we will |
|--|---|--------------------------|
| A Prosperous place | <ul style="list-style-type: none"> Support the development of a volunteer bureau and volunteering, and the involvement of RMBC staff, to achieve 300 active volunteers by 2010 Achieve 150 new Inward Investors (including local expansions) by 2010 Reduce to and maintain a 7% floor space vacancy rate of industrial and commercial property by 2010. Increase the average weekly wage to achieve the national average by 2010 | |
| Minimising inequalities | <ul style="list-style-type: none"> Increase the employment rates of disadvantaged areas and groups in line with the regional average by 2008 and in line with national average by 2010. Ensure that 7% of all new housing will be deemed affordable housing by 2010. Support at least 50 social enterprises by 2010 contributing to increased wellbeing in most disadvantaged areas and groups. | |
| A Vibrant mixed and diverse economy and flourishing local businesses | <ul style="list-style-type: none"> Increase the rate for new business survival rates from x in 2004 to X by 2010 Increase the number of graduates per population to x in Rotherham by 2010 Increase the number of new start-up businesses accommodated in Council businesses and managed work space units to X | |
| An excellent town centre | <ul style="list-style-type: none"> Ensure that a significant proportion of the Town Centre Master Plan is developed and implemented by 2010 Reduce vacancy rate of Town Centre premises to 5% by 2010 Increase footfall in the Town Centre by 5% per annum up to 2010 Improve user satisfaction of the Town Centre to achieve 75% by 2010 Bring in £20m of additional external funding for improvements in culture and leisure facilities, including a new cultural centre and town centre swimming pool by 2010 | |
| Sustainable Transport | <ul style="list-style-type: none"> Deliver the Local Transport Plan by 2010, creating an accessible, integrated, sustainable transport system for economic, social and environmental well-being Develop and commence implementation of a light rail system by 2010 Ensure 90% of residents can access employment opportunities by public transport within 30 minutes by 2010 | |
| Revitalised rural areas | <ul style="list-style-type: none"> Conserve rural areas to meet locally identified needs, including transport, shops, enterprise and financial services and readily available one-stop access to all council services by 2010. Develop and accord with parish councils to improve service delivery and communication with parish councils by 2005 | |

ROTHERHAM ALIVE

Context and challenges

“Rotherham will be a place where people feel good, are active, live life to the full, and have fun. Rotherham will celebrate its history -building on the past, and creating and welcoming the new. People will be able to express themselves and be involved in many high quality cultural, political, artistic, physical and creative activities. The media, arts and literature will flourish. People will enjoy good health and live healthy lives. As a society we will invest in the next generation.”

- National policies such as the Choosing Health: Making Healthier Choices Easier White Paper and the Shared Priority 'Promoting healthier communities and narrowing health inequalities paves the way for an increased and enhanced role for local authorities in promoting healthy life styles and providing an environment where people can enjoy their lives to the full.
- Good progress has been made in improving and health and reducing inequalities. Teenage pregnancies are down and life expectancy has improved for both men (up to 75.2) and women (up to 76.4) for example.
- The Borough however continues to perform poorly on most of the key health related measures with life expectancy and its proportion of its population with long-term limiting illness, teenage pregnancy rate together with deaths from heart disease, circulatory disease and various cancers all higher than the national levels for example. In a recent survey 29% of people in Rotherham considered that their health was only 'fair' or 'poor'.
- There are marked local variations in health, with people in the less disadvantaged neighbourhoods living an average eight years longer than those in the most disadvantaged neighbourhoods. Over 20% of the Borough's neighbourhoods are within the top 10% most deprived population nationally suffering from health deprivation official figures show.
- Rotherham has an ageing population, with the number of people aged over 75 expected to rise considerably (up 68%) over the next 25 years. The majority will enjoy good health and activity; for some the extra years will be happy, but not for all. Dementia, arthritis, hearing and vision problems and diabetes are some of the chronic conditions that are on the increase as Rotherham's population ages.
- Poor life-style is a growing issue. The latest lifestyle survey shows that 34% of residents are overweight, with 17% classified as obese. 48% did no regular moderate or strenuous exercise, 35% did not eat any fruit or vegetables on a regular daily basis and 25% were smokers.
- Rotherham has a strong cultural, creative and artistic heritage, which contributes to be improved with developments such as Magna, Rother Valley Country Park and Clifton Park Museum. However, participation and satisfaction levels are relatively low. The latest customer satisfaction survey shows satisfaction with museums and galleries falling to 37%. Participation in cultural activity at 12.7% of households in 2003 is well below the national (20%) and Yorkshire and Humber average (16%). Investment in new facilities, such as a town centre theatre and swimming pool, are key to addressing this.
- Nationally and locally there has been a major focus on building on delivering an excellent start to life through initiatives such as Sure Start, the development of Children's Centres and the expansion of nursery provision.
- Paragraph about substance misuse

What you told us

- to be inserted following consultation

The Current Position

Our Performance

Raising everyone's quality of life is a core element of this Corporate Plan. Providing facilities to enable people to have active lives has been a challenge for the Council over recent years., and presently, we know we need to make steps to increase the number of people visiting the borough's libraries, museums, leisure and play facilities. For example, we will be looking to raise the number of visits to libraries from 5,000 per 1,000 population in 2003/04, and the number of swims above 3,300 per 1,000 population.

This will be possible by an ambitious development plan for culture and leisure services in Rotherham, involving completion by 2008 of a strategic and sustainable network of indoor sports facilities and the modernisation of the Clifton Park Museum. With the refurbishment of some key facilities, we will be looking to see major improvements in customer satisfaction with the facilities (with by 2007 70% of people being satisfied with libraries, 70% with parks, at least 54% with sports and leisure and 46% with arts and museums). A new town centre theatre and library, and swimming pool are planned as part of the town centre masterplan.

External views

Quality of life issues have been assessed in a Regular Performance Assessment of Culture in 2004. A key area which needs tackling by the Council is the promotion of benefits of cultural activity to increase participation, well-being self-esteem and lifelong learning, more 'joined up' working in relation to services to young people and raising the profile of culture and leisure in the authority. A clearer strategy for health promotion is needed. However, the range of potential facilities available to Rotherham people, including green spaces, the refurbished museum and arts and sports development services are noted as a strength for future improvements. The award of Charter Mark to the Libraries service in 2004 was a clear indication of the high standards of service libraries can provide to the community.

The Inspection of Children's Services of 2004 noted that children and their families received health care, education and other services which promoted children's life chances and were responsive to their needs. Two key national children's priorities under the government's 'Every Child Matters' initiative are 'Health' and 'Enjoyment & Achievement' and the Council will be progressing actions to give young people the best start in life through its Children's and Young People Services.

The Inspection of Regeneration noted that there are encouraging examples of success in delivering improved social regeneration, which recognises community well-being and the impact of culture and leisure activities on regeneration. A joined-up approach to improving quality of life will therefore be of key importance to Rotherham MBC over future years of the regeneration of the borough.

Our Plans to make Rotherham Alive

Rotherham will be a place where people feel good, are active, live life to the full, and have fun. Rotherham will celebrate its history, building on the past and creating and welcoming the new. People will be able to express themselves and be involved in many high quality cultural, political, artistic, physical and creative activities. The media, arts and literature will flourish. People will enjoy good health and live healthy lives. As a society we will invest in the next generation.

| Our Priorities – we will | |
|--|---|
| <p>People will feel good</p> | <ul style="list-style-type: none"> • Ensure xx% of Rotherham population feels that the Council makes a positive contribution to improving their quality of life by 2008 (baseline to be set during 2005/06) • Ensure that by 2010 95% of adult residents and young people who participate in cultural activity state that it has a beneficial impact on their quality of life • Deliver an Older Person's Strategy by 2010 in order to raise the cultural and civic participation of older people by x% and thus improve well-being • Reduce inequalities in health by 10% by 2010 as measured through infant mortality and life expectancy at birth • Increase the percentage of people satisfied with the quality of their local environment to 80% by 2010 |
| <p>Active people who live life to the full</p> | <ul style="list-style-type: none"> • Provide state of the art leisure facilities across the borough by 2010 • Increase the numbers of individual sessions in Rotherham's swimming pools from 700,000 in 2003-04 to 875,000 in the first full year of operation of the Borough's new network of pools, and just under a million a year by 2010 • Increase the number of adults and young people aged 16 and above who participate in at least 30 minutes of exercise 3 times a week to xx% by 2010 • Ensure that by 2010 the profile of cultural facilities users matches the local population profile • Achieve 26,800 attendances per 1,000 head of population a year to cultural facilities by 2010 • Develop in partnership with local groups and schools, major community arts, media and heritage projects and facilities in at least 5 areas by 2010 • To increase the number of people who are receiving direct payments by 250% by 2010. • Increase the number of people accessing intermediate care and rehabilitation services by 30% by 2010 • Reconfigure residential services for older people by developing 3 residential care homes, 3 resource centres and 3 Extra Care Housing facilities by 2009. • Improve the percentage of all journeys made by walking and cycling by X |
| <p>Celebration of our history and cultural, artistic and creative activities</p> | <ul style="list-style-type: none"> • Provide state of the art facilities through a new Arts Centre, Theatre and Central Library by 2010 • Increase the number of creative industry new businesses by x% each year • Support development of radio station for Rotherham and new media initiatives at community and borough level, ensuring inclusion of opportunities for hard to reach groups • Develop and promote Rotherham's woodland estate to increase usage by 100% by 2010 • All Libraries, museums, leisure facilities and major parks to achieve national standards for these services by 2010 |

| | |
|--|---|
| <p>Good health and healthy lives</p> | <p>Work with partners to:</p> <ul style="list-style-type: none"> • Reduce under 18 year old conception rate in Rotherham to 28.3% by 2010. • Reduce suicide rates to xx per thousand by 2010 • Increase the percentage of schoolchildren who eat 5 portions of fruit and vegetables each day to xx% by 2010 • Reduce the % of obese children under 11 by x% each year • Reduce the % of children and young people who smoke to xx% by 2010 • Reduce the proportion of under 25s who use illegal drugs by X% by 2010 • To improve the protection of health by work with the Health Protection Agency and Primary Care Trust to prevent infections, disease, food related illness, disabilities, and early deaths. Target to be set within the Public Health Strategy 05/06 [need more clarity] • Continue to implement winter and fuel poverty warmth programme to ensure ill health prevented and hospital admissions reduced related to hypothermia • Improve health outcomes for people with long-term conditions through work with the Primary Care Trust to improve care and support and housing conditions • Provide a range of high quality play facilities for children by January 2007 • 45% of Looked After Children participate in a cultural or sporting activity by 2008. • Reduce the number of adult admissions to long term care to 85 per 1,000 people by 2010. • The waiting time for an assessment of need to be undertaken will be a maximum of 1 month by 2010. • Adult and Older Clients receiving a review as a % of adults clients receiving a service will be 100% and such reviews will take place at least annually (unless circumstances dictate a review quicker) by 2010 |
| <p>Investment in the next generation</p> | <ul style="list-style-type: none"> • Continue to support and develop Sure Start activity and mainstream successful initiatives to all areas of deprivation in Rotherham by 2010 • Ensure that the Voice and Influence programme is developed and resourced to ensure a flourishing youth cabinet and organisation which are able to influence the Council's Local Strategic Partnership and other partners to respond to children's and young peoples needs • Ensure that all new parents have access to <u>positive parenting classes and Family Learning by 2008</u> |

Context and challenges

“A place where neighbourhoods are safe, clean, green and well maintained, with good quality homes for all, and accessible local facilities and services. There will be attractive buildings and public space; peaceful and thriving communities free from crime, drugs and fear of crime and anti-social behaviour. Environments and people will be protected and nurtured, children will be safe from harm and neglect, a preventive approach will be taken to minimise crime, accidents and hazards; and to further strengthen resilience and thus safeguard all Rotherham citizens.”

- Community safety, decent housing and the local environment are key priorities nationally, and are consistently identified through local research and consultation as significant areas of concern for Rotherham residents.
- The Government's flagship 'Sustainable Communities Plan: Building for the Future' programme is one of the most significant Government developments for many years. It offers major opportunities to the Council to ensure that all social housing is decent, improve open spaces and parks, tackle pockets of low demand housing and abandonment, improve design quality and the street scene and create safe communities.
- Government Bills such as Building Communities, Beating Crime together with the Shared Priority 'Safe and Strong Communities' reinforce local authorities key role and contribution in addressing crime and anti-social behavior, through for example wardens, CCTV, better design and joining-up of agencies services and activities.
- Crime rates in Rotherham are relatively low (4th lowest of 36 metropolitan authorities) but burglary and vehicle crime are above the national average. There are also 'hot spots' where rates are very high. Fear of Crime at 27% is falling (down from 51% in 2002) but remains a major concern of local people. A recent customer satisfaction survey identified crime as the top thing local people would most like to be improved.
- Consultation and research shows that most people in Rotherham are satisfied or fairly satisfied (63%) with the area in which they live. However this is not uniform across the Borough, and satisfaction rates vary considerably between communities from 76% to 58%.
- A major challenge will be the maximization of the opportunities presented as a result of the 'Decent Homes' investment and the Housing Market Renewal Pathfinder. The majority (78% in 2003) of the Council's housing stock is non-decent, and a small but significant number of the Borough's overall housing stocks are at risk of low demand and abandonment.
- Rotherham's housing stock is amongst the most affordable in the Country but steeply rising house prices relative to incomes means that home ownership is increasingly becoming more difficult for some people.
- In future years there will be a significant increase in the demand for new homes, mainly fuelled by an increase in one-person households, which are forecast to grow by 7,000 by 2012.
- Rotherham has a good built and natural environment with many good quality open spaces, listed buildings of national significance and plants and wildlife that are important for local biodiversity. Much of open Rotherham is protected through its Green Belt designation. A Green Spaces Strategy will be implemented to raise the profile and develop the usage of Rotherham's open spaces.
- Local surveys show that protecting and enhancing this good built and natural environment to be a top priority for local people. At 70% (2003/04), satisfaction with parks and open spaces is high and improving (up from

62% in 2000/01). Satisfaction with cleanliness of public land has improved significantly, from 46% to 58% in the three years from 2001 to 2004.

- The Civil Contingencies Bill provides local authorities with major new responsibilities and duties for avoiding, preparing for and dealing with emergencies and civil contingencies.
- Drug abuse is a major concern, and there has been a focus on support for drugs users. This has made real progress with increasing numbers of drug users seeking treatment.
- The Council has a responsibility to ensure a high quality in design and construction of its buildings to create a good legacy for succeeding generations.
- The Council will ensure that its own transport is safe, effective and efficient.

What you told us

- to be inserted following consultation

The Current Position

Our Performance

The Rotherham Partnership has set reducing the fear of crime as a key indicator in its Community Strategy. To date, the percentage of people 'very concerned' about being a victim of crime has halved (from 51% in 2002). Additionally, there are a series of challenging targets in Rotherham's local PSA with Government focused on community safety issues. These include reductions in people killed or seriously injured on Rotherham roads (down to 127 in 2003), the number of burglaries (down to 2046 in 2003-4 from 2681 in 2002-3). A further LPSA (Local Public Service Agreement) target concerns the number of problem drug users in treatment programmes. The 2003-4 target of 722 was not met, and the issue will be a future priority for the Council and its partners.

The Council contributes to the aim of making Rotherham Safe through a number of services, and performance levels for key activities include:

- A revised stock condition survey identified that 78% of Council homes were not meeting the decency standard at 1 Apr 2003. The challenge to bring homes up to this level by the Government target by 2010 will be a key objective to improve the environment of local estates further.
- In terms of creating stable and safe communities, re-let times for our Council houses has reduced from 22.84 days in 2003-4 and is forecast to be down to 16 days in 2004-5. This is a dramatic improvement on recent years (re-let times were 98 days in 2001-2). Furthermore the % of new tenancies that last more than 12 months is now forecast to reach 98%, which again is a measure of the stability of our communities.
- Effective regulation, waste management, maintenance of the highway infrastructure and emergency planning all contribute to a safe environment, and all are extensively measured through local and national Key Performance Indicators.

External views

The ALMO (Arms Length Management Organisation) 'indicative' inspection of October 2004 found that Rotherham's estates were clean and tidy, free of litter and graffiti mainly due to high quality service provision through Streetpride. It was also found that there is a wealth of positive community-based safety initiatives such as neighbourhood wardens but that the Council's approach to planning and handling reports of ASB needed development, especially as crime and anti-social behaviour is a matter of highest concern for residents.

The Repairs & Maintenance inspection of April 2004 noted a well developed and managed decent homes programmes (with over 3000 homes brought up to the standard since 2002), although there was a higher level of properties requiring work to meet the standard than expected. Additionally voids were re-let quickly and to a very high standard, which supported stable communities.

The inspection of Waste Management services, rated 'good' in October 2004, noted in particular efficient and effective refuse collection and street care services, and exceeding statutory targets on street cleanliness and recycling, although there was a need to set targets to reduce fly-tipping, dog fouling and graffiti.

In addition the Council has undertaken a number of independent Scrutiny Reviews which have informed the implementation of a Domestic Violence Policy, the design of the Streetpride initiative, the strategy towards Housing-related Anti-Social Behaviour and off-road motorbiking and related vehicle nuisance.

Our Plans to make Rotherham Safe

A place where neighbourhoods are safe, clean, green and well maintained, with good quality homes for all, and accessible local facilities and services. There will be attractive buildings and public space; peaceful and thriving communities free from crime, drugs and fear of crime and anti-social behaviour. Environments and people will be protected and nurtured, children will be safe from harm and neglect, a preventive approach will be taken to minimise crime, accidents and hazards; and to further strengthen resilience and thus safeguard all Rotherham citizens.

| Our Objectives – we will | |
|--|--|
| Our Priorities Safe, clean, green and well-maintained neighbourhoods | <ul style="list-style-type: none"> • Increase the percentage of residents with high or acceptable levels of satisfaction with the cleanliness of the streets to 95% by 2010 • Increase the percentage of residents with high or acceptable levels of satisfaction with the condition of highway and footpaths to 80% by 2010 • Deliver a clear set of overarching customer defined neighbourhood standards by 2006 which will help ensure the delivery of safe, clean and green neighbourhoods [revised and improved annually] • Increase opportunities to recycle and minimise waste creation through the development of the waste management partnership resulting in an increase in recycling rates to 35% by 2008 and further improvements to 2010 |
| Decent homes for all | <ul style="list-style-type: none"> • Achieve a good (2 star) ALMO Housing service in terms of cost, efficiency and service delivery by 2005 and look to achieve an excellent (3 star) service by 2006 to draw down funding to deliver decent homes • Achieve the Decent Homes Standard for all council properties by 2010 • Ensure that all Council properties achieve secured by design standards by 2010 to reduce domestic burglary |
| Attractive buildings and public space | <ul style="list-style-type: none"> • Have reviewed all conservation areas by 2010 • Have adopted a supplementary planning document of design by 2010 • Ensure 80% of public buildings are accessible to disabled persons by March 2010 • Ensure high quality design and construction of the Council's new building work |
| Streets free from crime, drugs and fear of crime | <ul style="list-style-type: none"> • Set up and support warden or CCTV schemes in all 'hotspot' neighbourhoods identified in conjunction with the police • Have the lowest overall crime rates for all metropolitan areas in Yorkshire and the Humber by 2010 • Business crime [EDS to provide] • Establish a joint intelligence protocol with the police working on shared boundaries and resources to target more effectively and to reduce crime and anti-social behaviour • Reduce by [50 per cent] the incidence of anti-social behaviour reported to the council by 2007 and further improve year on year • Ensure that 75% of vulnerable people feel safe, or free from bullying and intimidation by 2010 |
| Environments and people protected and nurtured | <ul style="list-style-type: none"> • Reduce the number of bullying incidents in schools by 50% by 2010 • Provide xx additional units for emergency accommodation for victims of domestic violence within the borough by March 2007 |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Reduce the number of re-registrations on the Children Protection Register to 15% by 2008. • 80% of children under 16 who have been looked after for 2.5 or more years will have been living in the same placement for at least 2 years, or are adopted. |
| <p>Accidents and hazards minimised</p> | <ul style="list-style-type: none"> • Reduce the number of people killed in road traffic accidents by 10% each year • Ensure the Council's own transport is well maintained, safe, effective and efficient • Ensure the borough has high quality emergency planning procedures which are recognised as best practice by 2010 |

Context and challenges

“Rotherham people and pride in the borough are at the heart of our vision. Active citizenship and democracy will underpin how Rotherham works. Equalities and diversity will be highly valued. We will be renowned for our welcome, our friendliness and commitment to the values of social justice. Rotherham will be a caring place, the most vulnerable will be supported. Rotherham will be made up of strong, sustainable and cohesive communities, both of place and interest, and there will be many opportunities to be involved in civic life and local decision making.”

- National policies such as Civil Renewal Bill and Freedom of Information Act together with initiatives aimed at promoting E-Government and different forms of voting have offered greater opportunities for local people to participate in and shape the Council’s decision making processes, and for neighbourhoods, parishes, voluntary and community sector to influence and deliver local services.
- At the last local election in 2004 the turnout was relatively high at 43% but was down from the turnout of 51% in the 2003 local elections. The number of people registering to vote is falling, and at a rate well above the national average.
- The number of people involved in local community and voluntary organisations is increasing up to 22% in 2004 (from 20% in 2002). However to achieve a vibrant and sustainable communities, a voluntary sector that plays a major role in improving Rotherham’s quality of life, there is a need to increase the number of volunteers in the borough through a supported and consistent approach to encouraging volunteering.
- In a recent survey, when asked to what extent the Council takes notice of the views of members of the public more people disagreed with the statement that they could influence decisions affecting their local area (39%) than agreed (28%).
- Rotherham has one of the highest rates of its population acting as unpaid carers to family members, friends, neighbours or others. At 12.2% the 2001 Census shows that it is 14th highest in the Country.
- In recent years there has been a major and on-going shift in national policy towards Older People. There has been a move away from focusing public services on the most vulnerable people (only 15% of the older population), and towards a broader approach and enables all older people to remain as independent for as long as possible and live their lives to the full.
- Rotherham has one of the highest rates of its population acting as unpaid carers to family, friends and neighbours. At 12% in 2001 it was the 14th highest in the Country.
- Rotherham’s ageing population coupled with the high levels of ill-health (22.4% of the population suffers from long-term limiting illness; compared to 17.4% nationally) will have major implications for future and health and social care.
- The perception of the Borough is generally low or poor. In a recent consultation exercise local people were asked to select one of five statements which best described their opinion of Rotherham - 31% thought that Rotherham was best described as "a place still struggling to overcome the decline in its traditional industries and its many social problems". The majority were, however, more cautiously optimistic and there was some feeling that difficulties that the area has suffered in the past are being overcome, although gradually.
- Much of south and west of Rotherham is integrated functionally with Sheffield, and looks to the City for leisure, retail and cultural opportunities.

- The image of the borough from an outside perspective, whilst improving, can still be negative due to its historic role as an old industrial town. Sharing and engaging Rotherham people in the regeneration of the Borough and ensuring successes and improvements are well communicated will contribute to how proud people feel of where they live.

What you told us

- to be inserted following consultation

The Current Position

Our Performance

The work of the Council is central to making people proud of Rotherham. Overall satisfaction levels with the Council overall are reasonable. Between 2000/01 and 2003/04 the level increased by 1 percentage point to 55%, in comparison with a 10 percentage point decline in satisfaction with Councils nationally. Rotherham's rate is equivalent to the national average, and above the All Metropolitan Borough's averages, but there is much to be done in increasing the positive view of Rotherham people with the Council and with the borough. This will build on the significant increase in the level of satisfaction with household waste collection, parks and open spaces and cleanliness.

The Council supports, amongst other 'pride' initiatives, a Youth Council, Citizens Panel and many community organisations and local quality of life indicators will need to be set to properly assess how people can influence decisions and get involved in the life of the borough.

In terms of being a caring place and providing care services to sections of the community, notable progress has been made in the Council's efforts to support adults with mental health, learning and physical disabilities to live at home independently, but future stretching targets for providing home care for older adults may need to receive renewed attention through the Council's Older People Strategy. Preventative work is reducing the actual numbers of looked after children in the borough (down to 6.2 per 1000 children) and to look after children through fostering and adoption services, but again focus will need to be maintained during the period of the Corporate Plan and through the integration of Children's Service under the Government's Every Child Matters agenda.

External views

The Regeneration inspection of May 2004 (resulting in a 2* good rating) noted that the Council's wide range of activity in social and environmental regeneration has led to increased social wellbeing, but recommended that community leadership is strengthened and coordination of community-based plans improved. An external Audit of Democratic renewal and an internal review of the Democratic process have set out various recommendations for improving people's involvement in decision-making.

The overall Commission for Social Care Inspection performance review report for Rotherham Social Services in 2004 noted several key issues including that:

- The numbers placed for adoption is showing year on year improvement and continues to be an area of strength for the Council
- Hard work has taken place to reduce the rates of teenage pregnancy
- Outcomes for care leavers have been improved through the council's work with partner agencies
- A main focus for the Council in services to adults is on promoting independence and choice
- There are examples of innovative work in employment schemes for people with learning disabilities, development of mental health services and timely provision of services to people following assessment.

However the Commission for Social Care Inspection also note some key areas for improvement which are key to this Corporate Plan. These include:

- Modernisation of day services so that users are provided with increased choice and control over the services they receive
- Investment in mental health services need to continue to ensure outreach and intervention
- The take up of direct payments needs a significant promotion to increase take-up and again increase independent living

Our Plans to make Rotherham Proud

Rotherham people and pride in the borough are at the heart of our vision. Active citizenship and democracy will underpin how Rotherham works. Equalities and diversity will be highly valued. We will be renowned for our welcome, our friendliness and commitment to the values of social justice. Rotherham will be a caring place, the most vulnerable will be supported. Rotherham will be made up of strong, sustainable and cohesive communities, both of place and interest, and there will be many opportunities to be involved in civic life and local decision making.

| Our objectives | |
|--------------------------------------|--|
| Our Priorities | |
| Pride in the Borough | <ul style="list-style-type: none"> • Increase the % of residents who are satisfied with overall services provided by the council to 60% by 2007 and to be above national average by 2010 • Increase the positive perception of local people to xx% by 2010 • Improve the % of people satisfied with their area as a place to live to xx% by 2010 • Increase the population of the borough by 5% to 2010 [EDS to add] |
| Citizenship & Democracy | <ul style="list-style-type: none"> • Increase the turn out rate at local elections by 10% compared to the position pre-postal elections • Increase the % of schools having democratically elected school councils to xx% by 2010 • 100% of secondary schools to have elected representatives on the Rotherham Young People's Parliament by 2010 • Ensure participation of local community groups is representative of the local population by 2010 • To increase the involvement of children and their families in the planning, delivery and review of services to 95% by 2008. |
| Supporting Vulnerable People | <ul style="list-style-type: none"> • Provide a good (2 star) Adult Social Services in terms of cost, efficiency, service delivery by 2006 and look to achieve excellent (3 star) by 2010 • Reduce the number of vulnerable people by 5% each year for key client groups (eg homeless, domestic violence, substance misuse, teenage pregnancy) • Maintain the top quartile performance in helping the number of older people to live at home by 2010 • Reduce the number of children in the top 20% most disadvantaged wards living in workless households to xx% by 2010 • Reduce the number of children who are bullied or who experience harassment to below the national average by 2010 • Develop an overall Borough wide strategy for Older People by August 2005. • All carers assessed and reviewed in the year as a % of people assessed who have a carer will be 100% by 2010. |
| Strong Sustainable Communities | <ul style="list-style-type: none"> • Increase the number of people who participate in community organisations to 25% by 2010 • Help establish a range of effective, sustainable community organisations within the most deprived parts of the borough by 2010 |
| Involvement in local decision making | <ul style="list-style-type: none"> • Increase the involvement of the elderly, young and Black and Minority Ethnic groups to ensure that everyone is at the heart of decision making by 2007 • Deliver new local area agreement/compacts using intelligence from the community planning framework by 2006 • Establish a range of networks for all communities of interest to ensure participation in local decision making |

- Increase the % of people who feel they can influence decisions in their local area to xx% by 2010
- Establish new area assembly models within the framework of the Local Strategic Partnership which clearly links to the council's democratic decision making process by 2006

Context and challenges

“Ensuring all development is sustainable, does not harm the environment or people both now and for the future.”

- Through national obligations such as the duty to take into the account the elements of Local Agenda 21 in the preparation of the Community Strategy councils have been given a key role and responsibility to ensure sustainable development at the local level.
- The delivery of sustainable development under-pins all the themes of the Corporate Plan. For example the maintenance of high and stable levels of economic growth is a key theme of Rotherham Achieving. This section focuses on the other key aspects of sustainable development not covered elsewhere in the Plan.
- Air quality in the Borough is generally good. There are however a few pockets of poor air quality. Increases in road transport are identified as the key contributor to these pockets of poor air quality, especially adjoining the M1 and the M18.
- Recent years has seen a dramatic increase in the level of recycling in the Borough up from less than 4% to over 15% in three years. However, much of the Borough’s waste still continues to be disposed of in land fill sites. Legislation such as the European Unions’ Landfill Directive will place significant constraints on the Council’s ability to dispose of waste in landfill sites.
- The Borough’s natural environment is one of its greatest assets. The vast majority of the Borough is open in nature, and agricultural is by far the greatest land-use. Much of the Borough is designated as of national significance including Green Belt, Ancient Monument and Sites of Special Scientific Significance that need to be protected and enhanced.
- The Council’s record in reducing emissions of greenhouse gases is amongst the best of any local authority in the Country, and is one of a few to have all its electricity needs met from electricity generated from “green” sources. Rotherham and the wider Region however is not on track to meet its targets and it is forecast that there will be an overall rise in carbon dioxide emissions over the period 1990 to 2010 without further action. Increases in road and air traffic are identified as key contributors to current and forecast emissions.
- National and Regional policy reflect the need to increase the use of ‘brownfield’ land to accommodate new development. They set a high target of 60% of all new housing developments in the Borough to be built on ‘brownfield’ land over the next few years.
- Both national and regional policies require more sustainable building practices to improve the energy and environmental standards of new development. This also requires new housing to be built at a much higher density than previously.
- Car dependency is increasing leading to more congestion and pollution, and constraining economic growth. The latest customer satisfaction survey shows that over 62% of people think that the level of traffic congestion has got worse over the last 3 years (just 4% think it got better). This will worsen with Regeneration of Rotherham generating more economic activity and indeed increases in population.
- Interest in protecting the environment has been enhanced through encouraging local environmental projects in schools and the community. Encouraging residents to take more

responsibility for their environment will be achieved through more effective community planning and local involvement.

What you told us

- to be inserted following consultation

The Current Position

Our Performance

The Council focuses closely on sustainability issues through its Best Value Performance Indicators. Our performance on key indicators has been encouraging in recent years, for example the % of household waste which has been recycled has risen from 10% to around 14% from 2003/4 to 2004/5, mainly due to new facilities such as Household Waste Recycling Centres.

A national priority is the development of new homes built on previously developed land. We are working towards the current 60% target, but a review of housing policies in the Local Development Framework will allow a reconsideration of priorities over future years.

External views

In 2004, Rotherham has received some positive messages from external bodies. The Regeneration Inspection noted that improving the environment is an important factor in regenerating neighborhoods and Rotherham residents have seen positive change. 'Streetpride' has been a very visible initiative to devolve responsibility and delivery of council environmental services to a more local level". Additionally it was stressed that successful improvements have been made to the public spaces in Rotherham town centre, but these have had limited impact on a number of buildings that are unoccupied and becoming run-down, despite their intrinsic historic and architectural value.

The council was commended for supporting a range of local environmental projects, including renewing and improving habitats for migrant birds in former coal workings; providing match funding from its own resources to applicants for funding to fund such projects as country park access, Swinton heritage trail and Wath skate park; and commissioning services from the Groundwork Trust.

The Waste Inspection noted the efficient refuse service that is accessible and responsive to users, there has been a reduction in the amount of municipal and household waste, supported by an extensive recycling infrastructure. The Council also won an award for most improved score in the Business In the Community Environment Engagement Index survey in 2003 and in 2004 came 4th in the local authority sector.

Our Plans to ensure Sustainable Development in Rotherham

Ensuring all development is sustainable, does not harm the environment or people both now and for the future.

| Our objectives – by 2010 we will | |
|---|---|
| Our Priorities | |
| The Environment | <ul style="list-style-type: none"> • Be the best performing by Introducing a green waste collection service for all households [x thousand] by December 2006 • Introduce a range of waste minimisation initiatives so that a maximum of 60% waste goes direct to landfill Achieve 50% increase in recycled waste arising from Council Buildings • Increase the Energy Efficiency rating of local authority homes from X% to Y% • Continue to ensure that 100% of Council buildings are supplied by green electricity • Increase the percentage of new homes built on previously developed land to 60% by 2010 • Reduce Carbon Dioxide emissions per square metre of Council properties by X% • Increase the number of days when air quality is moderate or higher from X to Y • Increase the percentage of sites of special scientific interest in favourable condition from X to Y |
| | <ul style="list-style-type: none"> • Increase the percentage of river lengths that are good or fair biological quality from X to Y |
| | <ul style="list-style-type: none"> • Contributions to economic regeneration, reducing inequalities, sustainable communities and transport are elsewhere in the Plan |

Context and challenges

“All individuals in Rotherham will have equality of opportunity and choice. We will treat each other with fairness and respect, and our diverse needs and qualities will be understood and valued. Rotherham will actively challenge all forms of prejudice and discrimination and ensure that all the priorities encompass an equalities approach.”

- With a population of around 251,500 Rotherham Borough comprises a diverse and vibrant mix of people, cultures, and communities. 52.10% (by area) is rural and the rest is urban. According to the 2001 Census, 96.9% of Rotherham’s population is white, with 3.1 per cent of the population from black and minority ethnic communities. The largest black and minority ethnic group is Pakistani at 1.9%. The Census revealed 6 major different faiths and 15 different ethnicities, including Kashmiri, Chinese, Yemeni, Indian, and West African.
- Rotherham also has other significant communities of interest including disabled people, travellers, and a Gay, Lesbian, Bisexual and Transgender community. There is a wide range of other lifestyles, experiences and backgrounds, which we would wish to see acknowledged and celebrated.
- Promoting equality of opportunity, reducing inequalities, challenging discrimination and prejudice, and promoting good community relations is now firmly part of the Government’s modernising agenda for the public sector. All councils are expected to place issues of fairness at the heart of policy and decision making, and using their civic leadership role demonstrate their commitment to an increasingly diverse population with varying needs.
- Legislation is increasingly underpinning the fairness agenda with recent extensions to the race relations and disability discrimination law, new laws on religion, belief and sexuality, and proposed new laws to outlaw discrimination on the grounds of age. Coupled with existing legislation on race, gender, disability, Human Rights, and equal pay, the fairness agenda is a key theme of activity that the Council must address over the forthcoming years.
- In Rotherham, we have a long history of welcoming, and integrating diverse cultures, faiths and communities into the Borough. We believe that each and every one of those who choose to come to Rotherham alongside those who are born here can make a rich contribution to the sustainability of the area, both economically and socially. However we are aware that there are people in our Borough who fear harassment and persecution. There are communities, which feel, disadvantaged and unheard, and there are levels of misunderstanding between those of different age, class, sexuality, geographical location, race, faith and culture. There is a need to develop infrastructures to support communities of interest, several of whom do not have organisations that represent them.
- Rotherham ranks as the 63rd most deprived districts nationally using the Government’s 2004 Index of Multiple Deprivation. Thus reducing inequalities in income, employment, health and disability, education skills and training, barriers to housing and services, the living environment and crime are key challenges for the Council to overcome with its partners if we are to ensure no one is disadvantaged because of where they live or the community they belong to.
- Approximately 52% of the population are women and issues such as domestic violence, safety, affordable childcare, teenage pregnancy, and access to health services, housing,

and employment and training, are gender specific issues which the Council needs to address.

- We acknowledge the need as a local authority to be close to the communities we serve. This means understanding the needs and wishes of the people we are serving and delivering services appropriate to them. Fairness means ensuring that all communities have equal opportunity to influence in local decision-making and access to employment and services. All communities have a diversity of views and interests within them. When making decisions, the Council needs to weigh those different views and demonstrate to local people how they had an influence.

What you told us

- to be inserted following consultation

The Current Position

Our Performance

- Much work has been done to research, understand and map patterns of deprivation and inequality in Rotherham. This has enabled the Council and its partners to take to focus action and resources on key interventions to meet the specific needs and priorities of communities of interest.
- We have delivered against all 10 Neighbourhood Renewal Floor targets. This means that we have, for example: increased the employment rates of groups such as lone parents and ethnic minorities; improved life expectancy and reduced number of people killed or seriously injured in road accidents; increased the percentage of pupils obtaining five or more GCSEs at A*-C; reduced the fear of crime; and made improvements in the standard of social housing available.
- Through our Reachout surveys we know that 45% of those surveyed agree that their local area is a place where people from different backgrounds get on well together, and 58% agree that their local area is a place where people of different ages get on well together.
- The Council has worked with partner agencies, such as Rotherham Domestic Violence Forum, MAARI and the SRP, to increase the confidence of women and BME communities to report domestic violence and racial harassment. This has resulted in an increase in the number of reported incidents and improved multi-agency work to tackle the causes racial harassment and domestic violence.
- The Council has undertaken a wide range of research and engagement activities to understand the needs of the diverse population of Rotherham which has led to service improvements for example, identifying the needs of the local LGBT community, developing a BME Housing Strategy, and Voice and Influence work to ensure young people are able to influence the policy and decision making of the Council.
- Rotherham will introduce Civil Partnership Registration towards the end of 2005, which is a major step forward in recognising the legal status of same sex couples, and will build on our commitment to the Equality Standard

External views

The ALMO Indicative Inspection noted that the Council is responding to the diversity of its communities to ensure fair and equal access to lettings and that information is available in a range of different languages and formats. The Waste Management acknowledged that the service took into account the views of customers and stakeholders and responded to the diversity of the community by working in deprived areas to improve access to services. The Inspection of the Regeneration Plan noted that physical and environmental regeneration is fully integrated with social inclusion, to ensure the maximum outcome in improved wellbeing for residents.

In the recent Charter mark Award gained by our Library Services it was noted that we provided a good range of services to the local black and minority ethnic communities. Similarly the inspection of Waste Management noted we were meeting the needs of disabled people and had actively engaged in consultation with local residents to gain a more detailed understanding of customer needs with the aim of meeting the needs of different social and cultural groups.

The inspections have also pointed out areas for improvement. We need to take further action to develop our understanding of diversity, and strategies for involving and consulting with groups. Key recommendations include the need to focus on training in equalities and diversity, to improve monitoring information on ethnicity and to develop strategies which articulate the Councils agreed approach to specific needs within the borough e.g. from older peoples and BME groups.

In addition the Council needs to:

- Improve access to information and services
- Make consultation more inclusive of all population groups.
- Identify diverse needs and gaps in services.
- Ensure that monitoring and survey data is broken down by ethnicity, gender and disability
- Ensure consistency in service delivery and increase the representation of the workforce
- Work with partners and contractors to address equality agenda
- Develop an Interpretation and Translation Policy

Our Plans to make Rotherham Fair

All individuals in Rotherham will have equality of opportunity and choice. We will treat each other with fairness and respect, and our diverse needs and qualities will be understood and valued. Rotherham will actively challenge all forms of prejudice and discrimination and ensure that all the priorities encompass an equalities approach.

| Our objectives | |
|--|---|
| Our Priorities Equal Opportunities | <ul style="list-style-type: none"> ▪ Increase by 50% access and participation rates from homeless people, travellers, teenage parents, lone parents, and BME communities in training and employment opportunities by 2010. ▪ Increase the percentage of people from BME communities, LAC, lone parents, LGBT communities, and those on low incomes accessing sports, leisure, and green spaces by 50% by 2010. ▪ Increase by 50% the take up of: free school meals, Rothercard, income support, carers and disability benefits, and health benefits by disadvantaged communities by 2010. ▪ Increase participation in the Council's consultation exercises from all communities of interest by 50% by 2010. ▪ Increase the satisfaction of Ethnic Minority businesses with the Council in terms of (1) accessibility of contracts and (2) support from the Council in relation to business opportunities by 50% by 2010. |
| Access To Services | <ul style="list-style-type: none"> ▪ The Council's website will meet the RNIB national standards for website accessibility by 31/12/2005. ▪ Summaries of all key Council plans, documents and strategies will be available in Arabic, Chinese Farsi, French and Urdu and accessible in large print, Braille and audio cassette by 2010. ▪ All relevant Council owned buildings are accessible to disabled people by 2010. ▪ All communities are equally satisfied with the Council as a whole and with individual services by Programme Areas by 2010. ▪ Establish a partnership Interpretation and Translation service by 2007. |
| Tackling Prejudice & Discrimination | <ul style="list-style-type: none"> ▪ Increase in the number of people who report that their local area is one where people of different backgrounds get on well together by 50% by 2010. ▪ Increase the confidence within BME communities that the Council is dealing with racially motivated crime and disorder by 50% by 2010 ▪ Increase in the number of refuge places available to victims of domestic violence by 100% by 2010. |
| Ensuring all our priorities encompass an equalities approach | <ul style="list-style-type: none"> ▪ Fully implement the cross cutting theme of fairness in the Community Strategy by 2010. |

RMBC - An Excellent Council

Rotherham Council intends to work in the following ways in order to achieve the vision for Rotherham as set out in the Community Strategy and this Corporate Plan.

We will be....

- A learning council - which listens, learns and is progressive.
- An achieving council - demonstrating leadership and ambition for Rotherham. We will be effective and act and be regarded with confidence. RMBC will be a champion for the Borough and its people, we will be a talented council and provide inspiration to achieve the Boroughs goals
- A Council, which is alive - passionate and visionary. We will engage and seek to empower local people and partners. Our employees well being will be a key priority. We will be known as a fun and creative organisation.
- A safe council - demonstrating honesty and integrity in all that we do, we will be worthy of respect of local people and partners.
- A proud council - proud of the Borough, our work and our staff. We will operate democratically, transparently and accountably, and be inclusive and fair. We will be responsive and accessible. Our contribution within the borough will be recognised and valued.
- We will also ensure sustainable development and fairness in all of our work

Key Challenges Ahead

- In 2004, RMBC achieved a 'fair' rating, and was one point from 'good' in terms of the current Comprehensive Performance Assessment (CPA) system. However, Comprehensive Performance Assessment is becoming more stringent, and the council will therefore need to understand the new Comprehensive Performance Assessment inspection regime, notably the judgement of corporate **ambition, priorities, capacity and performance management**, and address issues raised in previous Comprehensive Performance Assessment and external inspections;

Ambitions

- The Council needs to ensure its profile remains high, and that the borough is marketed effectively. Rotherham Council will want to ensure that its values and priorities are reflected in all external planning and action that affects local citizens.
- Rotherham MBC has a significant procurement partnership through its relationship with Rotherham Brought Together (RBT). Council partnerships need to be maximised to ensure better deliver of services and efficiencies to free up funds for re-investing in priority areas e.g. through efficient purchasing and supply-chain management.

Priorities

- The Government's expectation around localisation of services and the engagement of communities will be even greater over the next few years. More encouragement is needed to utilise the private/voluntary sector in the delivery of services together with pressure to reduce cost of services; and more involvement by local communities in the design and delivery of services is expected to develop.
- Achievement of vision for the borough will draw upon community engagement and partnership working. Communities, (and staff) will need to be consulted more effectively and more involved in decisions and plans that affect them. Communities will have a greater influence in the design and delivery of services.
- As well as concentrating on improving quality of life and service provision in Rotherham, there is a need for the Borough to be more outward facing, and to be aware of and influential in its role within South Yorkshire and the Yorkshire and Humber region to ensure Rotherham benefits from the opportunities for improvement and funding and that Rotherham plays its part in lending its expertise to national regional and sub regional developments.
- As we are increasingly part of a more global economy and become more and more exposed to diverse, international, cultural influences, the Council wants to promote and benefit from international relationships, with communities and businesses.

Capacity

- Following on from the formation of RBT (Connect) Ltd set up to address a number of important issues the partnership has made significant in-roads which have started to address the transformation of the Council's services to customers. RBT is committed to work with the Council in providing high quality customer services – when and where required, providing efficient support services, allowing Council resources to be targeted to Customer 'front office' provision, making the Council more efficient and fit for purpose and to achieve Government targets in technology developments.

Performance Management

- The Government has directed that efficiency improvements and savings amounting to 2.5% of the Council's budget are to be found by local authorities each year.
- There is renewed attention on efficient use of resources and value for money in the public sector, and the Council's approach to financial management and mitigating risks will continue to be a priority. Council's need to demonstrate a stronger link between resources, spend and performance and an assessment of the impact on communities.

Current Performance

Ambitions

- The council is ambitious for Rotherham as demonstrated by a number of recent developments – Children Services, Private Finance Initiative (PFI) partnership with developers to build new schools, RBT strategic partnership, Local Public Service Agreement (LPSA) targets negotiated between the government and the Council to deliver stretching improvement targets, but ambitions and indicators for improving the quality of life need developing and mechanisms for assessing this at neighbourhood level/area level needs improving.
- The council has a good history of partnership working such as with, and through Rotherham Partnership, the Local Strategic Partnership. The council has worked with a range of other partners in developing longer term ambitions for Rotherham, for example to develop the Arms Length Management Organisation (ALMO), the construction partnership and through various Private Finance Initiative (PFI) schemes, and in the regeneration of the town centre.
- The Council through its partnership with RBT Connect Ltd has benefited from significant investment in its ICT infrastructure and technology, is seeing the transformation of its Customer services through the development of the Contact Centre and also efficiency savings through improved approaches to procurement.
- Councils with high Comprehensive Performance Assessment (CPA) scores perform well in communications and marketing. Rotherham MBC has strengthened its corporate communications team and will continue to focus on continuous improvement of communicating and marketing key messages about the Council and the borough.
- Understanding and shaping the council's ambitions around diverse needs is still a challenge. The commitment is clear but not yet demonstrated fully through service delivery eg disability access or e-government targets. The Council is at level 1 of the Equality Standard for Local Government, but is seeking to deliver real improvements which will achieve Level 3 in 2005.

Priorities

- External Inspections of the council over the last 18 months have been positive and recognised the promising prospects for improvements. However, inspectors have noted the need for better alignment between Rotherham's Community Strategy and the Council's Corporate Plan. The Community Strategy and Corporate Plan needs to identify longer term sustainable outcomes in many areas, and be closely aligned; this Corporate Plan has been developed as the Council's contribution to the Community Strategy and thus these issues have been addressed.
- The council is actively developing solutions to communication problems through networks, working groups and sharing learning across programme areas. Against this an under-resources research function limits understanding of citizen need and how engaging

citizens can shape services design and delivery. The council's emerging Priority Themes do have a strong citizen and community focus and many council services are now concentrating more focus on users' needs eg street pride, housing management, revenues and benefits;

- The Council has several examples of good practice plans, e.g. asset management, education, regeneration – it now needs to ensure all its plans and other key strategies help underpin its ambitions. A policy audit has identified a number of gaps in the planning and policy framework which will be addressed – all corporate policy and plans will be refreshed and aligned to this Corporate Plan during 2005/06.

Capacity

- The Council is accredited as an Investor in People, but needs to maintain a focus on the development of its staff to create a flexible, highly-skilled workforce.
- The council has an open and professional approach to decision making. However, effectiveness of decision making at Area Assembly level and how it informs wider decisions across the council is under review, including a review of the role and impact of Cabinet, Scrutiny and Audit committees within an ethical framework.
- The Council needs to continue strengthening its corporate governance arrangements as recommended by external audit.
- Much work has been undertaken on the equalisation of the terms and conditions of service for Council employees – this development will be completed by 2007 and a performance culture linked to career progression will be established across the workforce.
- The Council is active in the South Yorkshire Partnership and engages positively in sub-regional and regional events, strategies and lobbying. In order to maximise the opportunities made available through these now and developing networks, the Council needs to have a clearly understood vision for the Borough and agreed priorities, as demonstrated in this plan.

Performance Management

- The council has been classified as "Fair" in 2004 after its Comprehensive Performance Assessment (CPA) refresh following a considerable improvement in services and a range of key Performance Indicators. It was rated as one of the top 10 fastest improving Councils in the country. In addition, overall satisfaction has risen with the authority against a backdrop of falling satisfaction nationwide.
- Our Corporate Health Indicators show strong performance in areas such as % of Council Tax collected and energy consumption; fair performance, in areas such as representation in the top 5% of wage earner who are women or from minority communities. The

needs to improve a number of areas including the % of invoices completed within 30 days; the % of authority buildings that are Disability Discrimination Act (DDA) compliant, sickness rates and in % of services delivered electronically.

External View

- In 2004 the council improved its Comprehensive Performance Assessment (CPA) rating from 'weak' to 'fair' and was publicly praised by the Audit Commission for being in the top 10 most improved councils for services. Whilst prospects for improvement of that assessment are good the council recognises that there is considerable work to be completed before it attains its ambition of being an "Excellent" authority.
- Inspections have pointed to a few weaknesses, which need to be addressed. These include diversity issues. There is also a need to improve governance arrangements, data quality and financial management.
- The council has been successful in attracting funding and support for improving itself at the organisational and corporate level. These include support from the Office of the Deputy Prime Minister (ODPM) for capacity building and diagnostic and development work with the Improvement & Development Agency (IDeA). Feedback from these external indicate that the Authority is taking the right actions in improving itself and in its capacity to achieve.
- The Council is recognised for its leading and strong participative roles in a number of national e-government projects. This leadership actively needs to be built upon and skills learnt applied back in the Council.

| RMBC – An Excellent Council | |
|-----------------------------|--|
| Our Objectives | |
| <p>Learning</p> | <p>Capacity</p> <ul style="list-style-type: none"> - Establish a staff and management development programme in line with best practice, so that 100% of M3 (middle) managers have completed the initial programme by 2007 and all staff have a guaranteed 3 development days from 2006 - Increase by % the extent of staff who feel they can influence decision making within the council-base line needed - Ensure 30 Members have undertaken the Improvement & Development Agency (IDeA) leadership programme [or similar] by 2008 and external recognition is achieved for the council's approach to member development - Ensure that Rotherham MBC's intranet and website is rated as one of the best (i.e. in the top quartile) by 2007 and continuous improvement demonstrated to 2010 |
| <p>Achieving</p> | <p>Ambitions</p> <ul style="list-style-type: none"> - Ensure a significant improvement (against the current baseline) is made to the image of Rotherham both inside and outside the Borough by 2010 - Ensure that xx% of residents find it easy to access local services <p>Priorities</p> <ul style="list-style-type: none"> - Achieve 2.5% efficiency savings each year, starting in 2005 in line with the government requirements - Achieve £30m in procurement savings with the partnership with RBT <p>Capacity</p> <ul style="list-style-type: none"> - Workforce strategy – to have a workforce strategy in place for the whole Council by April 2006 - Improve employee satisfaction by 10% by 2006, from the baseline set in 2004 and demonstrate further improvements to 2010 <p>Performance Management</p> <ul style="list-style-type: none"> - Comprehensive Performance Assessment (CPA) – to become an “Excellent” Authority by 2008 - Support for inspections – Achieve ‘promising or excellent’ prospects for improvement for all inspections - 60% of core indicators to be above the national average by 2008 |
| <p>Alive</p> | <p>Capacity</p> <ul style="list-style-type: none"> - Introduce a staff health and welfare programme from 2005 to improve working conditions and ensure a reduction in the number of accidents at work - Increase by 10% the extent of staff who are content with their work-life balance by 2008 with further improvements to 2010 - Achieve 25% of staff to be working at or from home by December 2007 to increase productivity, improve sustainability and reduce sickness levels - Reduce sickness levels to below the national average by 2006, with further reductions to ensure Rotherham MBC is in the national top quartile by 2008. |

| | |
|---------------------------------------|---|
| <p>Safe</p> | <p>Performance Management</p> <ul style="list-style-type: none"> - Establish robust corporate governance arrangements in line with best practice and requirements of external audit by 2006 and demonstrate improvements year on year - Maintain a maximum score for the Comprehensive Performance Assessment (CPA) use of resources section by 2006 which reflects financial management, value for money and financial standing - Ensure that the annual Performance Plan has no qualified Performance Indicators from 2005/06 onwards |
| <p>Proud</p> | <p>Priorities</p> <ul style="list-style-type: none"> - Community/user involvement and consultation – Develop strategies to ensure that robust involvement and consultative arrangements are in place to inform Council plans by 2006 - Area assemblies - Review and implement improvements so that participation from communities in local decision-making is improved by 2006 - Support to community and voluntary sector / compact - External affairs, including succession planning for end of Objective 1. <p>Capacity</p> <ul style="list-style-type: none"> - Constitution and political arrangements and conduct – robust new arrangements to improved decision making in place by September 2005 - Increase by 10% the number of employees feeling proud to work for the council by 2006 [baseline 2004 survey] and further improvements to 2010 <p>Performance Management</p> <ul style="list-style-type: none"> - Develop coordinated systems for handling complaints so that by 2007 60% of complainants are satisfied with the council's approach - Achieve national awards for excellence service year on year |
| <p>Sustainable development</p> | <p>Priorities</p> <ul style="list-style-type: none"> - Develop and implement a sustainable development policy - Procurement – ensure the council's buy local policy is developed with the constraints of procurement and best value - Ethical framework—or in fair? Or safe? - Internal recycling – environmental management strategy – need including |
| <p>Fairness</p> | <p>Ambitions</p> <ul style="list-style-type: none"> - The extent to which that your local area is one where people different backgrounds get on well together. - Reduce racial harassment and discrimination to top quartile performance. - Reach Level 5 of the Equality Standard for Local Government by 2007. <p>Capacity</p> <ul style="list-style-type: none"> - Have a workforce that is representative of the community is serves at all levels by 2010. - Increase the % of the top 5% earners that are (a) women or (b) from BME communities to the top quartile of Councils by 2008. |

- All Council staff to receive equality and diversity training by 2008.

Financing the Plan

The Council has an approved Policy Review and Budget Allocation Policy which sets out an outline timetable over an annual cycle for the review of corporate priorities prior to the determination of resource allocation in order to set the revenue budget.

This process is underpinned and informed by a Medium Term Capital Programme and a Medium Term Financial Strategy, both of which cover a 3 year time-span. The Capital Programme has its own set of weightings to attach to proposed schemes/initiatives which are used to identify appropriate recommendations to Members so as to match most successfully the policy priorities with resources available.

The revenue consequence of successful capital proposals feed through into the Medium Term Financial Strategy so as to identify, for prioritisation, the costs associated with servicing any borrowing entered into and operating any asset created. A similar approach is adopted with respect to the Prudential Framework for Capital Investment although the existence of major capital projects due for assessment and appraisal in the near future has militated against any significant use of the unsupported credit approval facility to date.

The council's key corporate priorities, as articulated in this Corporate Plan, will be set out in the Medium Term Financial Strategy and will help to inform the passage of individual proposals/pressures through into the appropriate budget round, thereby serving to align resource allocation with key priorities.

As the medium term plans become more detailed and priority focused, work will be refined so as to concentrate on value for money issues, set firmly in the policy context, in a way which will help to support an improved CPA rating for the Council.

How we know we are on track

The Council has a rigorous approach to monitoring and managing its performance and risks, with its senior management and Cabinet Members considering performance reports on a quarterly basis. They will be assessing progress against this plan each quarter, and an annual progress report will be issued to the public every year. We will measure our success in how we are delivering against **all the objectives in the Plan** through a combination of relevant indicators including:

- National Best Value Performance Indicators
- Local key Performance Indicators
- Annual surveys of residents
- Government department targets and standards
- Community Strategy targets
- Neighbourhood Renewal Strategy floor targets
- Industry standards and assessments

In addition a corporate programme of research and evaluation will assist the Council to measure progress over the longer term in both quantitative and qualitative ways

RMBC – Your Council

RMBC has 63 Members representing the 21 wards in the Borough. The Council's Cabinet, which comprises the Leader of the Council, the Deputy Leader and 'Portfolio Holders' take key decisions on Council matters. A number of Scrutiny Committees, on which non-Cabinet members sit, hold the decisions of the Cabinet and the Council to account. All meetings of Cabinet and Scrutiny Committees are open to the public. In addition RMBC is devolving responsibility for many local decisions to its 7 Area Assemblies, and community involvement at these meetings is actively encouraged. Supporting the Members are the officers of the Council, within each of its 'Programme Areas'. These programme areas are headed by the Council's corporate management team.

There are various ways of getting involved in the Council's activities. Apart from attending Council meetings you can attend area assemblies, get involved in community planning, log on to the Council website, contact Councillors through their individual websites.

We are also interested in your views on this Plan and what it says about the future direction of the Council. Any thoughts you have would be welcomed, by sending us the attached feedback form.

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| Feedback form |
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| ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS |
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|-----------|------------------------|--|
| 1. | Meeting: | Lifelong Learning Opportunities Scrutiny Panel |
| 2. | Date: | 21 February 2005 |
| 3. | Title: | Raising Achievements at Key Stage 3 – Final Report |
| 4. | Programme Area: | Chief Executive's Department |

5. Summary

Attached is the final report of the Scrutiny Review of Raising Achievements at Key Stage 3, undertaken by a review group from the Lifelong Learning Opportunities Scrutiny Panel, chaired by Steve Radford.

5. Recommendations

The report's recommendations are given at section 7, with the key recommendations highlighted in the Executive Summary.

- (a) That the Lifelong Learning Opportunities Scrutiny Panel endorses the report and its recommendations.**
- (b) That the report is forwarded to the Corporate Management Team (CMT) to identify the cost/benefits of implementing the proposals and that CMT report back to the Lifelong Learning Opportunities Scrutiny Panel by the end of April 2005 with its comments.**
- (c) That the report be forwarded to Performance and Scrutiny Overview Committee and thence onwards to Cabinet to determine what actions it wishes to take in light of the recommendations.**
- (d) That a report is submitted to Lifelong Learning Opportunities Scrutiny Panel in six months outlining progress on the issues raised.**

Contact Name : *Delia Watts, Scrutiny Adviser, extn. 2778*

RAISING ACHIEVEMENTS AT KEY STAGE 3

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EXECUTIVE SUMMARY

The review was initiated because the Lifelong Learning Scrutiny Panel was concerned that Rotherham pupils were not doing as well as they could when tested at the end of Key Stage 3. English results had fallen badly in 2000 and 2001 and both Maths and Science results had dipped in 2002. However, it should be noted that during the course of this review, the 2003 results were published, showing significant improvements in all three subjects.

The aim of the review is:

“To identify strategies for raising achievements at Key Stage 3 in Rotherham schools.”

The review group was made up of the following members of the Lifelong Learning Opportunities Scrutiny Panel:

- Chair: Steve Radford
- Tom Brown
- Peter Eyre
- Cllr Barry Kaye
- Roy Newman
- Cllr Iain St John
- Sally Underwood

During the review, the group invited staff members from the following schools to give evidence: Brinsworth Comprehensive School, Clifton Comprehensive School, Dinnington Comprehensive School, Oakwood Technology College, St Bernard's Catholic High School, Swinton Community School and Wickersley School and Sports College. The group also visited Tameside Metropolitan for a helpful and informative discussion with officers from its School Improvement Service. Cllr Georgina Boyes, Cabinet Member for Education, Culture and Leisure contributed to the review, as did a number of officers from the programme area. Their help and co-operation with the review is gratefully acknowledged.

Summary of Findings

The Key Stage 3 Strategy has both raised the profile of Key Stage 3 and achieved the commitment of Headteachers to improving teaching and learning within it. The key areas of impact on teaching and learning include:

- improvement in lesson structure,
- improvement in pace and challenge in lessons
- increase in the variety of teaching strategies used in lessons
- increased focus on the learner
- a widening of the debate about teaching and learning in secondary schools.

At KS3, girls generally out-perform boys – although this is not universal. In some schools boys achieve better results than girls.

Although it is beyond the scope of the LEA, the review saw a great deal of support for the change to or abolition of the KS3 league tables.

Rotherham is in the 'top' 25% of LEAs nationally for the quality of support provided to our schools for raising achievement at Key Stage 3¹.

In all subjects, Rotherham's results show a generally upward trend, as do those nationally. However, over the last six years, Rotherham's achievements have nearly always been slightly below those of its statistical neighbour average and substantially below the national figures.

Rotherham's approach has combined 'doing the simple things, well and often' with the development of an exciting and ambitious strategy for transforming teaching and learning in our schools.

Use of the Fischer Family Trust data management system has improved target-setting, monitoring and tracking pupil progress, as well as evaluating subject and school effectiveness.

Additional funding has been put into improving the transition to secondary school and schools are using this imaginatively and to good effect.

Key Recommendations

The overarching recommendation from this review is to continue the focus on improved teaching and learning. In this way, Key Stage 3 will build on the foundations laid in the earlier key stages and prepare pupils for success at Key Stage 4. It is important for education to get back to basics (e.g. through workforce reform), allowing teachers to get back to teaching and ensuring that every child with the potential to reach level 5 does so.

This review endorses the KS3 Strategy and the KS3 team as valuable resources that have already done a great deal to raise the achievement of 11-14 year olds in Rotherham and have the potential to continue this improvement.

Recommendations

- 7.1.3 Publish KS3 achievement data so that the context in which the school is working is made clear. It supports the inclusion of the value added measure and would like to see a 'turbulence' factor also included.
- 7.2.4 Recognise the problems of appointing teachers in disadvantaged areas and the issue of schools losing experience when a senior manager retires. The LEA needs to be aware of such situations and be able to help schools in this situation.

¹ Audit Commission Survey of the quality of support for school improvement placed, 2004

Recommendations

- 7.4.1 Provide additional resources/support for under-performing pupils, groups and schools. In advance of the Workforce Agreement additional funding should be made available to provide supply teachers whilst the training and other meetings are taking place.
- 7.5.1 Ensure that all training sessions are well run and achieve their objectives and encourage LEA meetings to have a more practical bias and keep to the agenda. Improve the feedback given to schools.
- 7.5.3 Support schools in raising the attainment of boys and aspirations of girls, in line with their academic achievements.
- 7.6.1 Support schools to regularly review and revise their assessment policies and procedures.
- 7.7.1 Arrange for all primary teacher assessments to be passed to secondary schools in the first half of the summer term and ensure that individual pupil data is distributed to teachers much earlier².

² currently, some do not receive it until the end of September or early October

1 ORIGINAL CONCERNS – WHY MEMBERS WANTED TO LOOK AT THIS ISSUE

The review was initiated because the Lifelong Learning Scrutiny Panel was concerned that Rotherham pupils were not doing as well as they could when tested at the end of Key Stage 3 (KS3)³. English results had dipped badly in 2000 and 2001 and both Maths and Science results had dipped in 2002. However, it should be noted that during the course of this review, the 2003 results were published, showing significant improvements in all three subjects.

1.1 The Importance of Key Stage 3

1.1.1 Key Stage 3 is a critical part of secondary education, building on the foundations laid in the earlier key stages and preparing pupils for success at public examinations at Key Stage 4.

1.1.2 For many children, support and drive to do well academically will come from their schools, rather than their families. KS3 is a very critical part of the path, when pupils need to 'raise their game'. High skill levels will lead to high attainment that, in turn, will attract inward investment and the creation of high quality jobs in sectors such as ICT.

1.1.3 In order to raise Rotherham's KS3 achievements, there needs to be improvement across the board, ensuring that all pupils, from the least to the most able, reach their full potential.

1.1.4 There is a dip in achievement at KS3 for boys. The challenge is to persuade these pupils that they need to study if they are to get good jobs. The fact that teaching is a predominantly female occupation in both primary and secondary schools, compounds this problem.

1.1.5 Rotherham, like any area, has some pupils that, for a variety of reasons, will not learn as well as they could. Now that more and better data is available the Local Education Authority needs to use it to effectively target support and advisory services to the schools that these pupils attend. The LEA⁴ needs to create a context in which children can achieve to the best of their abilities. Success breeds success and more confident pupils will succeed better in all areas.

1.2 Council Priorities

1.2.1 Education at Key Stage 3 thus makes a very valuable contribution towards three of the Council's stated priorities⁵:

- Opening up learning opportunities for all and raising educational achievement and skill levels

³ See Appendix 1 – extract from Education Development Plan

⁴ Local Education Authority

⁵ Corporate plan 2001-2004

- Strengthening the local economy
- Improving quality of life.

1.2.2 In undertaking this review, the review group was committed to supporting many of Rotherham's Draft Community Strategy's⁶ objectives and guiding principles:

- Creating safe and inclusive communities for all, and ensuring that individuals and communities enjoy a better quality of life;
- Stimulating a culture of learning and development to ensure maximum benefit for local people and businesses;
- Delivering high quality services the people of Rotherham deserve;
- Recognising and celebrating Rotherham's diversity;
- Maximising access and opportunity for everyone in the borough.

2 TERMS OF REFERENCE

Members of the review group agreed the following: "To identify strategies for raising achievements at Key Stage 3 in Rotherham schools."

The following aspects were examined:

- How Rotherham's results at Key Stage 3 compare with those of similar local authorities
- Recent trends in Rotherham's Key Stage 3 Results
- What initiatives are currently in place
- The resources used
- National guidance
- Good practice in other LEAs.

The purpose of the review is to recognise good practice that is currently in place and make recommendations on how achievements can be further raised.

The detailed methodology of how the review was undertaken is given at Appendix 1.

3 OVERVIEW OF POLICY FRAMEWORK

3.1 National Level

3.1.1 Targets

The Government has set challenging new targets for 14-year-olds in English, mathematics, science, and information and communication technology (ICT).

⁶ Draft Rotherham Community Strategy 2002-2007

This means:

- By 2004, 75% of 14-year-olds will achieve level 5 in English, maths and ICT, and 70% in science;
- By 2007, 85% will achieve level 5 in English, maths and ICT and 80% in science.
- In 2002, 64% reached Level 5 in English, 65% in maths and 59% science, nationally.

3.1.2 National Key Stage 3 Strategy

The Key Stage 3 Strategy is a government-funded strategy that aims to raise standards by strengthening teaching and learning across the curriculum for all pupils aged 11 to 14. It provides training for teachers, materials for pupils and advice for everyone involved in making the classroom experience the best it can be.

Its aims and objectives are to make sure that all pupils:

- get off to a good start in their secondary school
- experience more exciting and interesting lessons
- are actively involved in lessons
- are more able to do things for themselves
- make rapid progress and achieve higher standards
- have extra support if they are not achieving their potential
- are included, stimulated and make progress
- and their families are informed and involved by the school.

A more detailed summary is given at Appendix 4.

3.2 Local Level

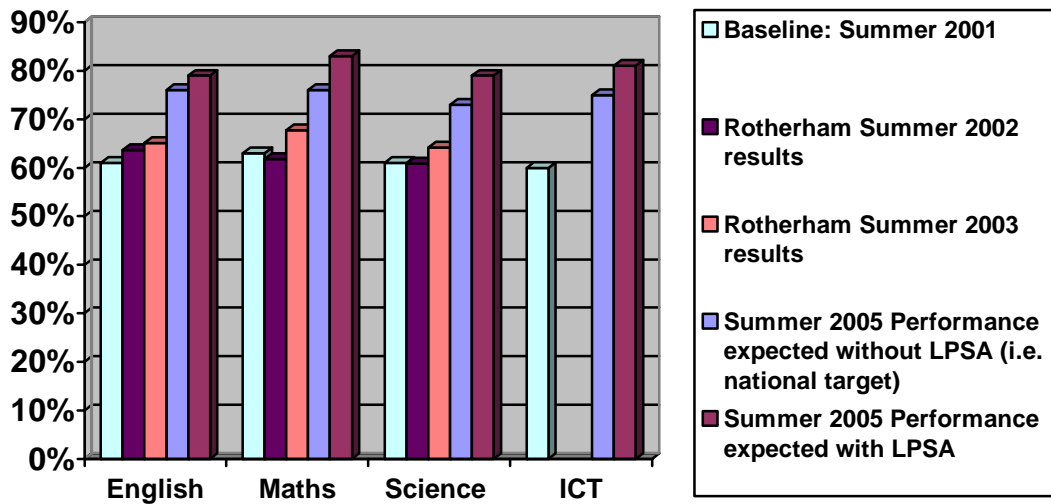
3.2.1 Rotherham's Local Public Service Agreement

In April 2003, 12 'stretched' performance targets were agreed with the government, to be achieved by March 2006. Of these, one relates specifically to Key Stage 3 and is to:

'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. '

The 'stretch' on this target is an additional 3% on the national target for English, 7% for Mathematics 6% for Science and 6% for ICT. The diagram overleaf shows the national and local stretched targets, compared with Rotherham's recent performance.

Local Public Service Agreement KS3 Targets



As part of the negotiation, Rotherham was able to propose some freedoms to assist the Council in achieving the stretched position on each target. This included securing two freedoms for the Key Stage 3 Education Target covering flexible use of the Standards Fund. A £60,000 pump priming grant from the government was also agreed as a contribution towards expenditure of an "invest to improve" nature, in order to help achieve the KS3 targets.

If Rotherham achieves 60% of the proposed stretch on a target, it will be able to draw down additional funding. For every target that is fully achieved or exceeded, the reward will be approximately £530,000. In order to maximise Rotherham's chance of achieving its Key Stage 3 targets, a risk analysis has been completed and progress towards milestones and targets is carefully monitored. In addition, strategies for improvement are evaluated and reviewed regularly. However, the Council has chosen not to draw down any additional funding in advance of it actually achieving the targets.

3.2.2 Corporate Plan 2003-2006

One of Rotherham's corporate priorities is 'Investing in People'. Its policy commitment is "We will promote the fullest and highest possible educational achievement for all our citizens to create skills for life and skills for work", one element of which is 'Raising attainment at all key stages'.

3.2.3 Community Strategy 2002-2007

One of the four priority areas identified by Rotherham Partnership is: 'Stimulating a culture of learning and development to ensure maximum benefit

for local people and business'. Raising achievements at Key Stage 3 will contribute to achieving this.

3.2.4 School Improvement Plan⁷

The Current Educational Development Plan is a statutory document covering April 2002 to March 2007. The current School Improvement Plan takes into account both the community strategy and the nine political priorities and includes the same targets for Key Stage 3 as the community strategy and the Council's Best Value Performance Plan.

4 BACKGROUND

4.1 Ofsted Report 2001

The October 2001 Ofsted report details the findings of a short inspection conducted in June 2001. The purpose of the inspection was to evaluate the progress made in responding to the findings and the recommendations of the previous inspection, which took place in November 1999. New recommendations included the following that are relevant to school improvement.

4.1.1 In order to improve planning and support for school improvement:

- improve the coherence of major education plans such as the Education Development Plan, education strategic plan, action plan and the Early Years Development and Childcare Plan;
- the draft LEA literacy strategy needs to be agreed as a matter of urgency;
- the impact of the management and delivery of support for literacy across the key stages needs to be systematically monitored and evaluated; and
- devise and implement a strategy for the induction of new head teachers.

4.1.2 In order to move the target setting process forward the LEA needs to:

- speed up the process of collecting individual pupil level data; and
- draw up a systematic and ongoing development programme for all advisers that is linked closely to their core responsibilities of monitoring and challenging schools.

4.2 Management and Staffing

The LEA Key Stage 3 Team is now fully staffed and is managed by Nick Whittaker, School Improvement Adviser (Key Stage 3). It comprises:

- Margaret Callahan - Senior Teaching and Learning Consultant
 - Bob Chamberlain - Maths Consultant
 - Steve Genge - Maths Consultant
 - Martin Licence - ICT Consultant
-

⁷ Annex 2 of the Education Development Plan 2

- Jane Patching - Science Consultant
- Nicky Rogers - Teaching and Learning Consultant
- Andrey Rosowsky - English Consultant

- Sarah Carr-Keally - Key Stage 3 Administrative Officer (20 hrs/wk)
- Lynn Millns - Key Stage 3 Administrative Officer (20 hrs/wk)

Consultants' contracts are generally for two years.

A new strand of the KS3 Strategy focusing on behaviour and attendance was launched in January 2004. A consultant for this strand, Roger Goodwin, joined the team in January 2004.

- 4.2.1 The English, Maths, Science and ICT subject strands of the Key Stage 3 Strategy are line managed by a group of School Improvement Advisers - Mick Connell, Debbie Litchfield, Nick Whittaker and Bob Toms. The composition of the team has changed in recent years. There are now fewer subject advisers and more general advisers.
- 4.2.2 The Key Stage 3 Strategy Team provides training, support and school-based consultancy for secondary school teachers. Strategy Consultants work in partnership with identified secondary teachers and subject departments e.g. training, joint planning, team-teaching, lesson observation and feedback, coaching and organising network meetings.
- 4.2.3 In general, Consultants' work focuses on targeted departments and whole-school teaching and learning priorities. Advisers focus more on strategic leadership and improving standards and the quality of education provided by the school.
- 4.2.4 Co-ordination of the Strategy is done through weekly meetings of the KS3 Consultants for English, Maths and Science. From next year there will be more co-ordination of the consultant work in any one school. Part of next year will be spent working with clusters of 4 schools, with a number of consultants focussing on whole school priorities for KS3.

4.3 Funding of the KS3 Strategy

The KS3 Strategy receives no core Council funding and is funded predominantly through the Standards Fund. School funding is used to release teachers to participate in training, collaborative learning and curriculum development work.

4.3.1 Standards Fund

Every LEA is given resources to develop KS3 attainment in all four curriculum areas (English, Maths, IT and Science). The DfES⁸ funds a consultant for each curriculum area, plus one for the foundation subjects. Savings arising

⁸ Department for Education and Skills

from vacancy management, together with the cost of unused training places etc. are all ploughed back into the KS3 Strategy.

The total level of funding in 2003/2004 for the Key Stage 3 Strategy from Standards Fund Grant 302 is £1,207,082. This funds the majority of posts in the KS3 team.

The LEA element (£341,500) supports consultancy costs, management time, support and venue costs - all other funding is devolved to schools.

4.3.2 Local Public Services Agreement

The Council has put additional resources into the KS3 Strategy, using extra funding from the Local Public Service Agreement (LPSA). This has increased the consultant base so that they can work with *all* schools, providing training and support.

4.3.3 Leadership Incentive Grant

The Leadership Incentive Grant programme provides £125,000 to each secondary school in the borough to improve leadership. To further develop this, Rotherham comprehensives are organised into four collaboratives, each of four schools. Each head teacher undertakes a peer review together with other schools in his or her collaborative.

4.3.4 Excellence in Cities Grant

The gifted and talented, learning support unit and learning mentor strands of this grant can all be used to raise achievement at KS3.

4.4 Statistical Neighbours

4.4.1 The comparator group used when comparing Education outcomes – in order of ‘closeness’ to Rotherham is as follows:

- Wakefield
- Barnsley
- Wigan
- Doncaster
- Stockton-on-tees
- Tameside
- North Tyneside
- Stoke-on-Trent
- St. Helen’s
- Redcar & Cleveland.

4.4.2 Whilst Rotherham is not achieving as well as Wigan and Wakefield, it is doing better than a number of its statistical neighbours - including Barnsley and Doncaster.

4.4.3 When looking at the KS3 achievements of the group of comparator authorities, Tameside’s showed the greatest improvement in recent years. The review group therefore visited the Head of School Improvement and the

General Advisor (KS3), plus a subject adviser to identify any good practice that could be replicated in Rotherham.

4.5 Budgets

4.5.1 Improvement Team

4.5.2 Key Stage 3

There is an element of the Standards Fund allocated to supporting the Key Stage 3 Strategy.

4.6 Intervention

4.6.1 The LEA targets specific schools, intervening in inverse proportion to success and thus concentrating resources where there are greatest problems. However, this need could be in just one subject in a school.

4.6.2 The tariff system allows schools to know where they stand; the LEA can intervene before the problems get too great, i.e. when a school is in 'challenging circumstances' or has 'significant weaknesses'. These labels can, however, have the effect of stigmatising schools and, by inference, teachers, pupils and parents. Nonetheless, the tariff system does seem to be working. It is much better to move staff if necessary, and keep a school going, rather than close a school down, with all the implications for the pupils that then have to make a fresh start elsewhere. Ultimately, though, the decision could be taken out of the LEA's hands, now that the government is setting 'floor' targets.

4.7 School Improvement

4.7.1 Every school has a nominated Key Stage 3 Strategy Manager who is usually a Deputy Headteacher.

4.7.2 Each school has its own strategy – comprising a school improvement plan (part of which is a raising achievement plan) and an intervention plan. The latter identifies which pupils in years 7, 8 and 9 are not achieving at the required level and stipulates what help they can be given with extra resources.

5 FINDINGS

5.1 Key Stage 3 in Rotherham

5.1.1 The Effects of the KS3 Strategy on Teaching and Learning

The KS3 Strategy has increased pressure for both primary and secondary teachers. One witness told the review group that there was no longer any fun in KS3. However, the benefits are acknowledged, not only for the core subjects, but in other areas too, such as the literacy strand improving the learning of History.

The Strategy has both raised the profile of Key Stage 3 and achieved the commitment of Headteachers to improving teaching and learning within it. The key areas of impact on teaching and learning include:

- improvement in lesson structure,
- improvement in pace and challenge in lessons
- increase in the variety of teaching strategies used in lessons
- increased focus on the learner
- a widening of the debate about teaching and learning in secondary schools.

The KS3 strategy has been very successful in terms of literacy, numeracy and ICT⁹. On the latter, feedback from schools has been very positive and ICT results have shown a sustained trend of improvement at L5+ (which has continued into 2004). Overall, the Strategy has had a profound impact on teaching and learning in ICT at Key Stage 3.

It has brought discussion of what does and does not work, to the forefront, as well as raising KS3's status. It has encouraged the sharing of good practice (between different schools and classes within schools) and has also helped overcome teacher resistance to new ways of working. The Strategy gives the pupils different ways of accessing the curriculum and should therefore improve their attainment levels. This is particularly important for those more challenging pupils who are now in mainstream schools.

5.1.2 Economic Context

Rotherham has a history of well-paid manual work in the coal and steel industries, which has led some families to put a low value on education. This has, in some cases, resulted in low aspirations and affected pupils' attitude to learning.

5.1.3 Attitude of Pupils

There is often a link between socio-economic status, low aspirations and disaffection with education. However, some pupils from families who place a high value on education and actively support their children's learning nonetheless have a poor attitude to studying at KS3, thinking that they do not have to work hard in order to gain good results. This can have a negative effect on a school's value added score.

5.1.4 Attendance

Attendance problems often become established at KS3, although pioneering work being undertaken by the LEA's Education Welfare Service is helping to tackle this. Schools have established home/school partnerships, but they can be difficult to enforce.

⁹ Information and Communications Technology

5.1.5 Pupils from Ethnic Minorities

Overall, there is very little difference in attainment between different ethnic minority groups. Most pupils have good English skills. However, across Rotherham, some groups of British Asian pupils perform better than average at KS3, and other groups, worse. The LEA continues to monitor any differences in achievements and its consultants work with schools to help any groups that are underachieving.

Generally, the ethnic mix of secondary school teachers in Rotherham broadly mirrors the makeup of the Rotherham community¹⁰. However, there is a slightly lower proportion of Asian and British Asian teachers (1.3%), when compared with the percentage of Asian and British Asian people in the Rotherham community (2.23%). It should, however, be noted that as the ethnicity of 1.8% of the teachers is not known, the difference could be much less.

5.1.6 Faith Schools

The borough has two secondary faith schools¹¹ which admit pupils according to their own admissions criteria, but without reference to ability or aptitude. The schools' pupils come from a wide variety of socio-economic backgrounds, in common with pupils from other schools. However, the percentage of their pupils coming from ethnic minority backgrounds is much lower than the borough average. Some of the reasons given for their good results and high attendance rates are their strong community and good motivation of their pupils.

Nationally, selection has played a part in faith schools' success, but Rotherham has no intention to move away from its current policy of comprehensive education.

5.1.7 Setting

The use of setting to segregate pupils into classes of similar ability for certain subjects is used in most of Rotherham's secondary schools, generally increasing from year 7 to year 9. However, mixed-ability teaching is also undertaken (particularly for English and humanities) and the widely-held view is that both approaches have their strengths and it is up to each school to decide which is the best way for their pupils. One view expressed during the review is that setting and streaming does not necessarily affect overall attainment as 'a rising tide lifts all ships'. Another view was that it affects the testing regime and can demotivate pupils and influence their choice of subjects.

¹⁰ 0.16% of Rotherham's community is Black or British Asian compared with 0.3% of teachers; 0.23% of Rotherham's community is Chinese or from another ethnic group compared with 0.2% of teachers; 95.94% of Rotherham's community is White compared with 96% of teachers (Source: 2001 Census and 2004 RMBC Human Resources data)

¹¹ St Bernard's Catholic High School and Pope Pius X Catholic High School

Generally, streaming/setting of pupils results in those with lower abilities being taught in smaller groups, with the more able ones in larger classes.

5.1.8 Transition from Primary Schools

5.1.9 It is generally agreed that in year 7, the gap between those who can and can't is now even greater. Extra support (e.g. through the statementing process) is variable and there is a perception amongst some teachers that the LEA intends to stop the statementing of pupils with special educational needs. Literacy – children now have the toolkit e.g. the ability to discuss English, but in numeracy a wider gap is now apparent at year 7.

5.1.10 Boys' and Girls' differing Performance

There are a number of reasons that girls out-perform boys at KS3. Not only do they mature earlier, but they have a greater culture of reading and are more ready to approach extended tasks such as writing. Boys are often interested in concepts, but find it difficult to deliver via the written word, due to poorer literacy skills. They also need more help with revision skills. Some teaching staff also have higher expectations of girls than boys. It should, however, be noted that in some schools¹² boys achieve better results than girls (although only in Maths and Science), so the picture of boys' under-achievement is by no means universal.

5.1.11 Mock SATs

The attitude of mock SATs varies widely amongst Rotherham Schools. In some schools they are used extensively, in order to help pupils better understand what is expected of them. In others, SATs style exercises/questions/problems are used as a teaching tool in lessons.

5.1.12 League Tables

Although it is beyond the scope of the LEA, the review saw a great deal of support for the change to or abolition of the KS3 league tables.

5.1.13 Competition for Resources

In general, the teaching of key stages 4 and 5 does not appear to impact on the resources available for KS3, but probably does so in terms of the priority given to them by the teachers. In some subjects, though, the requirements of examination boards at KS4 has meant that the teaching of the KS4 syllabus had to begin in Y9.

¹² English – girls did better in all schools; Maths – in 10 schools, girls did best, in 5 schools, boys did best and in 2, they did the same; Science – in 9 schools, girls did best, in 4 schools, boys did best and in 4, they did the same (source: KS3 results for Rotherham's mainstream schools, 2004)

5.2 External Assessment of the LEA

The latest Audit Commission Survey of the quality of support for school improvement placed Rotherham in the 'top' 25% of LEAs nationally for the quality of support provided to our schools for raising achievement at Key Stage 3.

5.3 KS3 Results and Trends

5.3.1 Testing

Achievements at Key Stage 3 are assessed through standard assessment tests (SATs), taken by all eligible pupils towards the end of year 9. There has been some criticism in the past of the testing procedure (particularly in the marking of English), but recently there have been subtle, but important, changes to the KS3 tests. This has made them more consistent with the KS2 assessments in English, Maths and Science.

5.3.2 Pupils with English as a second language

The testing is the same for all pupils, but language support is given to those who do not have English as their first language to enable access to the whole curriculum. If other special needs (e.g. dyslexia) are apparent, they are supported separately.

5.3.3 Targets

Rotherham is unlikely to achieve the national and local targets set for KS3 in 2004 as this would require an uplift of 11% in English and 9% in Maths and Science, above the 2003 figures. However, the targets for 2005 are likely to be less stretching. Primary strategies (e.g. KS2 Literacy and Numeracy) take time to build momentum and the full effect of improving KS3 outcomes has not yet been seen. It is likely to take a few more years for the various KS3 initiatives to become fully embedded.

From the schools' perspective, target-setting provides a challenge. However, in schools with high numbers of pupils with problems, targets may be difficult to achieve. Unrealistic targets can have a demotivating effect.

5.3.4 The General Picture

In all subjects, Rotherham's results show a generally upward trend, as do those nationally. However, over the last six years, Rotherham's achievements have nearly always been slightly below those of its statistical neighbour average and substantially below the national figures.

English results had dipped badly in 2000 and 2001 and both Maths and Science results had dipped in 2002. However, it should be noted that during the course of this review, the 2003 results were published, showing significant improvements in all three subjects. Rotherham's results were the second most improved (compared with its group of statistical neighbours) - after Tameside, at a rate that was twice the national average.

The full set of results for English, Maths and Science from 1998 to 2003 is represented graphically at Appendix 5. Rotherham's level 5+ results, broken down by school are given at Appendix 6.

5.3.5 English

At level 5+, Rotherham's performance has shown a marked increase over the last two years, following a dip in results in both 2000 and 2001. In 2003, 65% of pupils reached level 5 or above – slightly above the statistical neighbour average.

Nationally, girls out perform boys by 13%, but the gender gap is even greater in Rotherham at over 16%¹³.

The level 6+ results broadly follow the same trends as those of level 5+. This is important as nationally, 97% of those that achieve level 6+ go on to get 5 or more good GCSEs. Good achievement in KS3 English is particularly important.

5.3.6 Maths

At level 5+, Rotherham's results were following the national and statistical neighbour average upwards trend until 2001. After a brief dip in 2002, results have improved again in 2003, bringing Rotherham back up to the statistical neighbour average of over 67%. Nationally, girls have out-performed boys in Maths for the last four years. In Rotherham, both sexes performed similarly from 2000 to 2002, but girls achieved a 2% lead in 2003.

The trends are similar at level 6+, but there has been a greater shift in the girl/boy results over the last six years. In 1998, boys out-performed girls by about 6%, but this has been consistently eroded, with the 2003 figures showing the girls' performance as 4% ahead.

5.3.7 Science

Rotherham's 2002 results showed a dip after two years of sustained improvement. However, the trend was reversed in 2003, with over 64% of Rotherham pupils achieving level 5 or above – a figure broadly in line with its statistical neighbour average and only 4% below the national figure. For the last five years, boys' science results have been better than girls', but this position was reversed for the first time in 2003, with nearly 2% more girls achieving level 5 or above than their male peers.

Nationally, girls and boys have performed equally for the first time at level 6+, in 2003. The trend is similar in Rotherham, with boys performing better from 1998 to 2002, but girls taking the lead in 2003.

¹³ based on 2003 results

5.3.8 Recent improvements in Rotherham's KS3 results

Local and national initiatives¹⁴ have increased the emphasis on maximising achievement at the end of KS3, as achieving at above level 5 has shown to have a direct correlation with achieving good GCSE results. The primary strategies have had a significant impact and there has been increased investment in strategies for improving teaching and learning (e.g. all Rotherham schools access additional training and consultancy for the teaching and learning strand of the KS3 Strategy). In general, there has been an increased investment in secondary phase in Rotherham.

Rotherham's approach has combined 'doing the simple things, well and often' with the development of an exciting and ambitious strategy for transforming teaching and learning in our schools.

5.3.9 Rotherham's capacity to continue improving

The upward trend in results is likely to continue in the short to medium term, for a number of reasons. The current year 9 pupils are the first cohort to benefit from three years of the strategy in English and Mathematics (two years in Science, ICT and Foundation Subjects). Also, schools are currently developing and implementing targeted intervention and booster programmes focusing on maximising achievement in year 9. Nonetheless, continued support and consultancy will be required to sustain and embed developments and secure outcomes in Key Stage 3 SATs and changes to the end of Key Stage 3 tests will introduce further risk and uncertainty. Secondary schools are now more convinced of the importance of KS3.

5.4 KS2-KS3 Value Added Measure

Many of the contributors to this review reiterated the relative importance of the value added measure (KS2 to KS3)¹⁵, compared with the meeting of targets.

A value added score for each school is calculated, based on the individual progress made by each pupil from KS2 to KS3. The achievements of each pupil in the KS3 SATs¹⁶ are compared with those pupils who reached the same level of attainment at KS2, so see if that pupil has made more, as much or less progress than his or her peers. Scores for individual students are averaged to give a mean value added score for each school. The final value added measure is based around 100 and rounded to one decimal place, with a score of more than 100 showing that progress made by pupils there is greater than average, with the converse for scores below 100.

One point is approximately equivalent to a term's worth of education, i.e. a score of 101 suggests that pupils in that school are, on average, a term ahead of their peers.

¹⁴ e.g. Excellence in Cities, funded through the Local Public Service Agreement

¹⁵ Introduced in 2002 to measure the progress that pupils have made between Key Stages 2 and 3

¹⁶ Standard Assessment Tests

Value added measures are intended to allow comparisons between schools with different pupil intakes. It therefore follows that those schools with high value added scores may not necessarily be those with the highest achievement levels at Key Stage 3 SATs.

5.5 LEA Support

5.5.1 Most of those giving evidence to the review were very positive about the support provided by Nick Whittaker and the KS3 Team which were considered supportive and challenging and a good model. Although most consultants are highly regarded, there was also the suggestion that there were concerns regarding consistency. Some training sessions could be better run and LEA meetings do not always keep to the agenda and give little feedback.

5.5.2 The Advisers provide help and advice for literacy, numeracy and ICT, but in some schools insufficient support filters down to other subject areas. Most of the support given is in auditing schemes of work, but training could be improved by having more liaison with lead departments

5.5.3 The KS3 Co-ordinator Network is considered useful for up-to-date information, but less helpful for collaborative planning.

5.5.4 Feedback on training is generally very positive.

5.5.5 The clearer the school is about what it wants, the better the help from the consultants is.

5.5.6 Support given to schools has three aspects:

- Consultants are a source of information with respect to KS3. English has changed a great deal in the last 10 years – particularly in terms of testing, assessment and the national strategy. Teachers ask for this information direct and also ask consultants to come in to school. Termly network meetings are organised for Heads of English and KS3 co-ordinators. Up-to-date materials are provided for use in schools. The consultant has a role as the local representative of the KS3 Strategy. Consultants are generally employed on two year contracts which gives little job security and leads to a reasonably high turnover of consultants. This is a problem for School Improvement as each consultant takes some time ‘bed in’ and form relationships.
- In-school support: Schools are involved in a variety of projects: the consultant undertakes monitoring, joint planning and revision with the teachers.
- In-class support involves working alongside teachers, trialling new teaching methods and supporting weaker/less experienced teachers.

In terms of effectiveness, the most valuable work is done in the classroom, as it can change the way teachers teach. The least valuable is the information-giving role as the information could be accessed in other ways, although teachers often do not have the time to find it themselves.

A school will often direct how a consultant’s time is spent. A common approach is to work with the Head of Department and also a less experienced

teacher. The department head can then cascade the benefits down to the rest of the teachers.

There is a great difficulty in recruiting quality heads of English¹⁷. Some good, enthusiastic teachers are being catapulted into **middle management**, often without the necessary classroom and staff management experience. In the absence of an experienced head of department, other teachers are often given consultant support in order to help them perform the management role. The LEA is responding to the situation by 'buddying' aspiring middle management with more experienced managers.

Working with consultants is not seen as a punitive measure. Two years ago there was a 'healthy scepticism' of consultants, but now fears have been allayed. Consultants work *alongside* colleagues, giving teachers the opportunity to try things and to monitor and evaluate initiatives.

5.6 Data Management Systems

5.6.1 The LEA uses data management systems to hold information on individual pupils. This data is used to evaluate a child's potential and identify the support that is required to ensure that this potential is reached or exceeded. A further use of this data is to assess the effectiveness of different initiatives.

5.6.2 The individual pupil data includes KS2 results, teacher assessments and CATs¹⁸ results.

5.6.3 Although information should be passed from one phase of the education system to the next, data protection issues sometimes cause problems with the sharing of databases. This is a particular problem when pupils come from other education authorities. Sometimes the individual pupil data from feeder primaries is not accurate. However, in the majority of instances, information is successfully transferred in the form of the 'common transfer file' via a secure DfES website, according to the statutory requirements.

5.6.4 Many teachers now have laptops on which the pupil data is held. This enables easier manipulation and use of the information.

5.6.5 Fischer Family Trust

Since undertaking a good practice visit to Wigan earlier this year, the Council had purchased the Fischer Family Trust data management system, at a cost of £500 per year. The Fischer Family Trust presents pupil, group, school and LEA data and compared it with progress made by all schools, similar schools and the highest performing schools, using information from the national data set. The data is used for target-setting, monitoring and tracking pupil progress, as well as evaluating subject and school effectiveness.

¹⁷ This is partly due to the recruitment crisis of about 10 years ago. These teachers would now be moving into management.

¹⁸ cognitive ability tests that give a predictor of a pupil's quantitative, non-quantitative and verbal abilities.

5.6.6 Additional Support Plan

5.6.7 This is the main record kept by consultants. It is drawn up for each school, by the consultant, the KS3 co-ordinator and the Head of Department. This details the work that will be done with the identified teachers¹⁹ and is reviewed regularly for the impact that the work has had on teaching and learning. At the end of the additional support there is a thorough review.

5.7 Transition from Primary School

5.7.1 Information about individual children is passed to the secondary schools via a 'standard transfer file' in May of their Y6 year. This information includes teacher assessments and KS2 test information.

5.7.2 There is a general view that literacy and numeracy strategies in the primary phase have had a positive effect on the skills of pupils beginning KS3. However, negative effects include a reduction in KS2 subject content and pupils having less general knowledge, due to less topic work being undertaken.

5.7.3 Year 6/7 duplication is a national problem and the aim is to ensure that all Y7 pupils are sufficiently challenged. Additional funding has been put into improving the transition to secondary school, details of which are in the good practice section of this report.

6 EXAMPLES OF GOOD PRACTICE

6.1 Teaching and Learning

6.1.1 Raising Boys' Achievements

In 2003/2004 the Strategy Team set up teaching and learning innovation projects in four schools, using £15,000 from the Standards Fund. Of the two projects that focus on raising boys' achievement, one involves ten year 7 boys completing an attitudinal questionnaire to find out what they do and don't like. This cohort will be tracked and used for evaluation.

To encourage boys to engage with English, many schools have introduced more boy-friendly texts.

Brinsworth Comprehensive sets short term goals to boys and gives more frequent individual feedback, focussed on learning.

6.1.2 St Bernard's uses a variety of approaches, including mock SATS, Sam Learning²⁰, additional revision classes and a Y9 learning game. It focuses on praise and reward, constantly looking for improved practice. The school also provides water for pupils during the SATs.

¹⁹ There are often two teachers identified – one manager and one less experienced teacher

²⁰ an online exam practice service

- 6.1.3 St Bernard's is involved in the Subject Leadership programme, as part of the National Teaching and Learning pilot. By the end of the 2003/04 academic year the approach will have been rolled out to most subject areas.
- 6.1.4 Dinnington Comprehensive is trialling KS3 pilot modules together with other schools in its consortium; through this, four teachers will be trained as lead teachers.
- 6.1.5 Brinsworth Comprehensive has a seating policy for years 7 to 11. All pupils are mixed up by teacher (with respect to ability, ethnicity and gender), leading to a mixture of learning styles and the opportunity for all students to work with a variety of others. Seating plans are changed on a regular basis.
- 6.1.6 Clifton Comprehensive has used the science strand of the KS3 Strategy to develop a range of approaches:
- 'Three part lessons', which have starter activities, engage to learners early on. Pupils are clear on objectives and outcomes at the beginning. This has a positive effect on learning and helps with teaching. However, preparation is time-consuming.
 - 'Lift Off' lessons that build on work done before,
 - 'Scientific Enquiry' lessons for year 9 (and extending this into year 8) providing targeted learning and booster lessons based around 'key ideas'.
 - Midway assessments for those not achieving a certain level. They are given 'catch up' help in science from a specially assigned learning support assistant.
- 6.1.7 Through the LIG²¹ strategy, there are plans at Oakwood Technology College to pair members of the department up in order to share resources and good practice.
- 6.1.8 At Oakwood Technology College there is a foundation team that teaches year 7; this involves one person teaching about half the curriculum. This approach could possibly be extended further up the school and may work better with lower ability or lower achieving pupils.

6.2 Gifted and Talented

- 6.2.1 St Bernard's has an 'Aim Higher' initiative to raise the aspirations and achievements of gifted and talented boys and girls.
- 6.2.2 At Clifton Comprehensive, this programme is co-ordinated by an assistant head teacher and identifies different pupils in each subject. There is differentiated monitoring for this group of pupils.

²¹ Leadership Improvement Grant

6.3 Transition from Primary School

- 6.3.1 Many schools are improving their understanding what is happening on the other side of the primary/secondary divide, with year 6 and 7 teachers visiting their relevant secondary or feeder schools, as appropriate, to discuss the different approaches used and the way that the curricula are taught.
- 6.3.2 Secondary and feeder primary schools may use Beacon School funding to organise joint INSET days on subjects of mutual relevance, such as behaviour.
- 6.3.3 Some Secondary Head teachers have regular meetings with Primary Heads and year 6 teachers meet with year 7 teachers. At other schools heads of Maths, English and Science spend half a day in primary feeder schools. At one school, Y6 teachers from feeder primaries meet form tutors in the autumn term to see how their former pupils are getting on. At Wickersley Comprehensive the Y7 pastoral team has a nominated primary liaison person, who becomes a familiar face to those beginning school and NQTs²² are encouraged to observe some primary lessons at feeder schools.
- 6.3.4 Children about to start secondary school need to know what to expect, both in respect of similarities and differences. This is helped by setting transition projects, where a piece of work is begun in year 6 and continued in year 7. year 7 teachers get a sense of what year 6 pupils can achieve and how they are being taught.
- 6.3.5 On the pastoral side, some schools (including Brinsworth and Dinnington) arrange for their learning mentor to meet with Y6 pupils to ask about their anxieties/excitement. Heads and assistant heads of year visit primaries to give pupils information about the changing routines/lessons, with a positive slant.
- 6.3.6 Most schools are continually improving their primary liaison by holding induction days and visits. Sixth formers sometimes mentor the new starters through the visit. Curriculum experience visits at Brinsworth Comprehensive allow pupils the chance to use special equipment for music, IT and art.
- 6.3.7 At St. Bernard's a three-day summer school for children with academic and other difficulties is organised to help them get up to speed with the secondary education. This approach is being developed in many of the borough's secondary schools.
- 6.3.8 Pupil data from the primary phase is used as a basis for placement of children sets for some subjects. It is also used by some schools to allocate year 7 pupils into mixed tutor groups with respect to gender, feeder schools and ethnicity. Racism can be prevented by encouraging Y6 children to mix before they start at secondary school.

²² newly qualified teachers

6.4 Inclusion

6.4.1 St. Bernard's Catholic High School is one of many inclusive school communities that strives to support the achievement of all its students (including the most and least able). It recognises the importance of an effective behaviour management policy, appreciating that high standards of behaviour and achievement go hand in hand. It values every child regardless of his or her age, ability, gender, race, background and works with children and their parents to sustain high levels of effort, attainment and behaviour, using exclusion as the last resort.

6.5 Working with Parents

6.5.1 St Bernard's works closely with parents of KS3 pupils in the following ways:

- Open evening and induction evening in Y6
- Holding a parents' evening early in Y7 with form tutors and a second later that year, followed by further meetings in Y8 and Y9
- Attendance at KS3 interview in Y9
- Writing to all parents, giving the dates of SATs to avoid holidays being taken at that time.

6.5.2 Dinnington Comprehensive found that there was a low level of parental involvement at KS3. To tackle this, the school initiated tutor days to provide 15 minute sessions for parents to meet with tutors for years 7, 8 and 10. Attendance at tutor days was 80%+ and this benefited the Y9 subject evening attendance, which was raised to 73%. In a survey of Y10 parents, 80% said that they preferred the tutor day system as it gave more time for discussion.

6.5.3 At Brinsworth there are three formal contacts/year at KS3, including a written record of achievement. Other contacts are interim assessments (giving a résumé of the pupils' effort levels) and a teacher/parent subject evening, talking to parents about how their child is progressing and giving realistic and achievable targets. There is extra involvement with parents of those children causing concern.

6.6 Target Setting

6.6.1 At St Bernard's each pupil is given targets at the beginning of year 7, based on their CATs and NFER scores. By Christmas, they will each have a student performance indicator. Targets for year 8 are given and discussed in the spring term and later revisited in September/October and February of year 9. There is a mentoring programme to help pupils achieve their targets.

6.6.2 Dinnington Comprehensive includes minimum target levels from prior attainment in pupils' written reports and ensures that pupils know and understand what is expected of them.

6.7 Intervention

6.7.1 There is a wide range of help given to those pupils who need extra help to achieve their potential, including the following examples from St Bernard's:

- Progress units for students not reaching level 4 in reading and writing.

- Reading Matters scheme introduced for non-readers in Y7, in the form of two half hour sessions per week.
- Lunchtime sessions with paired readers from Y10 and Y11 for pupils at level 3 and below.
- Y10 mentors (who have achieved level 5 and above in English, Maths and Science) work with identified Y9 students on Sam Learning one hour per week in the spring term.
- Identified students also to work with English, Maths and Science specialists to boost performance from level 4 to level 5. These students are withdrawn from lessons for one hour per week. These students will use the booster materials for English, Maths and Science as well as the Maths and Reading and Writing Challenges. Revision materials will also be purchased for these students as well as SATs paper analysis.
- Mock SATs took place earlier to allow more productive feedback to students and staff. Subsequent revision classes are more focussed on identified levels after mock SATs in English, Maths and Science.

6.7.2 Dinnington Comprehensive's intervention strategy has led to a pilot project with a one year appointment of a Y7 numeracy and literacy teacher, to help the lowest achieving pupils. This has led to improved behaviour and the school intends to maintain this post after the pilot.

6.7.3 Dinnington Comprehensive has an Intervention Plan for allocating intervention funds, which also gives the criteria for those pupils re-entering mainstream Maths and English classes.

6.8 Monitoring and Evaluation

6.8.1 Performance Management

As part of performance management, St. Bernard's has a system of peer reviews, but it recognises that there needs to be a culture of staff being happy to be assessed, before technical performance can be monitored. In the school's School Improvement Plan (SIP), different strands of KS3 are linked with performance management. The current year's focus is on teaching and learning and this is likely to continue for the next two years.

At Dinnington Comprehensive, its monitoring strategy incorporates the following elements:

- Every faculty head is given an extra hour of non contact time for monitoring
- Regular line management meetings
- Monitoring the use of 'emergency removal'
- Performance management

6.8.2 Pupil Assessments

Although pupil data from primary schools is found to be useful, schools generally undertake their own assessments early in Y7.

At Clifton Comprehensive a booklet is produced for each year group, giving KS2 data, CAT scores, target predicted grades for KS3, with a separate

booklet giving data on pupils with special educational needs e.g. dyslexia. Data from booklets helps focus the lessons and plans to the pupils' needs and attainment scores are assessed termly.

Oakwood Technology College now holds three assessment days per year – where pupils are off timetable and come in for a session in small groups to meet with their form tutor. The pupils agree targets with their tutor which are included in a report to parents. Parents then sign and agree the report or make an appointment with the tutor to discuss it. The school's dedicated data analyst collates these figures for the tutors.

Swinton Community School has introduced:

- Spiral testing (replacing the previous system of testing at the end of each unit)
- Termly tests of SATs-based examination papers, which requires pupils to revisit previous learning
- Formal tests in year 8, based on former SATs papers, in the school hall.

6.8.3 Overall Pupil Performance

St Bernard's produces an annual analysis of student performance in SATs with an action plan for subsequent developments.

6.9 Tameside Metropolitan Borough Council

6.9.1 The structure of Tameside's KS3 Strategy Team is broadly the same as Rotherham's, with consultants holding contracts for approximately three years. However, when given extra Strategy funding for literacy, it decided to use it to employ a second consultant for maths, where additional resources were needed more. In common with Rotherham, Tameside finds that its consultants are increasingly effective, schools' resistance is reducing, teachers' skills and repertoire is developed and pupil data is now embedded.

6.9.2 Much of Tameside's good practice is already operating at Rotherham, with both LEAs focussing on improved teaching and learning and using the Fischer Family Trust model. However, notable initiatives include:

- Integrating booster lessons in to the whole scheme of work, i.e. during normal school time. This is useful as some pupils often need help in more than one subject.
- A culture of sharing good practice within the borough, with KS3 School Strategy Managers' half termly meetings, subject network meetings, action learning projects²³ and the use of lead teachers and departments.
- Ample opportunity for feedback from schools to the LEA, through termly head teachers' briefings and regular meetings with school strategy managers, KS3 consultants, Advanced Skills Teachers, line managers and other Advisers, plus with Lead Advisers and Link Advisers for schools causing concern.

²³ similar to Rotherham's innovation projects

- The 'Stamford' video, showing good teaching practice and shared with schools through the deputy head teachers unit.
- A video of good PE teaching to disseminate to other schools.
- A philosophy that the KS3 strategy should be customised to schools' own needs and priorities.

6.9.3 Tameside's LEA is not complacent with its success and continues to work towards further improvement at KS3. Future work will focus on:

- Agreements/contracts for consistency
- Recruiting new consultants and teachers
- The 'stuck 4s' i.e. pupils who have achieved level 4 at KS2 and do not look as though they will achieve level 5 at KS3
- Pupils receiving free school meals²⁴
- Continued development of schools' capacity to assess attainment
- Capacity building in schools
- Raising boys' attainment, through different styles of teaching and learning.

7 RECOMMENDATIONS

7.1 General

7.1.1 The overarching recommendation from this review is to continue the focus on improved teaching and learning²⁵. In this way, Key Stage 3 will build on the foundations laid in the earlier key stages and prepare pupils for success at Key Stage 4. It is important for education to get back to basics (e.g. through workforce reform), allowing teachers to get back to teaching. There is a perception that children mark time in Year 8. Key Stage 3 is a critically important phase in which pupils need to maintain their academic progress.

7.1.2 This review endorses the KS3 Strategy and the KS3 team as valuable resources that have already done a great deal to raise the achievement of 11-14 year olds in Rotherham and have the potential to continue this improvement.

7.1.3 Publish KS3 achievement data so that the context in which the school is working is made clear. It supports the inclusion of the value added measure and would like to see a 'turbulence' factor also included.

7.1.4 The review revealed a misconception that the LEA intended to stop statementing pupils with special educational needs. It is therefore recommended that the current statementing policy is publicised to all schools.

²⁴ analysis of the 2003 KS3 results showed that 18% of pupils were eligible for free school meals and, as a group, these pupils attained results considerably below the other pupils

7.2 Teaching and Learning

In order to understand more about how children learn and how they can become better and more independent learners, the LEA needs to:

- 7.2.1 Improve identification and sharing of information and good practice between LEAs, Rotherham schools and classes within those schools²⁶.
- 7.2.2 Promote good leadership and management at all levels (including the governing body), high quality teaching, high quality of learning and high expectations.
- 7.2.3 Develop and implement strategies for sustaining improvement – e.g. coaching, capacity building and running networks.
- 7.2.4 Recognise the problems of appointing teachers in disadvantaged areas and the issue of schools losing experience when a senior manager retires. The LEA needs to be aware of such situations and be able to help schools in this situation.

7.3 Transition from Primary School

For pupils to do well at KS3, it is vital that the transition from primary schools is as effective as possible. The review recommends that the LEA should:

- 7.3.1 Encourage schools to work with their feeder primaries to develop and deliver transition activities²⁷.
- 7.3.2 Promote good liaison with primary schools, involving head teachers, years 6 and 7 teachers, and nominated primary liaison co-ordinators.
- 7.3.3 Ensure the comprehensive transfer of pupil data and information, including teacher assessments and SATs outcomes.
- 7.3.4 Support the running of summer schools, targeted at those who need extra help (i.e. those who did not achieve level 4 at key stage 2).

7.4 Resources

Whilst the review team understands that the resources available for implementing the KS3 Strategy are finite, it recommends that the LEA should resource the following priorities:

- 7.4.1 Provide additional resources/support for under-performing pupils, groups and schools. In advance of the Workforce Agreement additional funding should be made available to provide supply teachers whilst the training and other meetings are taking place.

²⁶ via training sessions, departmental bulletins etc.

²⁷ e.g. Bubbles science project

- 7.4.2 Increase the physical resources available to consultants, including an extensive ICT-based library of resources for teachers to consult²⁸.
- 7.4.3 Provide consultants with training provided by OFSTED to give them the toolkit to make judgements about teaching and learning, in addition to that provided for the National Strategy.

Schools should:

- 7.4.4 In advance of the workforce agreement, provide sufficient time and resources for:
- Planning
 - Training
 - Reflection
 - Implementation
 - Planned review of the effectiveness of new initiatives.
- 7.4.5 Where possible, set timetables to allow all teachers within a department to meet on a regular basis, undertake peer observations, give peer support. This would also provide the opportunity for consultants to work with whole departments.
- 7.4.6 Give subject co-ordinators more non-contact time (preferably in a block) to undertake their role, away from school premises.

7.5 LEA Support

The support given for the KS3 Strategy is of a high quality and is valued by schools. This could be further improved by implementing the following suggestions:

- 7.5.1 Ensure that all training sessions are well run and achieve their objectives and encourage LEA meetings to have a more practical bias and keep to the agenda. Improve the feedback given to schools.
- 7.5.2 Support schools in raising the attainment of boys and aspirations of girls, in line with their academic achievements.
- 7.5.3 Provide greater opportunity for Heads of Department to discuss ideas, perhaps via extra meetings of Heads of Department within LIG clusters.
- 7.5.4 Second staff to consultants' posts, to reduce the turnover and increase the number of applicants.

²⁸ From September 2005

7.6 Target-setting and Assessment

The setting of targets is imperative in the improving achievements at KS3, as is the regular assessment of pupils' learning. Targets could be more effective if the LEA were to:

- 7.6.1 Support schools to regularly review and revise their assessment policies and procedures.
- 7.6.2 Further develop LEA targets to allow for pupil movements (i.e. a turbulence factor) – and ensure that the data relating to these pupils is tracked through to the receiving schools. Discontinuity is not always understood by the LEA.

7.7 Data Management Systems

Most of the recommendations in this area relate to accuracy and timeliness of the individual pupil data. The use of pupil data could be improved if the LEA could:

- 7.7.1 Arrange for all primary teacher assessments to be passed to secondary schools in the first half of the summer term and ensure that individual pupil data is distributed to teachers much earlier²⁹.
- 7.7.2 Encourage schools to allow all teachers access to up-to-date individual pupil data on all subjects.

8 THANKS

8.1 RMBC LEA Officers

- Nick Whittaker, School Improvement Adviser (Key Stage 3)
- Catharine Kinsella, Strategic Leader (Improvement), Education, Culture and Leisure Services
- David Powell, Principal Adviser Monitoring, Evaluation and Improvement
- Jane Patching, KS3 Science Consultant
- Andrey Rosowsky, KS3 English/Literacy Consultant

8.2 Rotherham Teachers

- Paul Blakeley, Head of Science, Swinton Community School
- Katie Bullock, Temporary KS3 Manager, Wickersley School and Sports College
- Bev Clubley, Assistant Head Teacher and Key Stage 3 Strategy Manager, Dinnington Comprehensive School
- Richard Fone, Deputy Head Teacher and KS3 Co-ordinator, Brinsworth Comprehensive School

²⁹ currently, some do not receive it until the end of September or early October

- Lisa McIvor, KS3 Science co-ordinator, Clifton Comprehensive School
- Eunice Newton, Head Teacher, St Bernard's Catholic High School
- Sue Owen, English Co-ordinator, Oakwood Technology College

8.3 Others

- Cllr Georgina Boyes, Cabinet Member, Education, Culture and Leisure Services
- Maurice Smith, General Adviser (KS3), Tameside Metropolitan Borough Council
- Graham Ashford, Head of School Improvement, Tameside Metropolitan Borough Council
- Phil Taylor, Adviser, Tameside Metropolitan Borough Council

9 INFORMATION SOURCES/REFERENCES

- Rotherham Community Strategy 2002-2007, Rotherham Partnership
- The Key Stage 3 National Strategy
- Education Guardian
- Education Guardian, Interactive Guide
- Education Development Plan 2002 – 2007
- LEA Ofsted Report, October 2001
- IDeA Knowledge

10 APPENDICES

- 1. Methodology**
- 2. Extract from EDP: Priority 2 – Raising Attainment in Key Stage 3**
- 3. The Key Stage 3 National Strategy**
- 4. Key Stage 3 Results 1998 - 2003, by subject**
- 5. KS3 Performance Tables 2003 for Rotherham Schools**

APPENDIX 1: Methodology

1.1 Establishing the Review Group

During summer a Review Group was set up under the Chairmanship of Steve Radford. The Group comprised the following members of the Lifelong Learning Opportunities Scrutiny Panel:

- Chair: Steve Radford
- Tom Brown
- Peter Eyre
- Cllr Barry Kaye
- Roy Newman
- Cllr Iain St John
- Sally Underwood

1.2 Approach Taken

The review was carried out over a period of approximately six months, beginning in autumn 2003. The review concentrated on how attainment at Key Stage 3 can be raised in Rotherham schools. This involved examining:

- How Rotherham's results at KS3 compare with those of similar local authorities
- Recent trends in Rotherham's KS3 results
- What initiatives are presently in place
- The resources used
- National guidance
- Good practice in other LEAs

1.3 Format of the Review

1.3.1 A range of fact-finding approaches was used. These included written submissions, oral evidence from witnesses and a visit to Tameside Metropolitan Borough Council to meet with officers.

1.3.2 Members invited senior managers and teachers from seven Rotherham secondary schools to give evidence.

1.3.3 Cllr Georgina Boyes, Cabinet Member for Education, Culture and Leisure contributed to the review, as did officers from the programme area. Their help and co-operation with the review is gratefully acknowledged.

1.4 Questions Asked

We asked a range of questions that sought to establish:

1.4.1 Targets and Results

- Why Rotherham's KS3 results have improved in 2003, more than the national average.
- The national and local targets and their achievability.

1.4.2 Raising Achievements

- Which groups of pupils are under-performing
- What particular initiatives have improved results at KS3.
- The greatest barriers to raising KS3 achievements.
- Rotherham's capacity to continue improving at KS3.
- How boys' achievements can be raised

1.4.3 The effect of gender on results

- why girls consistently out-perform boys in English at KS3 and how boys can be helped to catch up
- Why this year in Rotherham, girls have done better than boys in Maths and Science at KS3.

1.4.4 Transition

- How pupils can best be prepared for the transition from primary to secondary school.

1.4.5 National KS3 Strategy

- How the LEA supports teachers of the KS3 curriculum.
- How KS3 co-ordinators support their colleagues in their teaching of the KS3 syllabus
- Teachers' views of the National KS3 Strategy and its effect on teachers
- How the roll out of the Science strand of the KS3 National Strategy has benefited pupils

1.4.6 Data Management Systems

- How the LEA is using data management systems to look at individual achievements and school performance
- How helpful schools find the individual pupil data received from feeder primary schools.
- How helpful schools find the LEA's data management systems (including the information provided from the Fischer Family Trust system)
- Whether pupil data regarding KS2 results and KS3 predictions for all subjects should be available to all KS3 teachers

1.4.7 Sharing Good Practice

- Whether there is sufficient opportunity to share good practice with other schools.

1.4.8 Resources

- Where resources need to be targeted in order to improve achievements at KS3
- Whether the teaching of key stages 4 and 5 impacts on the resources available for KS3.
- Whether LEA resources are adequate.
- Whether subject co-ordinators have sufficient time and resources to perform their role.

1.4.9 KS2-KS3 Value Added Measure

- The elements that contribute to a high KS2-KS3 value added measure.

Appendix 2: Extract from Education Development Plan

Priority 2 - Raising Attainment in Key Stage 3

| AREA OF FOCUS | |
|--|---|
| Priority: Raising Attainment in Key Stage 3 | |
| ISSUES IDENTIFIED BY OFSTED (October 2001) | |
| Par 7 | EiC has improved collaborative working with schools. |
| Par 15 | In 2000, the percentages of pupils gaining L4 or higher in the end of KS2 tests were close to the national averages in maths and science. |
| Par 14 | For 1999/2000, improvement rates were above the national rate in primary schools and broadly similar in secondary schools. |
| Par 16 | There is a dip in performance in the end of KS3 tests; for all core subjects, results are approximately 5% below the national average. |
| Par 61 | The issues of what data should be collected, the links between data systems and who needs access have not yet been adequately tackled. |
| Par 63 | Electronic exchange of data is not yet in place, but there has been more progress on this aspect. |
| Par 72 | At KS3 there was a three per cent dip in the literacy results in 2000 and, while the results are in line with those in similar authorities, a widening gap has emerged between the LEA's results and the national average. |
| Par 75 | At KS3, while the proportion of pupils achieving L5 in maths was in line with LEA neighbours it was below the national average. |
| Par 77 | Numeracy is increasingly highly valued by all schools. At the secondary level there has been good progress in meeting the recommendation to improve support for maths teaching. A new adviser with secondary expertise in maths took up post in Sept 2000 and there is clear evidence that his work with maths departments in all secondary schools has helped them to respond positively to the KS3 strategy. |
| Par 88 | Initiatives for raising the attainment of ethnic minority pupils in literacy and numeracy are being implemented effectively. |
| LEA AUDIT FINDINGS (January 2003) | |
| | <ul style="list-style-type: none"> • Attainment at KS3 is below the national average. • 45% of Year 7 pupils fail to achieve better results on tests than in Year 5 (Galton, Gray and Ruddock). • By Year 9, over 50% of boys and 48% of girls sometimes or never enjoy school (survey of 6000 pupils). • KS3 Tariff - 18% of the judgements were 'well below'. • Low levels of attainment at L5+ and L6+ in English SATs (below national averages). • The need to reduce further the number of pupils attaining below L4 in English by the end of Year 7. • Boys' results in English are improving and the difference between boys' and girls' attainment in Rotherham is lower than the difference nationally. • Levels of attainment at L5+ and L6+ in the KS3 science SATs are below the national averages. |

- Pupils make insufficient progress in science in the early years of KS3.
- Improving teaching and learning and the use of assessment to inform planning and teaching have been identified as priorities for action by schools, SIAs and Ofsted.
- There has been an increase in Ofsted key issues relating to planning, teaching and learning (including assessment and assessment for learning) at KS3.
- Liaison is a strength in several clusters with examples of good practice.
- The EiCAZs have had a positive impact in promoting cross-phase working.

TARGETED PUPIL/SCHOOL OUTCOMES

- Schools set improvement targets for Years 7/8/9 pupils in:
 - Year 7 'Progress' Tests (Level 3-5)
 - Year 7 'Optional' Tests (Level 4-6)
 - Year 8 'Optional' Tests (Level 4-7).
- Effective use of KS2 assessment (raw score) and performance information to identify pupils for Y7 intervention programmes; Summer Schools, Literacy Progress Units (LPUs) and Progress Tests.
- Effective use of other standardised assessment information to inform target setting and teaching.
- Improved KS3 test scores to agreed LPSA targets.
- Increased curriculum continuity as a result of specific activities involving pupils and teachers.
- Efficient data transfer and target setting system fully in place by 2003.
- KS3 SAT Targets (All schools)
 - Increase % of maths L5+ to 72% in 2003, 75% in 2004, 83% in 2005
 - Increase % of English L5+ to 73% in 2003, 75% in 2004, 79% in 2005
 - Increase % of science L5+ to 69% in 2003, 72% in 2004, 79% in 2005
 - Increase % of ICT L5+ to 71% in 2003, 74% in 2004, 81% in 2005.

TARGETED LEA OUTCOME

- Increase attainment in all subjects at KS3.
- Establish high expectations for all pupils by setting challenging targets for them to achieve.
- Strengthen transfer and transition from KS2 and ensure good progression in teaching and learning across KS3.
- Promote approaches to teaching and learning to engage and motivate pupils.
- Strengthen teaching and learning through a programme of professional development and practical support.
- Develop a co-ordinated approach to the literacy, numeracy, science, ICT and TLF strands of the KS3 Strategy.
- To ensure by the age of 14 the vast majority of pupils have learned how to reason, to think logically and creatively and to use ICT productively.
- Use the outcomes from EiC and the EiCAZs as examples of good practice.
- To secure the commitment of Headteachers to the KS3 Strategy.
- To develop NLS approaches and target setting in KS3 (reflected in management/school improvement plans).
- To develop and implement an effective KS3 Strategy training programme.
- Improve the use and impact of a range of assessment strategies in KS3.
- Support the Continuing Professional Development of teachers.

- Develop and support local, regional and national networks for sharing good practice.
- Raise attainment in the Foundation Subjects in KS3 through increasing the effectiveness of teaching.
- Improve liaison between all secondary schools and their partner primary schools.
- Develop a cross-curricular approach to teaching and learning (including investigative and cognitive skills).
- Continue to work with Maurice Galton at Cambridge University (encouraging schools to develop and promote good practice).
- Develop opportunities for schools to work together to create curriculum opportunity for pupils both within and outside the normal school day.

Appendix 3

The Key Stage 3 National Strategy

Source: DfES

The four key principles of the Strategy

The Key Stage 3 National Strategy provides secondary and middle schools with an exciting and challenging opportunity to build on the successes of the National Literacy and Numeracy Strategies in primary schools. It is based on four important principles:

- **Expectations:** establishing high expectations for all pupils and setting challenging targets for them to achieve;
- **Progression:** strengthening the transition from Key Stage 2 to Key Stage 3 and ensuring progression in teaching and learning across Key Stage 3;
- **Engagement:** promoting approaches to teaching and learning that engage and motivate pupils and demand their active participation;
- **Transformation:** strengthening teaching and learning through a programme of professional development and practical support.

What subjects are involved in the Strategy?

There are five strands of the Strategy supported by the Standards Fund. These are English, mathematics, science, information and communication technology (ICT), and the foundation subjects (TLF).

What are the timescales for the different strands of the Strategy?

The timeline of the Strategy is as follows:

2000 – 2001

- Pilot of English and mathematics strands in 17 LEAs

2001 – 2002

- National 'roll out' from April 2001 for English and mathematics strands
- Pilot of science, ICT and foundation subjects (TLF) strands in 17 LEAs

2002 – 2003

- National 'roll out' from April 2002 for science, and for ICT and foundation subjects from September 2002
- Extended ICT pilot in the summer term
- One-year Modern Foreign Languages (MFL) project for pilot schools

What are the targets?

We have set challenging new targets for 14-year-olds in English, mathematics, science, and information and communication technology (ICT).

This means that:

- 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 in English, mathematics and ICT and 80% in science.

Last year, 64% of 14-year-olds reached Level 5 in English, 65% in mathematics and 59% in science. We are working closely with Local Education Authorities and schools to provide support for reaching these targets.

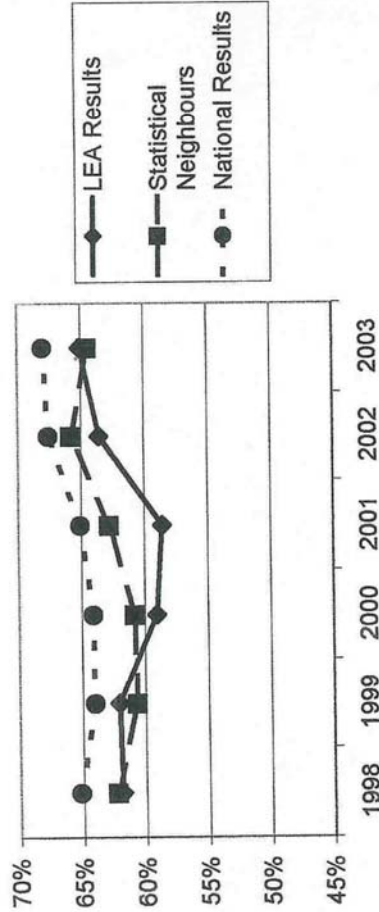
New requirements for school targets in Key Stage 3 ICT

From September 2002 the law will require schools to set targets for the percentage of pupils to achieve Level 5 or above in Information and Communication Technology (ICT) at Key Stage 3. This will mirror the current requirements already in place for English, mathematics and science.

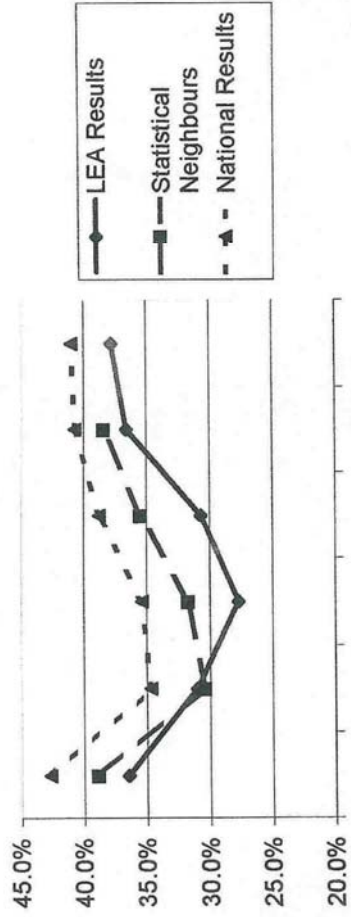
Schools will be required to set their first ICT targets by 31 December 2002 for the ICT assessments in 2004. Guidance will be sent to all Local Education Authorities and secondary schools in September.

KS3 Results (English)

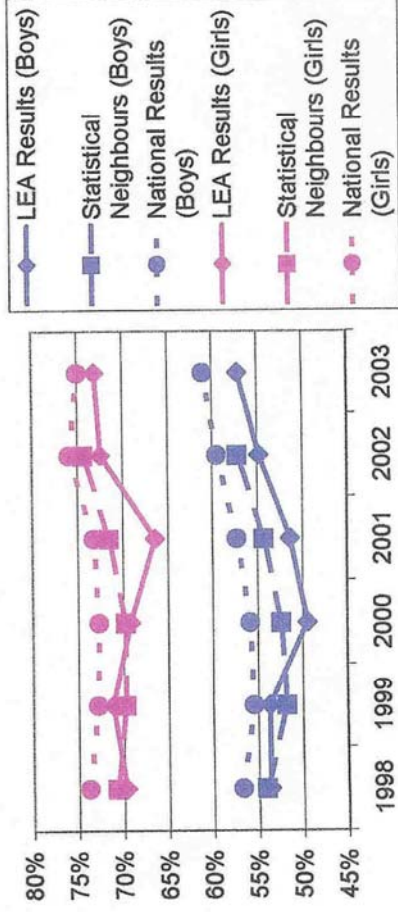
English L5+ (All)



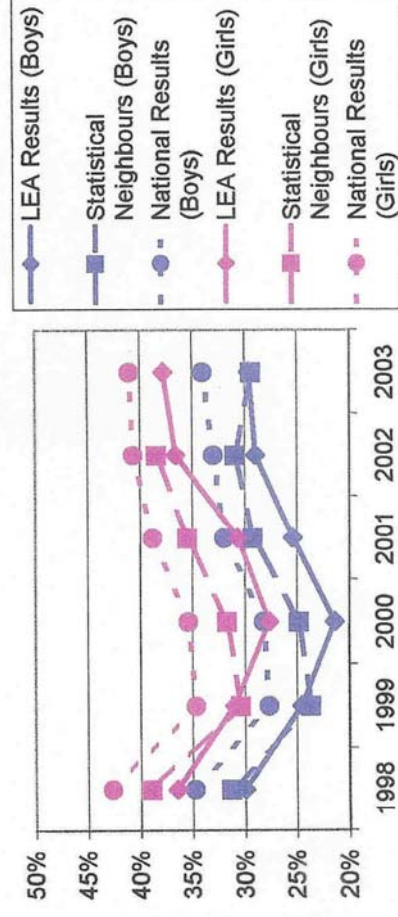
English L6+ (All)



English L5+ (Boys and Girls)

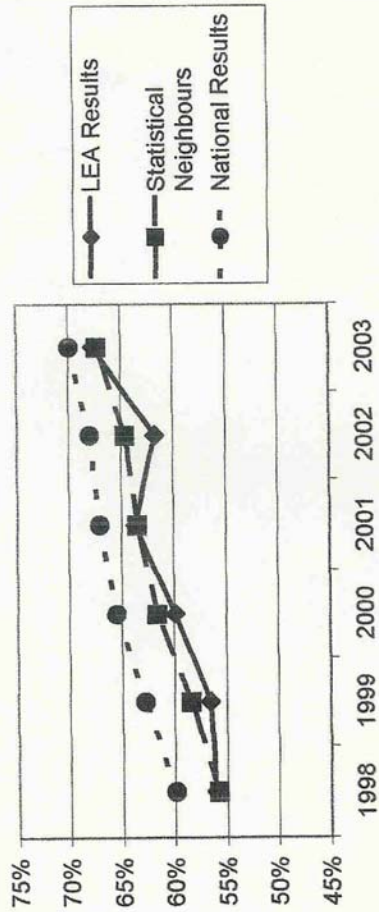


English L6+ (by gender)

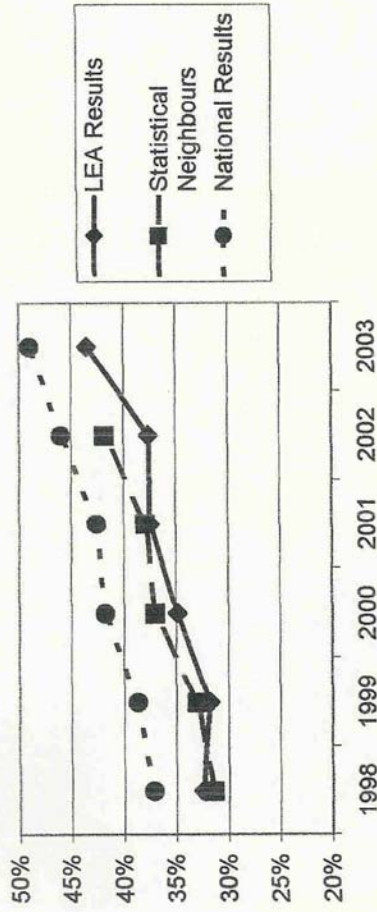


KS3 Results (Maths)

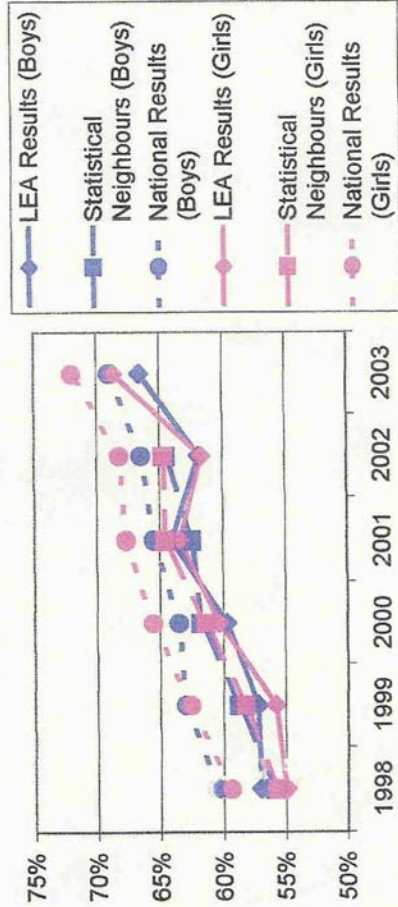
Maths L5+ (All)



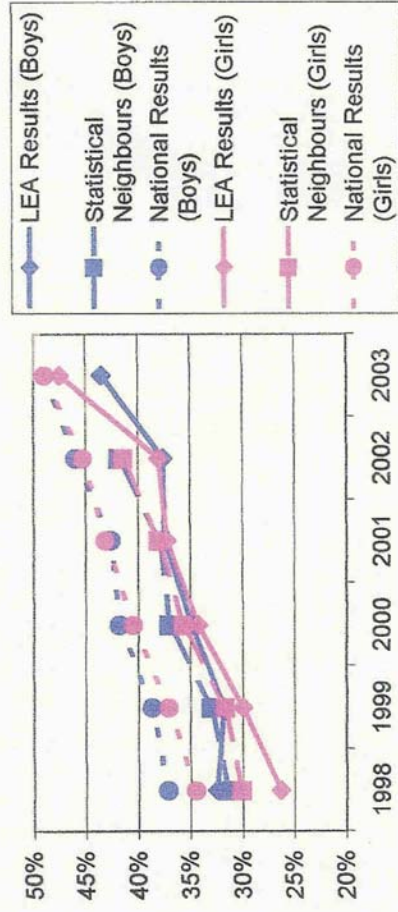
Maths L6+ (All)



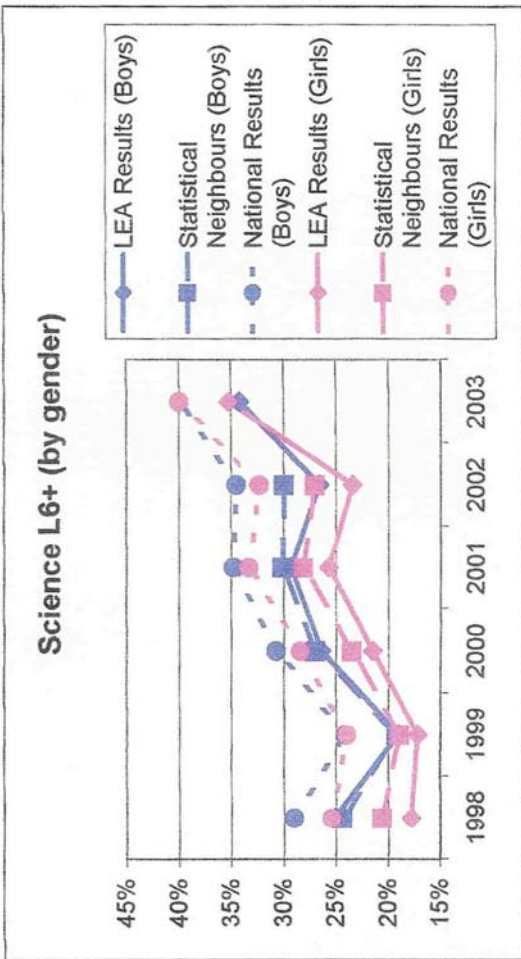
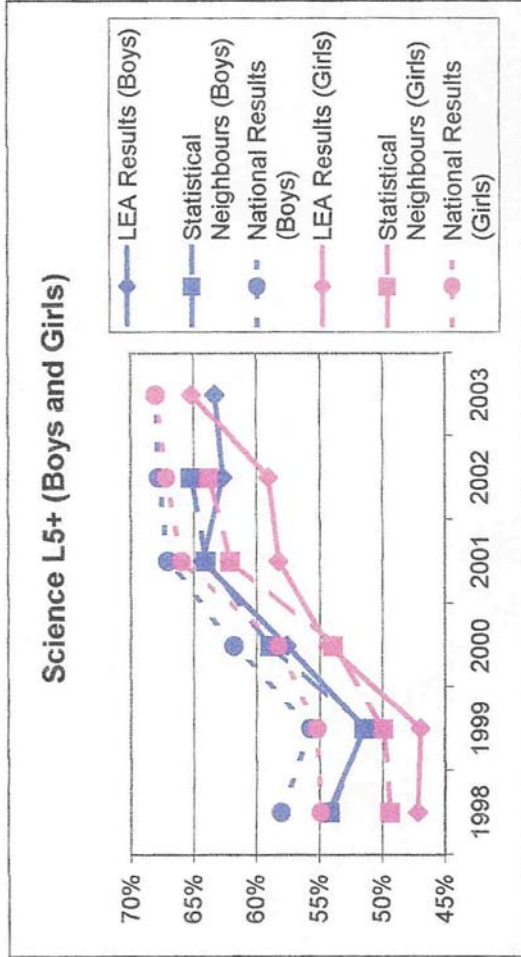
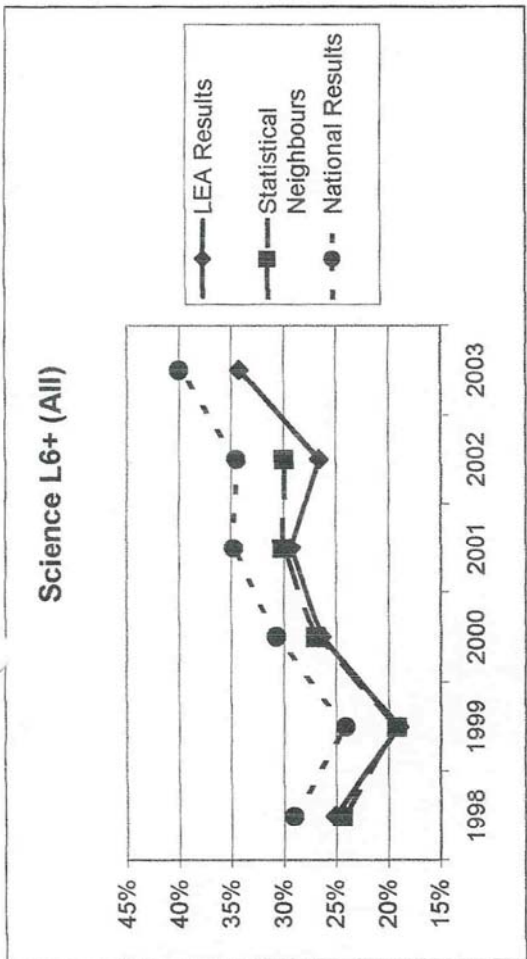
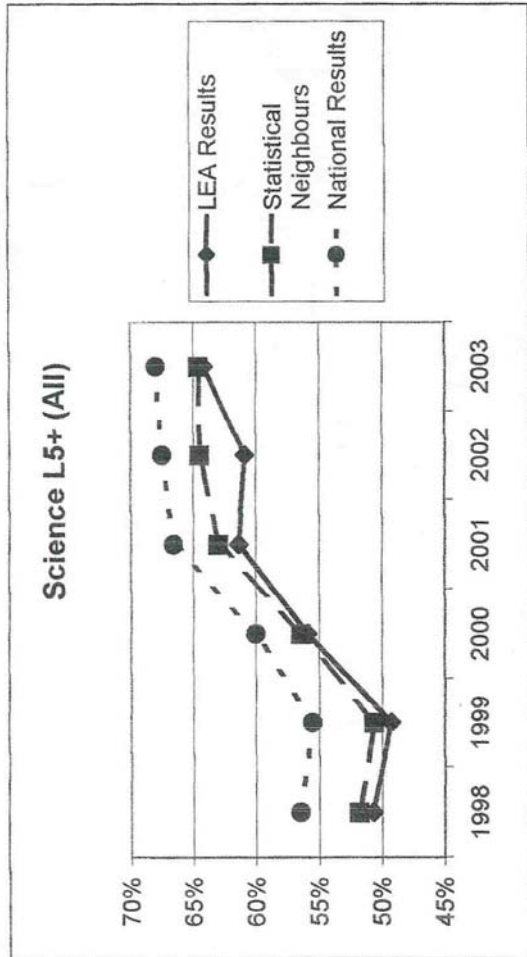
Maths L5+ (Boys and Girls)



Maths L6+ (by gender)



KS3 Results (Science)



Appendix 5

SECONDARY SCHOOL (KEY STAGE 3) PERFORMANCE TABLES 2003
for Rotherham Schools

| | No. of eligible pupils | | | | | % achieving Level 5 or above | | | | | | Average point score |
|--|------------------------|---------------------|------|------------------------|-------|------------------------------|-----|-------|-----|---------|-----|---------------------|
| | Total | SEN with statements | | SEN without statements | | English | | Maths | | Science | | |
| | | N | % | N | % | L5+ | A/D | L5+ | A/D | L5+ | A/D | |
| LEA Average | | | | | | 64% | | 66% | | 63% | | 33.3 |
| England Average | | | | | | 69% | | 71% | | 68% | | 34.3 |
| Aston Comprehensive School | 320 | 9 | 2.8% | 24 | 7.5% | 69% | 3% | 71% | 4% | 66% | 3% | 33.6 |
| Brinsworth Comprehensive School | 251 | 6 | 2.4% | 35 | 13.9% | 58% | 7% | 67% | 3% | 70% | 4% | 33.3 |
| Clifton Comprehensive School | 232 | 1 | 0.4% | 60 | 25.9% | 48% | 8% | 53% | 3% | 44% | 3% | 30.0 |
| Dinnington Comprehensive School | 258 | 4 | 1.6% | 38 | 14.7% | 67% | 7% | 69% | 3% | 69% | 2% | 34.5 |
| Kimberworth Comprehensive School | 121 | 5 | 4.1% | 17 | 14.0% | 45% | 13% | 52% | 12% | 50% | 13% | 31.3 |
| Maltby Comprehensive School | 245 | 6 | 2.4% | 12 | 4.9% | 56% | 10% | 59% | 11% | 62% | 6% | 32.6 |
| Oakwood Technology College | 208 | | | 32 | 15.4% | 64% | 4% | 69% | 1% | 64% | 3% | 33.2 |
| Old Hall Comprehensive School | 233 | 7 | 3.0% | 9 | 3.9% | 79% | 3% | 83% | 0% | 83% | 0% | 35.8 |
| Pope Pius X Catholic High School | 131 | 6 | 4.6% | 14 | 10.7% | 69% | 7% | 71% | 5% | 66% | 5% | 33.7 |
| Rawmarsh School - A Sports College | 209 | 6 | 2.9% | 31 | 14.8% | 60% | 13% | 58% | 10% | 61% | 10% | 32.6 |
| St Bernard's Catholic High Sch... | 134 | 3 | 2.2% | 3 | 2.2% | 84% | 1% | 86% | 1% | 78% | 1% | 35.5 |
| Swinton Community School | 174 | 3 | 1.7% | 28 | 16.1% | 58% | 13% | 67% | 9% | 61% | 7% | 33.5 |
| Thrybergh Comprehensive School | 119 | 3 | 2.5% | 40 | 33.6% | 55% | 6% | 38% | 3% | 38% | 4% | 29.7 |
| Wales High School | 249 | 8 | 3.2% | 41 | 16.5% | 69% | 6% | 70% | 4% | 59% | 4% | 33.9 |
| Wath Comprehensive School : a language college | 292 | 4 | 1.4% | 48 | 16.4% | 68% | 5% | 68% | 3% | 65% | 3% | 33.7 |
| Wickersley School and Sports College | 274 | 7 | 2.6% | 35 | 12.8% | 88% | 5% | 86% | 4% | 83% | 1% | 37.3 |
| Wingfield Comprehensive School | 148 | 5 | 3.4% | 29 | 19.6% | 45% | 4% | 63% | 5% | 46% | 3% | 30.9 |

Source: DfES

| |
|--|
| ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS |
|--|

| | | |
|----|------------------------|--|
| 1. | Meeting: | Lifelong Learning Opportunities Scrutiny Panel |
| 2. | Date: | 21st February, 2005. |
| 3. | Title: | OFSTED Inspections of Rotherham Schools: Summer and Autumn Terms 2004 |
| 4. | Programme Area: | ECALS |

5. **Summary:** To inform members of the outcome of the Ofsted inspection of those schools inspected during the Summer and Autumn Terms 2004. To highlight effective schools and to inform members of any school that was identified as having concerns.

6. **Recommendations:**

- i) That the reports be received
- ii) That those schools with very good and good provision be congratulated on the outcome of their OFSTED inspection.
- iii) That schools with identified weaknesses be encouraged to improve further the quality of their educational provision as rapidly as possible.

7. Proposals and Details:

Over the Summer and Autumn Terms 2004 thirteen schools (10%) were inspected by Ofsted. This included five primary schools, five infant schools, one special school, one secondary school and the Hospital Teaching and Home Tuition Service. The parents' summaries for each of these schools are attached as Appendix 1 together with Part D: Summary of the Main Inspection Judgements from the main report. This is graded on OFSTED's seven point score (1=excellent, 2=very good, 3=good, 4=satisfactory, 5=unsatisfactory, 6=poor, 7=very poor) and will give Members an effective oversight of the strengths and weaknesses of each school inspected.

Since they were last inspected two of the schools have made very good improvement, four have made good improvement and in the other six improvement was satisfactory. The Hospital and Home Teaching Service had not been inspected before, therefore no judgement, in relation to improvement, was made. The overall effectiveness of every school inspected was either satisfactory or better with nine being good overall and one very good. Standards of pupil achievement and teaching and learning were judged as good in ten schools and satisfactory in the other three. Leadership and management overall were judged as very good in two schools, good in eight schools and satisfactory in three. In eight of the thirteen schools, the very good leadership of the head teacher was cited as a strength of the school. Value for money was good or better in ten schools and satisfactory in the other three. In all but one school pupils' attitudes and behaviour were good and in over half of these it was very good.

Particular strengths mentioned in many of the schools inspected were: partnership with parents; provision for children with Special Educational Needs and; the quality of the curriculum, particularly where in primary schools it had been enriched and extended to support pupils' learning. It is clear from this that Rotherham primary schools are beginning to take on board the Government's drive for both excellence and enjoyment. Recurring areas for development in a number of schools were around assessment, including the tracking of pupil progress, marking and reporting and recording. The School Improvement Service, through the Primary Strategy with its focus on Assessment for Learning, will be supporting schools in this area of work. In a few schools monitoring of the wider curriculum, beyond the core subjects, was mentioned and ICT, although cited as an area of strength in four of the schools was an area for development in others.

Rotherham Council is committed to reducing the number of schools in the OFSTED concern categories and to improve the proportion of schools judged with higher gradings. In this term's group of schools it is pleasing to report no schools were placed in OFSTED categories, the majority of schools were judged as good with one more school judged as very good. All schools were judged to be making at least satisfactory progress.

8. **Finance:** Schools that fall into any of OFSTED's categories of weak schools, special measures or serious weakness, normally receive support from the centrally held School Improvement grant (a previous Standards Fund Grant allocated specifically for this purpose) to assist the school to remedy causes of weakness as quickly as possible. This group of schools draws significantly on support from the School Improvement Service, Inclusion Support Services in addition to other, centrally funded Services depending on the weaknesses identified. Support is deployed to the schools to help them improve as quickly as possible.
9. **Risks and Uncertainties:** The designation, by Ofsted, of a school falling into one of their categories of concern impacts on the Council's Comprehensive Performance Assessment (CPA) grading. In addition the Council's monitoring via the DfES Standards and Effectiveness Unit (SEU) could have a negative impact on the public image of Rotherham's education provision.
10. **Policy and Performance Agenda Implications:** Any plans arising from an analysis of in these inspection reports should be consistent with the Community Strategy and Corporate Plan. The improvement actions should address the Corporate Priorities for:

- | | |
|-----------------|--|
| Regeneration: | - improving the image of Rotherham. - providing sustainable neighbourhoods of quality, choice and aspiration. |
| Equalities: | - promoting equality. - promoting good community relations. |
| Sustainability: | - improving the quality of life. - increasing employment opportunities for local people. |

11. **Background Papers and Consultation:** OFSTED Section 10 Reports for all schools inspected – **NOT AVAILABLE ELECTRONICALLY TO RMBC – SEE OFSTED WEBSITE:-** www.ofsted.gov.uk (link for the Rotherham reports is <http://www.ofsted.gov.uk/reports/index.cfm?fuseaction=lea&id=372>)

12. Contact Name :

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Appendix 1: Parental summaries of OFSTED reports for:

| School: | Inspection date |
|--|------------------------------------|
| Greasbrough J&I School | 4-6th May 2004 |
| St Bede's RC Primary | 17-19 th May 2004 |
| Sitwell Infant School | 26-28th April 2004 |
| Woodsetts J&I School | 14-16 th June 2004 |
| Thorpe Hesley Infant School | 14-16 th June 2004 |
| Hospital Teaching and Home Tuition Service | 7-8 th July 2004 |
| Brampton Cortonwood Infant School | 13-15 th September 2004 |
| Newman Special School | 13-16 th September 2004 |
| Brinsworth Howarth J & I School | 27-29 th September 2004 |
| Bramley Sunnyside Infant School | 27-29 th September 2004 |
| Aston Fence J & I School | 4-6 th October 2004 |
| Aston Comprehensive School | 1-5 th November 2004 |
| Brinsworth Manor Infant School | 8-10 th November 2004 |

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| ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS |
|---|

| | | |
|----|------------------------|--|
| 1. | Meeting: | Lifelong Learning Opportunities Scrutiny Panel |
| 2. | Date: | 21 st February, 2005. |
| 3. | Title: | Summer 2004 Foundation and Key Stages 1 & 2 Assessment Results |
| 4. | Programme Area: | ECALS |

5. **Summary:** To inform Members of attainment in Rotherham primary schools in 2004.

6. **Recommendations:**

- That the report be received.
- That Members note with concern the emerging declining trends in key stage 1, but is pleased to note the improvements in Key Stage 2, most particularly at L4+.
- That Members encourage all schools to improve their results, and particularly those not currently meeting the DfES target of 65%.

7. **Proposals and Details:** Background: All primary schools must conduct teacher and statutory assessment each school year.

2004 FOUNDATION STAGE AND KEY STAGES 1 & 2 ASSESSMENT SUMMARY

a) Foundation Stage:

| Assessment | Total Pupils | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | LEA Av. | Boys Av. | Girls Av. |
|------------|--------------|----|-----|-----|-----|-----|-----|------|------|------|-----|---------|----------|-----------|
| PSE – D&A | 3034 | 6 | 8 | 33 | 74 | 135 | 341 | 475 | 693 | 1112 | 157 | 6.7 | 6.5 | 7.0 |
| PSE-SD | 3034 | 7 | 5 | 29 | 202 | 239 | 464 | 1009 | 500 | 491 | 88 | 6.0 | 5.7 | 6.2 |
| PSE- ED | 3034 | 7 | 41 | 97 | 159 | 327 | 391 | 477 | 707 | 737 | 91 | 6.1 | 5.7 | 6.4 |
| PSE AoL | | | | | | | | | | | | 6.3 | 6.0 | 6.5 |
| CLL- LCT | 3034 | 8 | 58 | 110 | 179 | 249 | 401 | 561 | 545 | 804 | 119 | 6.1 | 5.8 | 6.3 |
| CLL- LSL | 3034 | 15 | 119 | 171 | 338 | 341 | 412 | 392 | 495 | 511 | 240 | 5.6 | 5.2 | 5.9 |
| CLL- R | 3034 | 7 | 62 | 118 | 143 | 407 | 473 | 522 | 515 | 625 | 162 | 5.8 | 5.6 | 6.1 |
| CLL-W | 3034 | 17 | 149 | 239 | 310 | 371 | 498 | 465 | 399 | 535 | 51 | 5.2 | 4.8 | 5.6 |
| CC - AoL | | | | | | | | | | | | 5.7 | 5.4 | 6.0 |
| Ma. – NLC | 3034 | 10 | 11 | 53 | 87 | 116 | 178 | 214 | 1155 | 833 | 377 | 6.9 | 6.8 | 7.1 |
| Ma. - C | 3034 | 29 | 69 | 198 | 200 | 254 | 352 | 449 | 713 | 696 | 74 | 5.8 | 5.7 | 6.0 |
| Ma. - SSM | 3034 | 24 | 49 | 80 | 156 | 184 | 286 | 568 | 833 | 684 | 170 | 6.3 | 6.1 | 6.4 |
| Ma. AoL | | | | | | | | | | | | 6.3 | 6.2 | 6.5 |
| KOW | 3034 | 9 | 47 | 104 | 189 | 308 | 395 | 507 | 670 | 769 | 9 | 6.0 | 5.9 | 6.0 |
| PD | 3034 | 9 | 23 | 45 | 91 | 100 | 213 | 366 | 881 | 1207 | 99 | 6.8 | 6.6 | 7.0 |
| CD | 3034 | 10 | 31 | 73 | 114 | 297 | 456 | 588 | 690 | 748 | 27 | 6.1 | 5.7 | 6.5 |

A new national assessment profile for pupils at the end of the foundation stage was piloted in 2003 to replace the previous Baseline assessment process administered at the beginning of Foundation 2 (Reception). Outcomes from 2004 assessments are judged to be a more valid and reliable indicator than those collected in 2003, following extensive moderation activities undertaken by the greatest majority of schools across Rotherham and led by members of the School Improvement Consultant workforce.

Assessment outcomes do show the weakest areas of capability are within Communication, Language and Literacy with a particular weakness in writing at 5.2 compared to the highest level of capability in the mathematics' scale of Numbers as labels and for Counting at 6.9. The differences in performance between girls and boys are evident at this stage, as reflected in this initial formal assessment. Girls outperform boys in all assessment scales. This is most pronounced in writing and creative development, reporting a gap of 0.8.

b) Key Stage 1

| Subject | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | Difference 2003 -2004 | 2004 National (% change) |
|--------------------------------|------------|------------|------------|------------|------------|------------|-----------------------|--------------------------|
| PERCENTAGE L2+/L2B+/L3+ | | | | | | | | |
| En1 TA L2+ | 83% | 81% | 88% | 87% | 85% | 86% | +1% | 87% (+2%) |
| En1 TA L3+ | 15% | 17% | 20% | 25% | 24% | 23% | -1% | 24% (+2%) |
| En2 TA L2+ | 78% | 80% | 83% | 83% | 83% | 81% | -2% | 84% (-1%) |
| En2 TA L3+ | 24% | 25% | 27% | 29% | 27% | 29% | +2% | 28% (0%) |
| En2 SAT L2+ | 76% | 81% | 84% | 83% | 83% | 81% | -2% | 85%(+1%) |
| En2 SAT L2B+ | 57% | 64% | 69% | 70% | 68% | 67% | -1% | 70%(+1%) |
| En2 SAT L3+ | 25% | 24% | 26% | 28% | 26% | 27% | +1% | 29%(+1%) |
| En3 TA L2+ | 76% | 80% | 84% | 84% | 83% | 80% | -3% | 83% (0%) |
| En3 TA L3+ | 7% | 8% | 11% | 12% | 14% | 17% | +3% | 17%(+1%) |
| En3 SAT L2+ | 81% | 83% | 88% | 87% | 81% | 79% | -2% | 81%(0%) |

| | | | | | | | | |
|---------------------|------------|------------|------------|------------|------------|------------|------------|-----------------|
| En3 SAT L2B+ | 49% | 53% | 62% | 62% | 61% | 60% | -1% | 62%(0%) |
| En3 SAT L3+ | 4% | 6% | 8% | 10% | 13% | 15% | +2% | 16%(0%) |
| | | | | | | | | |
| Ma TA L2+ | 84% | 86% | 89% | 89% | 89% | 87% | -2% | 89% (0%) |
| Ma TA L3+ | 19% | 25% | 30% | 30% | 27% | 27% | 0 | 26% (0%) |
| Ma SAT L2+ | 84% | 87% | 92% | 92% | 91% | 89% | -2% | 90% (0%) |
| Ma SAT L2B+ | 58% | 71% | 78% | 77% | 72% | 75% | +3% | 76%(+2%) |
| Ma SAT L3+ | 17% | 23% | 30% | 31% | 28% | 28% | 0 | 29%(0%) |
| | | | | | | | | |
| Sc TA L2+ | 83% | 85% | 90% | 90% | 90% | 88% | -2% | 90%(+1%) |
| Sc TA L3+ | 19% | 21% | 30% | 29% | 26% | 26% | 0 | 27%(+1%) |

The declines reported in Rotherham in 2003 have continued into 2004 at varying levels in all aspects, compared to slight improvements nationally. The most significant reductions in results are at L2+ in all aspects (down 2%), further contributing to downward trends in reading, writing and mathematics over the last four years. The most marked increases in performance have been at L2B+ mathematics, Rotherham's improving by 3% while national results improved by only 2%, and L3+ writing reporting an increase of 2% compared to a standstill nationally. All results are below national averages.

In reading and writing the difference in performance between girls and boys remains a significant issue both locally and nationally. At Level 2 or better in reading the difference between girls and boys attaining that level is almost 9% (8% nationally) and in writing 13% (11% nationally). The gap has reduced in reading on 2003 and writing reflects a similar profile. At Level 2B the gap has narrowed slightly in reading, 13% (11% nationally), but writing has widened to 18% (16% nationally). At Level 3, the gap in reading is 10% (9% nationally) and in writing it is 11% (10% nationally). These differences between the boys and girls are not a significant feature of performance in mathematics, though at Level 3 the boys do perform better than the girls.

c) Key Stage 2

| SUBJECT | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | Difference 2003 -2004 | 2004 National (%change) |
|-----------------------|------|-------|-------|------|------|------|-----------------------------|-------------------------------|
| PERCENTAGE L4+ | | | | | | | | |
| English SAT | 63% | 71.9% | 72.2% | 70% | 70% | 73% | +3% | 77%(+2%) |
| Reading SAT | 72% | 79.4% | 78.5% | 76% | 76% | 79% | +3% | 83%(+2%) |
| Writing SAT | 47% | 53.4% | 55.5% | 55% | 57% | 59% | +2% | 63%(+3%) |
| Mathematics SAT | 63% | 71.3% | 70.7% | 73% | 69% | 71% | +2% | 74%(+1%) |
| Science SAT | 73% | 83.8% | 88.3% | 86% | 85% | 84% | -1% | 86%(-1%) |
| | | | | | | | | |
| PERCENTAGE L5+ | | | | | | | | |
| English SAT | 17% | 24.0% | 25% | 22% | 21% | 21% | 0% | 27%(0%) |
| Reading SAT | 25% | 36% | 36% | 31% | 34% | 34% | 0% | 39%(-3%) |
| Writing SAT | 10% | 12% | 13% | 14% | 13% | 13% | 0% | 17%(+2%) |
| Mathematics SAT | 18% | 22.9% | 23% | 25% | 25% | 27% | +2% | 31%(+2%) |
| Science SAT | 23% | 34.1% | 34% | 36% | 37% | 41% | +4% | 43%(+2%) |

The 2004 Key Stage 2 Level 4+ results present a very positive profile of improvements for Rotherham compared to those reported nationally. The greatest majority of improvements at this level exceeded those nationally and prompted a letter of congratulations from David Milliband School Standards Minister. He praised the "excellent" Key Stage 2 results in 2004, and said children in Rotherham had some of the most improved results in the country for English and maths.

The strength of these improvements have narrowed the gap between Rotherham's performance at L4+ and those reported nationally in all aspects except in writing, and in science where the 1% decline was inline with the national trend, therefore maintaining the same distance from the national average as reported in 2003. English, reading and writing were 4% below the national averages, mathematics 3% below and science 2% below.

Level 5+ results presented a mixed picture of performance both locally and nationally with English, reading and writing in Rotherham maintaining the same standards as 2003. No declines at this level were noted in Rotherham, compared to a 3% national decline in reading. Improvements in mathematics were in line with the national trend while the 4% improvement in science exceeded that nationally by 2%. The gap between Rotherham's performance and the national averages is most significant in English at this higher level with a 6% difference, while science is closest with a difference of 2% compared to a 4% difference in 2003.

2004 L4+ English and writing results reached the highest outcome for Rotherham to date as did L5+ mathematics and science.

d) 1998-2003 Key Stage 2 Comparisons

| SCHOOLS ACHIEVING: | L4+ overall | 90%+ | <50% | <65% (DfES Floor Target) |
|----------------------------|-------------|------|------|-----------------------------|
| ENGLISH SAT 2004 | 73% | 14 | 5 | 19 |
| ENGLISH SAT 2003 | 70% | 6 | 7 | 26 |
| ENGLISH SAT 2002 | 70% | 6 | 12 | 33 |
| ENGLISH SAT 2001 | 72% | 8 | 6 | 23 |
| ENGLISH SAT 2000 | 71% | 9 | 7 | 23 |
| ENGLISH SAT 1999 | 64% | 6 | 12 | 39 |
| ENGLISH SAT 1998 | 55% | 1 | 26 | 54 |
| | | | | |
| ENGLISH (READING) SAT 2004 | 79% | 25 | 3 | 9 |
| ENGLISH (READING) SAT 2003 | 76% | 14 | 5 | 14 |
| ENGLISH (READING) SAT 2002 | 74% | 14 | 5 | 19 |
| ENGLISH (READING) SAT 2001 | 78% | 19 | 5 | 13 |
| ENGLISH (READING) SAT 2000 | 79% | 23 | 2 | 11 |
| ENGLISH (READING) SAT 1999 | 74% | 12 | 3 | 21 |
| ENGLISH (READING) SAT 1998 | 60% | 2 | 18 | 46 |
| | | | | |
| ENGLISH (WRITING) SAT 2004 | 59% | 3 | 21 | 45 |
| ENGLISH (WRITING) SAT 2003 | 57% | 0 | 25 | 57 |
| ENGLISH (WRITING) SAT 2002 | 55% | 1 | 32 | 63 |
| ENGLISH (WRITING) SAT 2001 | 55% | 1 | 26 | 58 |
| ENGLISH (WRITING) SAT 2000 | 53% | 2 | 27 | 67 |
| ENGLISH (WRITING) SAT 1999 | 48% | 1 | 43 | 65 |
| ENGLISH (WRITING) SAT 1998 | 47% | 0 | 46 | 71 |
| | | | | |
| MATHEMATICS SAT 2004 | 72% | 7 | 6 | 21 |
| MATHEMATICS SAT 2003 | 69% | 3 | 7 | 29 |
| MATHEMATICS SAT 2002 | 73% | 12 | 10 | 27 |
| MATHEMATICS SAT 2001 | 71% | 13 | 9 | 26 |
| MATHEMATICS SAT 2000 | 71% | 14 | 8 | 24 |
| MATHEMATICS SAT 1999 | 63% | 9 | 14 | 42 |
| MATHEMATICS SAT 1998 | 49% | 0 | 39 | 65 |
| | | | | |
| SCIENCE SAT 2004 | 84% | 43 | 3 | 7 |
| SCIENCE SAT 2003 | 85% | 34 | 2 | 7 |
| SCIENCE SAT 2002 | 86% | 41 | 1 | 7 |
| SCIENCE SAT 2001 | 88% | 48 | 0 | 1 |
| SCIENCE SAT 2000 | 83% | 37 | 2 | 8 |
| SCIENCE SAT 1999 | 74% | 22 | 6 | 22 |
| SCIENCE SAT 1998 | 60% | 7 | 35 | 46 |

e) *Floor Targets apply to English, mathematics and science

Another indicator of improvement is the number of Key Stage 2 schools (84 in all) attaining within specific attainment bands. The table above shows the improvement in Level 4 results from 1998 – 2004 but also shows the number of schools attaining 90% Level 4 or better and the number of schools attaining below 50% Level 4 or better.

In addition it also indicates the number of schools with results below the DfES Floor Target of 65% Level 4+ attainment for primary schools. In 2004 the proportion of schools below this critical measure has been reduced from 2003 in English and mathematics. This reduction must continue and forms a specific focus for 2004/05 planned intervention in primary schools.

8. Finance: N/A

9. Risks and Uncertainties: Should Rotherham's schools show insufficient progress the Council will be held to account through officials of the Standards and Effectiveness Unit (SEU) at the DfES and OFSTED. The performance data also has an impact on the Council's CPA score through the education evaluation.

10. Policy and Performance Agenda Implications: The action plan arising from the 2004 primary performance data should be consistent with the Community Strategy and Corporate Plan. The improvement actions should address the Corporate Priorities for:

Regeneration: - improving the image of Rotherham.

- providing sustainable neighbourhoods of quality, choice and aspiration.

Equalities:

- promoting equality.
- promoting good community relations.

Sustainability: - improving the quality of life.

- increasing employment opportunities for local people.

11. Background Papers and Consultation:

"Key Stage 1 End of key stage assessment Summer Term 2004"

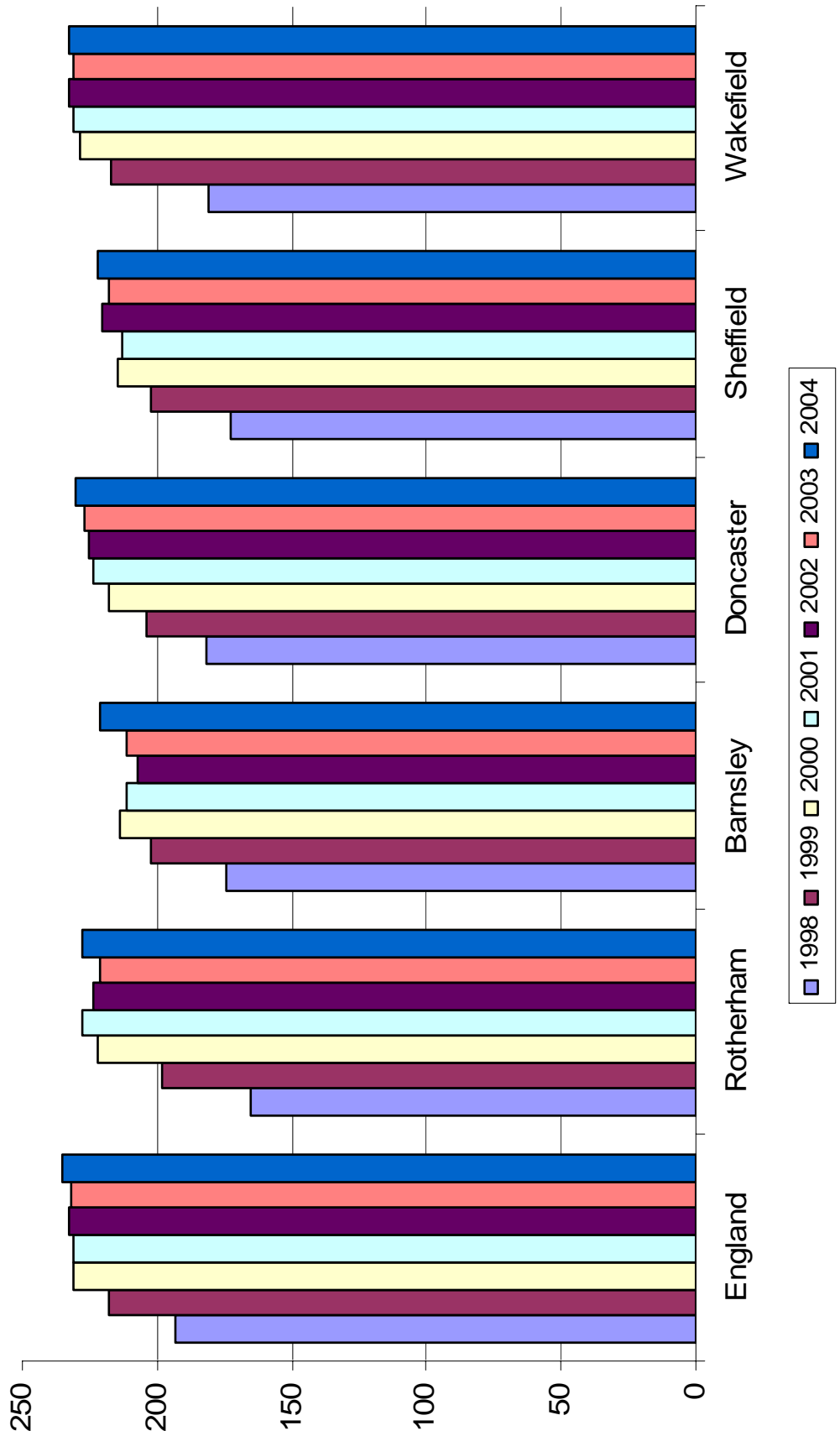
"Key Stage 2 End of key stage assessment Summer Term 2004"

Individual school attainment outcomes for Foundation Stage, Key Stages 1 and 2.

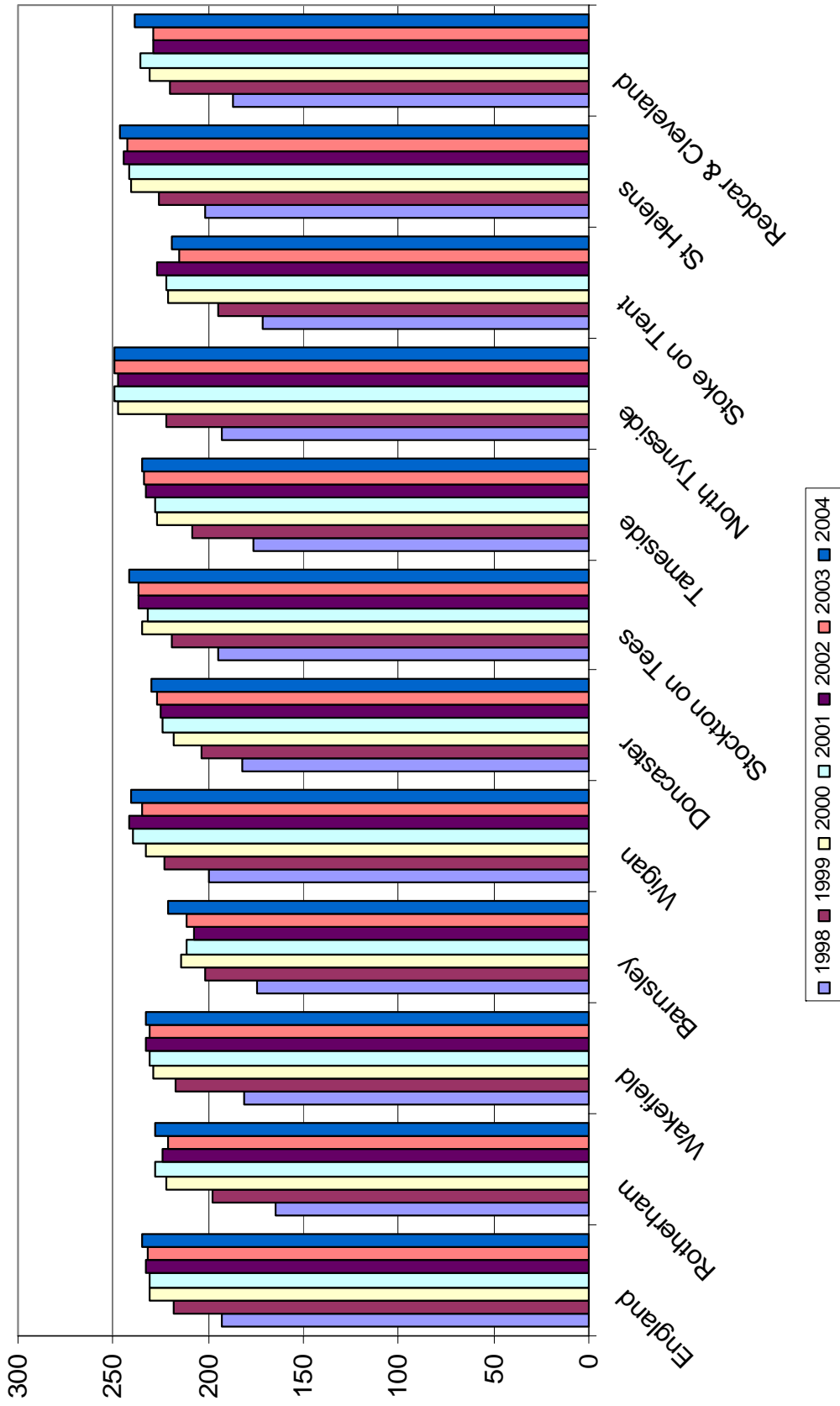
Documents published for all Rotherham primary schools with detailed information on school performance.

Contact Name: Helen Rogers, Acting Principal School Improvement Adviser,
Extension 2591. helen.rogers@rotherham.gov.uk

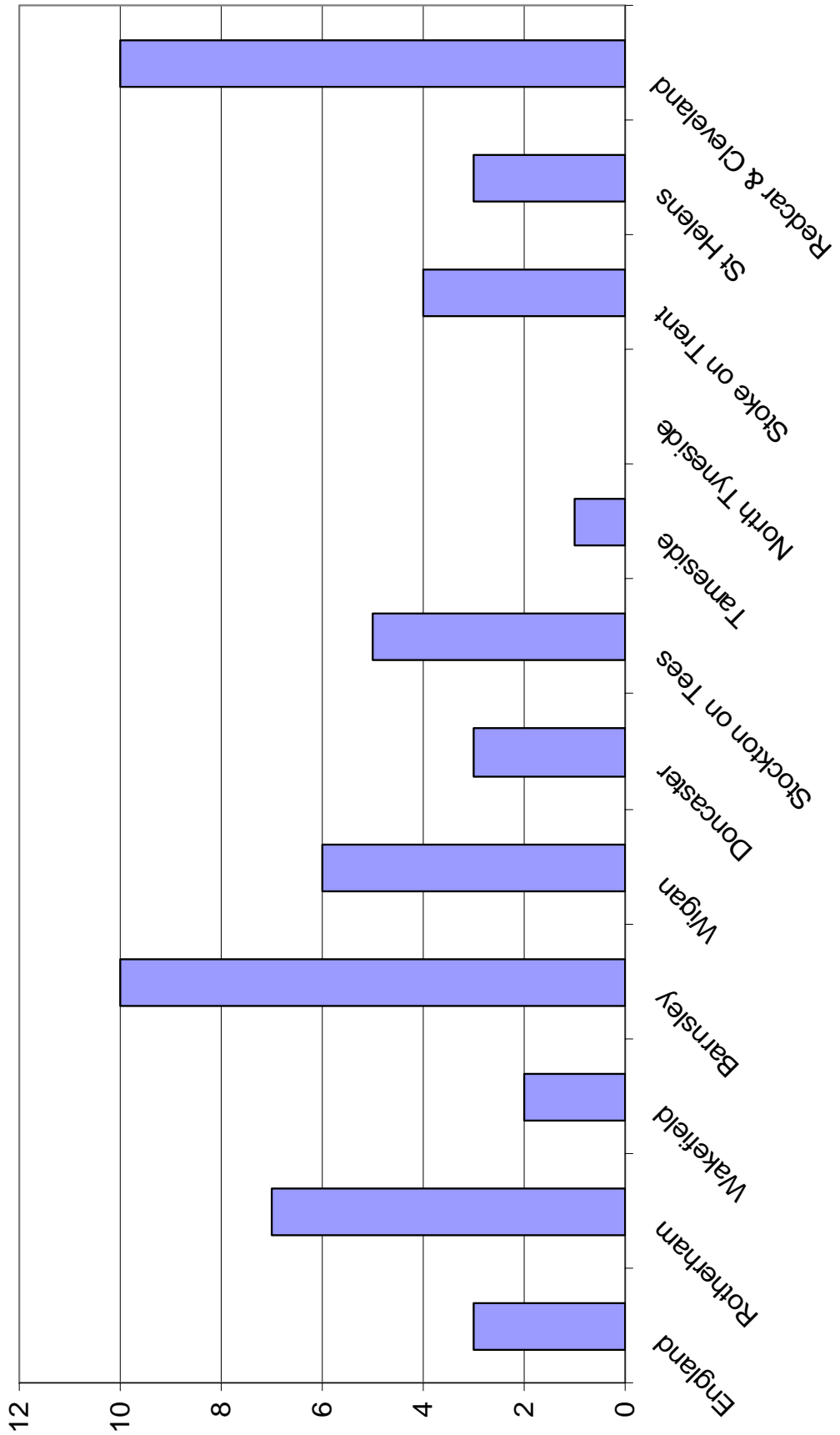
Key Stage 2 aggregate scores 1998 - 2004 Rotherham performance compared with England and local LEA's



Statistical Neighbours LEA's
Key Stage 2 aggregate scores 1998 - 2004



Statistical Neighbourhood LEA's - aggregate scores
Key Stage 2 Level 4 Percentage points improvement 2003 - 2004



LIFELONG LEARNING SCRUTINY PANEL – 21.2.05Rotherham Show – Horticultural Show – Entry Fees

Until 2004 Rotherham Show budget did not receive an inflationary increase for many years. This made the budget difficult to manage as obviously hire charges for such items as marquees, toilets, generators, etc., have increased year on year.

It was decided to closely examine the budget to see where savings could be made. The Horticultural Show is the most costly element of Rotherham Show. Please see below for costs for 2002, 2003 and 2004:

| | 2002 | 2003 | 2004 |
|---|-------------------|-------------------|-------------------|
| Marquee hire, Judges, Trophies, Enterprise staff etc | £10,316.86 | £10,849.32 | £8,866.50 |
| RMBC Staffing Costs | £1,424.07 | £1,677.61 | £872.35 |
| Prize money | £6,198.20 | £6,056.40 | £4,482.40 |
| Sub Total | £17,939.13 | £18,583.33 | £14,221.25 |
| Income from entry fees | £280.08 | £236.80 | £872.35 |
| Grand Total | £17,659.05 | £18,346.53 | £13,712.05 |

There were 240 classes available to enter in 2002 & 2003.
There were 221 classes available to enter in 2004.

It was immediately apparent that the income received from entry fees was nowhere in proportion to the prize monies paid out to entrants. Entry fees had not been increased for many years. An audit of similar sized horticultural shows was carried out to see what they were charging and a letter was sent out in December 2003 to everyone who had entered the horticultural show in 2002 and 2003 outlining the proposed new charges (see attached). No comments or complaints were received. It was, therefore, decided to increase entry fees as stated in the letter. We also reduced the number of classes which had received few entries in the previous two years.

In addition to this, officers from Green Spaces and Commercial and Promotional Services observed that staff were having to work late into the Friday night prior to the show setting out the horticultural marquees, and often not finishing until approximately 1.00 – 2.00 a.m. on the Saturday morning of the show (thus incurring overtime). Entrants had been allowed to enter the horticultural show on the Friday up to 7.00 p.m. This meant that staff setting out the exhibition tables did not have a clear idea of entries for each class until after this time, hence the lateness of completion. In a bid to encourage earlier entries to the show it was decided that closing time for entries would be 5.00 p.m. and that any classes entered and paid for on the Friday would be charged at double the entry fee. This was stated in bold in the horticultural show schedule which went out around May 2004.

The Allotments Officer did receive a complaint from the Secretary of Rotherham and District Allotments Council regarding the double entry fees and it was agreed that as long as entrants telephoned their entry in prior to Friday, 10th September, they could avoid the double entry fee charge. However, in speaking to allotment society secretaries on the Friday evening prior to the show this message had not been conveyed to them.

The change in entry time/fees did result in the horticultural marquees being set up several hours earlier. In addition to this, no overtime costs were incurred for administrative staff who took entry fees.

Despite the revised fees over 1,000 entries were received. This was down on the previous year, but was probably due to the poor growing season due to heavy rainfall in July/August. This certainly affected the professional horticultural traders who normally attend Rotherham Show but had to withdraw due to poor quality plants.

The above measures did save £4634.48 of expenditure on the horticultural show.

It is proposed that the same arrangements apply for 2005 Rotherham Show and an early meeting is to be arranged with allotment society secretaries to explain again to them why these changes have been made. In informal conversations with allotment holders, early indications are that there will not be a problem if they can telephone their entries in prior to the Friday.

Staff will also continue to look at other ways of either reducing expenditure or increasing income in regard to Rotherham Show.

Marie Hayes,
Commercial and Promotional Services Manager.

Culture, Leisure & Lifelong Learning

Commercial & Promotional Services

2nd Floor, All Saints Building, Corporation Street, Rotherham. S60 1NX

Tel: (01709) 838983 Fax: (01709) 839067

Email: mariehayes@rotherham.gov.uk

Ref: MLH Contact: Marie Hayes

9th December 2003

Dear Sir or Madam

I am writing to inform you of the new proposed charges for the Horticultural Show at next year's Rotherham Show on 11th and 12th September 2004.

Following a financial audit of this year's Rotherham Show it has been highlighted that the income received from entry fees only accounts for 3% of the prize money paid out. Furthermore the entry fee was the same for all classes despite the difference in prize monies. In order to ensure the financial viability of the Horticultural Show it is necessary to make the following price changes:

Classes

| | | |
|-----------|-------------------------------------|-------|
| 1 – 35 | Vegetables | £0.35 |
| 36 | Children's Class | £0.35 |
| 37 – 40 | Fruit | £0.35 |
| 41 | Children's Class | £0.35 |
| 42 – 46 | Annuals | £0.35 |
| 47 – 49 | Carnations | £0.35 |
| 50 – 55 | Pelargoniums and Geraniums | £0.35 |
| 56 – 65 | Pot Plants and Floral Novelties | £0.35 |
| 66 – 70 | Roses | £0.35 |
| 71 – 122 | Arts and Crafts | £0.35 |
| 125 – 126 | Physically Disabled Section | £0.35 |
| 128 – 137 | Pensioners' Classes | £0.35 |
| 138 – 144 | Children's Classes | £0.35 |
| 145 – 150 | Floral Art Section, Open Classes | £0.50 |
| 151 | Floral Art Section Novice Class | £0.40 |
| 152 | Floral Art Section Children's Class | £0.40 |
| 154 – 157 | Professional Floristry | £1.00 |
| 158 – 172 | Fuchsia Society | £0.35 |
| 173 – 186 | Chrysanthemums | £0.35 |
| 187 – 203 | Dahlia's | £0.35 |
| 204 – 209 | Home Made Wine Section | £0.35 |

If you require any further information please do not hesitate to contact me.

Yours faithfully

Marie Hayes
Commercial and Promotional Services Manager



Rotherham Schools Waste Action Club Final Project Report – Summary for Life Long Learning Scrutiny Panel, 21/2/05

1. Introduction

Waste Watch's Schools Waste Action Clubs (SWAC) are a fully supported waste education package provided free of charge to primary, secondary and special needs schools in a project area. They aim to:

- Increase understanding and awareness of waste issues among school staff and pupils.
- Encourage and support schools to reduce, reuse and recycle waste, leading to a real reduction in the waste produced by actively participating schools.

These aims are achieved through a combination of assemblies, lesson-based work, site visits and events. In order for SWAC to be effective there is a set of 'core' activities starting with an introductory **assembly** followed by a pupil **audit** of the school's waste. Information from this is then used by pupils and staff to develop an **action plan** to minimise the waste produced by the school. Apart from this, delivery of the project can be adapted to the needs of individual schools which can select from a wide range of **additional activities** including paper making, a giant waste game, work on composting, waste free lunches, stories for infants, and discussion and debate activities for secondary students.

All work is linked to the National Curriculum, as well as to Education for Sustainable Development, Citizenship and Healthy Schools and is delivered and fully supported by dedicated Education Officers who work directly with schools.

2. Rotherham SWAC - project history and funding

Rotherham Schools Waste Action Club (SWAC) commenced in February 2003 when Irene Wise took up post as the project's Education Officer.

The four key partners involved in the project were:

- **Waste Watch** – ran the project, provided the SWAC resources & employed the Education Officer.
- **RMBC Waste Management** - responsible for making arrangements for SWAC schools to be provided with recycling facilities. Also provided some funding for the project, both as a 10% 'LTCS lever' in its first year and as sole funders for the last 4 months, enabling the project to continue to the end of the 2003/4 school year.
- **Rotherham Local Education Authority** - provided office accommodation for the SWAC Officer at Rockingham Professional Development Centre and other support for the project, particularly through the Healthy Schools team.
- **Waste Recycling Environmental Ltd (WREN)** - provided the project's first year of funding.

Representatives of all four partners formed the project's Support Group which met termly.

Although intended to run for three years, Rotherham SWAC was initially given just one year's funding through the Landfill Tax Credit Scheme (LTCS) on the understanding that Waste Watch would be able to return for further funding at the end of this period. However, shortly before the commencement of the project, changes to the eligibility of waste education projects for Category C LTCS funding meant that the project was no longer able to do this. A further 6 months of funding was obtained, initially from the LTCS 'Legacy Fund' and then from Rotherham Metropolitan Borough Council. However, as neither of these were long term options and in the absence of other funding, what had been a highly successful project was forced to close after just half of its originally planned life, in August 2004.

3. Work delivered with schools

Although only able to run for half of its originally intended duration, Rotherham SWAC was a successful project in many ways:

- **52% of Rotherham's 108 schools** expressed a wish to work directly with the project.
- However in the limited time available to it as a result of withdrawal of LTCS funding, the project was able to work directly with **38 schools** - 29 primary, 6 secondary and 3 special schools. There is no doubt that, had the project been able to run for its originally intended three years, it would have worked with well in excess of its three year target of 40% of the Borough's schools.
- The project delivered **232 in-school sessions**. This significantly exceeded the target number of sessions set for the full three years of project in just half this time. These sessions involved approximately **6,800 students**, plus many members of school staff.
- Schools greatly valued the work delivered by the project. This is demonstrated by evaluation forms designed to assess the extent to which the activities had met educational needs. In terms of content of activities, **100%** of evaluation forms returned rated this as good or better with **70%** of returned evaluations rating this as very good. For delivery of activities, **95%** of evaluation forms returned rated this as good or better with **70%** of returned evaluations rating this as very good. A selection of teacher and pupil comments can be found in Appendix 3 to the full final report
- **3 Site visits** were run combining the Rockware Glass Education Centre in Knottingly with visits to a landfill site (usually Scabba Wood) in order to directly compare recycling with final disposal.
- **3 teacher training sessions** were delivered including at the Rotherham Healthy Schools conference and a Cluster INSET Day at Dinnington Comprehensive School.
- **4 other events** were held including the project launch and the staging of a final exhibition on the project at Rotherham Central Library.
- **3 case studies** were produced detailing the work of the project in three schools - St Alban's Primary, Wickersley; Wath Comprehensive; and Newman Special School.
- In addition, **Waste Watch's education newsletter**, "*wasted*", was sent to all schools in the Borough on a termly basis along with a covering letter relevant to the stage of the project.

All schools worked with and activities delivered are listed in an appendix to the full final project report.

4. SWAC and school waste

4.1 Waste Audits

The 21 pupil waste audits conducted during the life of the project indicated that the average Rotherham school produces approximately **2.7 tonnes of waste per year**. However this is likely to be an under-estimate as the majority of schools in which waste audits were undertaken were primary schools and secondary schools are known to produce significantly larger quantities of waste. Also some waste audits excluded significant waste producing areas such as school kitchens and offices.

Broken down into material types, the main elements in the waste of the **primary schools** in which audits were carried out were **paper** (40% of total waste) of which the majority (72%) was potentially recyclable; and **food & green waste** (35% of total waste). Waste audits from areas in which SWAC projects continue suggest that food waste is likely to have increased further since this time as a result of the introduction of schemes providing free fruit for infant children. There were also moderate amounts of plastic, cardboard and mixed materials (which included drinks cartons and crisp packets) and small amounts of metals, textiles and glass.

Those **secondary schools** audited had a significantly higher proportion of paper and a significantly lower proportion of food and green waste than for primary schools. Metals were also noticeably higher at around 10% as a result of the presence of drinks cans.

4.2 Recycling and composting facilities

Although the educational element of SWAC is of great value in its own right, the timely provision of schools with appropriate infrastructure (particularly for paper recycling and composting) is important in achieving reductions in their residual waste. Where this has been provided in other SWAC areas, it has been shown that the residual waste produced by schools can be cut by between 30 and 70%. As a general rule, recycling infrastructure is placed in schools by local authority partners following the completion of the initial waste audit and the preparation of the school's waste minimisation action plan, and this was to be the case in Rotherham.

For a variety of reasons however (see full report), difficulties were encountered in providing schools with paper recycling facilities. This meant that although the project was able to have an impact on the levels of school waste diverted from landfill through encouragement to 'reduce' and 'reuse', the effect on school recycling rates was more limited than would have been ideal. However, by the end of the project at least 6 schools had been provided with paper recycling facilities, usually in the form of paper banks but in the case of Newman Special School as a Blue Box/Blue Bag service (felt to be more appropriate for this school) and at Rawmarsh Sandhill J&I School in the form of small recycling banks for paper, glass and metal for use by both the school and local community.

Provision of composting facilities for schools resulted from the opportunity for SWAC to work in partnership with the Waste and Resources Action Programme (WRAP) composting officer for Rotherham. It was agreed by WRAP that all Rotherham schools could apply to have up to two free compost bins and by the end of the project, 14 schools had done so. This was considered by WRAP to be a relatively high uptake in comparison to other areas without a SWAC or a similar project. Provision to schools of free compost bins was also used as a means to encourage parents to purchase these for themselves and a short paragraph about the availability of subsidised compost bins was made available to schools for inclusion in home-school newsletters. Provision of composting facilities for schools is currently being found in other areas with continuing SWAC projects to be even more in demand than it was at the time of the Rotherham SWAC project as a result of the recent introduction of schemes providing free fruit for infants.

5. Role of the Local Education Authority

Waste Watch gratefully acknowledges the support provided to the SWAC project by the LEA. A base for the Education Officer was provided at Rockingham Professional Development Centre and this proved an excellent location in terms of promoting the project to schools and networking with LEA advisors.

Particularly good support was provided by the Rotherham Healthy Schools Team. This enabled the project to be effectively promoted to schools and also for SWAC to tie in with Healthy School work. One example of the latter was the way in which work on waste free lunches and composting tied in with the promotion of 'fruit schemes' and the discouragement of unhealthy, often heavily packaged, snacks.

6. Future of waste education work in Rotherham

Since August 2004, no funding has been available for the continuation of SWAC's work in Rotherham. However, working in partnership with RMBC Waste Management and the LEA's Healthy Schools Team, Waste Watch has developed a new project 'Taking Home Action on Waste' which would work in schools with the purpose of increasing the use made of RMBC's kerbside recycling schemes. Funding applications have been submitted to both the Community Recycling & Economic Development (CRED) Fund and to DEFRA's Waste Partnership Fund and results of these are expected in March 2005

**Paul Maddox, Education Projects Co-ordinator (North), Waste Watch
9th February 2005**

**LIFELONG LEARNING OPPORTUNITIES SCRUTINY PANEL
MONDAY, 31ST JANUARY, 2005**

Present:- Councillor St.John (in the Chair); Councillors Barron, Burke, License, McNeely, Swift, Thirlwall and Turner.

Councillor Boyes, Cabinet Member for Education, Culture and Leisure Services attended at the invitation of the Chairman.

Also in attendance:- Miss E. Marsh, Mr. S. Radford, Mr. R. Newman, Mr. P. Lennighan, Mr. A. Isaacson, Mr. J. Lewis and Mr. P. Hawkridge.

Apologies for absence:- Apologies were received from Councillors Cutts, Dodson and Hodgkiss, Tony Belmega, Julie Carroll and Kath Henderson.

92. DECLARATIONS OF INTEREST.

There were no declarations of interest.

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

There were no questions from members of the public or the press.

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

94. WEEKLY CHARGES AT LEISURE FACILITIES

An issue was raised with regard to a complaint from a member of the public in relation to weekly charges at local leisure centres and conflicting advice received from staff within Education, Culture and Leisure Services.

The service user had been denied the option to pay weekly at a particular sports facility.

The Cabinet Member, Education, Culture and Leisure Services believed the specific issue was in respect of block bookings which did not allow weekly payments. Such a rule had been applied to avoid users electing not to attend after a teacher had been contracted and paid to take a lesson. This was not a change to existing policy and the problem now referred to had occurred due to an anomaly in one advertising leaflet aimed at encouraging more young people to participate in regular exercise, an incentive for which had been to offer weekly payment.

The Acting Executive Director explained that the ability to pay on a weekly basis only had applied to one Leisure Centre and one area of gymnastics coaching, which is not in line with existing policy. The information to service users of this activity was set out very clearly upon application.

One Member was of the view that the ruling on this policy should be scrutinised by this Scrutiny Panel prior to any further resolutions being made by the Cabinet Member, Education, Culture and Leisure Services.

A debate took place on the process for scrutinising this matter.

Resolved:- (1) That it is this Panel's view that the report on Pricing and Access Issues and Proposals for 2005-06, to be considered by the Cabinet Member, Education, Culture and Leisure Services on the 8th February, 2004 shall not be determined until this Scrutiny Panel has considered the report.

(2) That the Acting Executive Director look into the anomaly.

(3) That in the interim period, to note that weekly payments will be accepted upon application.

95. SCHOOL BALANCES AND PLANNED USE

Consideration was given to a report of Pete Hudson, Strategic Finance Officer, the contents of which advise of the level of School Balances as at the end of March 2004, how the level of balances compares with previous years and how the 63 Rotherham schools with surplus balances in excess of 5% at the end of 2003/2004 intend to use these balances.

The number of schools with surplus balances in excess of 5% has reduced from 86 as at the end of 2002/03 to 63 as at the end of 2003/04.

Overall balances per pupil are as follows:-

| Sector | 2002/03 | 2003/04 | Change |
|--------------|-------------|-------------|------------|
| Primary | £168 | £133 | -£35 |
| Secondary | £19 | £42 | +£23 |
| Special | £671 | £1,060 | +£389 |
| Total | £113 | £108 | -£5 |

The report pointed out that combined balances (delegated budget plus money invested in 'declared savings') of £4,643,120 as at the end of 2003/04, reduced by £178,746 (3.7%) from £4,821,866 school balances at the end of 2002/03.

The report explained that Primary school balances had reduced by almost 23% by the end of 2003/04 to a more appropriate level. Secondary school balances which were considered too low, had increased to a more appropriate level by the end of 2003/04. Special school balances had increased by the end of 2003/04.

The Strategic Finance Officer reported verbally on the following statistical information:-

Primary Balances Per Pupil

| | |
|-----------|------|
| Rotherham | £133 |
|-----------|------|

This compared to:-

| | |
|-------------|------|
| Barnsley | £213 |
| East Riding | £173 |
| Wakefield | £72 |

Secondary Balances Per Pupil

| | |
|-----------|-----|
| Rotherham | £42 |
|-----------|-----|

This compared to:-

| | |
|-------------|------|
| Barnsley | £326 |
| East Riding | £94 |
| Wakefield | £62 |

Special Balances Per Pupil

| | |
|-----------|--------|
| Rotherham | £1,060 |
|-----------|--------|

This compared to:-

| | |
|-------------|--------|
| Barnsley | £1,288 |
| East Riding | £700 |
| Wakefield | £1,136 |

Further information had been sought in the case of Aston Fence J & I, Kelford and Maltby Hall Infants Schools.

A discussion took place on the following issues:-

- the need for Governing Bodies to be reminded of the need to use/manage their budget
- that most Comprehensive Schools have a reasonable level of reserves

The Scrutiny Panel was assured that generally there is appropriate movement in balances and that work is taking place with all schools.

Resolved:- (1) That the levels and planned use of balances be noted.

(2) That the Schools Finance Team work closely with those schools needing support to develop their financial management skills.

Consideration was given to a budget monitoring report, as at November, 2004, submitted by Pete Hudson, Strategic Finance Officer.

This is the sixth Budget Monitoring Report for the Programme Area in 2004/05, with a current forecast to overspend against budget for the financial year by £397k (0.25%).

This relates to budget pressures in both Culture and Leisure Services (£330k) and Education Services (£67k).

The Culture and Leisure Services overspend primarily relates to continued pressure on sport and recreational facility budgets, as experienced in previous years (£380k). This is partly offset by a saving on the Library Service budget resulting from a moratorium on procurement spending and slippage in staff recruitment (£50k).

The Education Services forecast overspend relates to the under-recovery of income on the schools' HR contract with RBT (£70k), Strategic Management costs relating to clarification of ICT support service arrangements (£137k) and increased costs from revised transport contracts (£10k). This is partly offset by slippage on the implementation of the new Greasborough PRU (£150k) due to difficulties in staff recruitment, and which will now be operational from January, 2005.

The forecast outturn as at November (£397k) is unchanged from the overspend reported in October.

All possible action, as detailed in the report submitted, is being taken with a view to returning the Programme Area budget to a balanced position by the end of the financial year.

Reference was made to slippage on the implementation of the new Greasborough PRU.

It was reported that, although the recruitment process was still underway, a Head and Deputy Head are now in post with the intention that some pupils will access the facility by Easter.

Whilst a full complement of staff is in post, savings are being achieved.

One member asked whether the budget was realistic in view of the outturn position, and suggested this be borne in mind when setting next year's budget.

The Acting Executive Director explained that there are certain pressures on the Culture and Leisure Services budget which presently made the position unsustainable. However, with new pools and new facilities at Herringthorpe Leisure Centre by 2007, this would significantly increase the probability of managing the service within the current budget.

The Cabinet Member, Education, Culture and Leisure Services made the point that revenue is an important part of the budget and that the income from block bookings is part of this.

In response to a further question with regard to staff not required at Sheffield Road or Herringthorpe Leisure Centre, the Acting Executive Director reported that some staff had chosen to leave the Authority whilst others had been re-deployed within the Programme Area.

The Scrutiny Panel was reminded that for this financial year £650k had been removed, being the budgets of those two pools. What had been granted for one year only in order to maintain a standstill budgetary situation and avoid the need for further closures, was £350k.

The budget for 2005/2006 had yet to be determined.

Resolved:- That the report be received and noted.

97. MINUTES OF THIS SCRUTINY PANEL HELD ON 15TH AND 20TH DECEMBER, 2004

Resolved:- That the minutes of this Scrutiny Panel held on 15th and 20th December, 2004 be received and accepted as a true record.

98. MATTERS ARISING

20th December, 2004.

Budget Monitoring Report as at October, 2004

An issue was raised regarding the need for an off road motor cycling officer and the order of priority this had been given within the Programme Area in the current budget exercise.

If this was not on the "A" list of priorities, what was the process for Members looking at this matter?

The Performance and Scrutiny Overview Committee had no agreed procedure for ensuring monies to fund this post could be achieved.

The Acting Executive Director stated that a determination based on information contained within the "A" list had not yet been made. However, the issue had not been dismissed or forgotten.

Allotments Review Progress Update

An issue was raised regarding the discussion of this item at the previous meeting when negotiations had been ongoing for the past two years with Dalton Parish Council and other parties.

An allotment was given statutory allotment status after thirty years which was a National body of the Allotment Society.

Resolved:- That the Member concerned discuss this matter with Tim Archer, Green Spaces Officer.

Use of Freeware/Shareware in Libraries

One Member clarified that an issue previously raised at this Scrutiny Panel was why this Authority was not allowing Libraries to issue a hard copy of Freeware/Shareware on disc for people to take away and copy at home. CD's could be stock items and lent to users on request.

This was legal and was the practice in other libraries.

The report presented to the previous meeting had not addressed this.

The Cabinet Member, Education, Culture and Leisure Services suggested this matter be raised with RBT.

In addition, a question was raised regarding access to the People's Network for research purposes.

The Libraries, Museums and Arts Manager clarified that, due to potential viruses, service users would not be allowed to load their own CD's on to the Council's network system.

This led to a discussion on the need for free-standing computers.

The point was made that this would not currently be possible due to resource implications.

Resolved:- That the Libraries, Museums and Arts Manager look into this matter further, as discussed, and report to a future meeting.

99. PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE

Resolved:- That the minutes of a meeting of the Performance and Scrutiny Overview Committee held on 17th December, 2004 be received.

100. 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.

101. BUDGET 2005/2006

The Acting Executive Director and the Strategic Finance Officer gave a presentation on the budgetary position within the Programme Area for 2005/06.

The final settlement of the Education FSS Grant had shown a reduction of £11,000 and, although the Council settlement was reasonable, compared with other Local Authorities, Rotherham compared quite poorly in terms of the settlement on Education. Rotherham had the lowest allocation per child both on schools FSS and Education FSS and the lowest percentage increase.

The situation with regard to the following areas of the budget was reported on:-

- Schools Budget - Passporting requirements
- Schools funding 2005/06
 - per pupil guarantee
- LSC – Schools Standard Grant – Post 16 allocation
- Non-School budget
- Central Budgets
- Culture & Leisure Budget

The Acting Executive Director gave a presentation on the following aspects, highlighting considerations to be made within the A, B, C and D lists of priorities which had been put forward from the Corporate Management Team:-

- Education – Additional Funding Requirements
- Education – Possible Budget Reductions
- Gershon Savings – efficiency savings

The meeting raised a number of issues in relation to service delivery contained within the priority lists. In particular these related to:-

Education Service

- Youth Service
- Schools Music Service
- Sickness Records
- Library Service
- Schools Balances
- “Value Added” Factor/Benchmarking/Comparison with other Authorities
- Strategic Management/Strategic Financial Planning

Culture and Leisure Service

- Pay and Price Inflation
- Fees increase and reduced levels of subsidy

- Urban Park Ranger Scheme
- One Stop Shops within Libraries
- RBT use of Arts Centre
- Off Road Motor-cycling Prevention Officer
- Central Establishment

Resolved:- That the presentation be received and noted and that the Acting Executive Director feed the comments made by this Scrutiny Panel back to the Corporate Management Team during the next stage of the budget-setting process.

(Exempt under Paragraph 8 of the Act – (report contains information on the amount of expenditure proposed to be incurred by the authority for the supply of goods or services).

EDUCATION, CULTURE AND LEISURE SERVICES
11th January, 2005

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

128. MINUTES OF PREVIOUS MEETINGS

The minutes of meetings held on 14th and 21st December, 2004 were agreed as a correct record.

129. PROSECUTION POLICY: NON-ATTENDANCE AT SCHOOL

Consideration was given to a report of the Acting Strategic Leader Inclusion which gave details of a new policy which demonstrates how the Council fulfils its statutory duty to ensure that all pupils attend school and have the opportunity to achieve. The final sanction in cases of non-attendance is prosecution of the parents/carers.

The report explained that if it appears to the Local Education Authority that a child of compulsory school age is not receiving a suitable education either by regular attendance at school or otherwise, then under Section 437 of the Education Act 1996 they must begin procedures for issuing a School Attendance Order.

Rotherham Education Welfare Service has a Partnership/Service Level Agreement with schools which sets out how and when referrals should be made to the Service. It also has a clear Enforcement Process for the prosecution of parents.

This policy focuses on ensuring that Rotherham pupils at risk of non-attendance at school for a variety of reasons are identified, and systems put in place to ensure that each is able to access and receive a suitable education. This will enhance the life chances of the vulnerable children and young people in the borough.

It was noted that a significant improvement had taken place over the last two years in relation to Rotherham's truancy statistics, which were also good when compared to regional and national figures. Figures had particularly decreased in terms of Non-Attendance Panels and the number of prosecutions.

Resolved:- (1) That the Council adopts the Prosecution Policy for non-attendance at school, as contained in the report now submitted.

(2) That the policy is circulated to all schools and their Governing Bodies with a recommendation to ensure that their procedures conform with this policy.

(3) That the staff within the Education Welfare Service be thanked for

their hard work in the compilation of this policy and their commitment to its implementation.

130. ROTHERHAM LEARNING GRID

Consideration was given to an update report of the Head of Information Systems RBT regarding work currently taking place within schools to install the Rotherham Learning Grid.

The Rotherham Grid for Learning Grid (RGfL) project was established to meet government objectives for all primary schools to be provided with 2Mb Internet access and all secondary schools to be provided with 10Mb Internet access by September, 2005.

The Rotherham Grid for Learning project has presently completed ninety-four of the one hundred and four circuits. The report set out the outstanding progress at the remaining ten schools, four of which were scheduled for completion this week.

All Rotherham schools will have the benefit of Broadband nine months ahead of government targets and primary schools will receive five times the minimum required speed.

The project is progressing within the allocated budget.

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

(2) That the Cabinet Member and Advisors continue to be kept informed in terms of (a) outstanding issues presently being addressed on the installation of the circuits to the outstanding six schools and (b) official launch date.

131. ROLLING OUT THE ARCHIVES PROJECT

Consideration was given to a report of the Libraries, Museums and Arts Manager on the Rolling out of the Archives project which has been developed to address outstanding issues of preservation and access to archives held by RMBC.

A bid is being prepared for submission to the Heritage Lottery fund for a grant towards the total project costs and evidence of the Council's support for the project is required.

The Rolling out of the Archives project will kick-start work in three key areas for the Archives and Local Studies Service which have become immobilised through lack of resources.

The Service aims to collect manuscript and printed records of all aspects

of life within the Borough from the earliest times to the present day and to make these available for study by customers of all ages.

If the recommendations of an inspection report by the Historical Manuscripts Commission (now The National Archives) are not met in full, Rotherham's Place of Deposit status will be withdrawn after 2006.

The total bid value is estimated at £240,000.

Application will be made to HLF for 90% of the total project cost; the remainder will come from RMBC's match-funding, chiefly in in-kind contributions.

Resolved:- That the submission of a bid to the Heritage Lottery Fund for a grant to achieve the Rolling out of the Archives project be approved.

132. CAPITAL INVESTMENT IN SCHOOLS AND FUTURE PLANNING

Consideration was given to a report of the Acting Strategic Leader Resources and Information which gave an update on the situation with regard to Capital Investment in Schools and Future Planning.

The DfES has written to all Councils informing them of the details of their capital allocations until 2007/08; and to advise Councils in which phase Rotherham will be placed for Building Schools for the Future (BSF).

From 2005/2006 Rotherham will receive slightly over £4m per annum to tackle sufficiency, condition and suitability improvements in its community schools. Additionally schools will receive £3m to £4m per annum devolved formula capital grant. Voluntary Aided Schools receive a smaller central allocation of over £200,000 per year, Rotherham will also join the BSF programme by 2011. This would cover the renewal/refurbishment of all secondary schools in the Borough.

The decision on Rotherham's late inclusion in the BSF programme means that there will need to be greater investment in simply maintaining the secondary schools in a reasonably safe, warm and dry condition.

As detailed in the report submitted, with approximately £35m worth of work for all schools to be planned for over the next 3 years, there is an overall funding gap of around £12m. Consideration should therefore be given to a request to cover half of the funding gap over the next 3 years.

Resolved:- (1) That the DfES decision be noted.

(2) That local MPs be kept fully informed of the situation.

(3) That a meeting be arranged with the Leader and the Chief Executive to discuss the investment gap and possible options to meet the

request for funding to cover half of the gap.

(4) That a report be submitted to a future meeting on the outcome of those further discussions.

EDUCATION, CULTURE AND LEISURE SERVICES
Tuesday, 18th January, 2005

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

133. ROTHERHAM CULTURAL CONSORTIUM

Resolved:- That the minutes of a meeting of Rotherham Cultural Consortium held on 8th December, 2004 be received.

134. SUMMER 2004 KEY STAGE 2 ASSESSMENT RESULTS

Consideration was given to a report of the Strategic Leader School Improvement containing details of assessment results for Summer 2004 Key Stage 2 attainment in Rotherham primary schools.

The 2004 Key Stage 2 Level 4+ results present a very positive profile of improvements for Rotherham compared to those reported nationally. The greatest majority of improvements at this level exceeded those nationally and prompted a letter of congratulations from David Milliband, School Standards Minister.

Level 5+ results presented a mixed picture of performance both locally and nationally with English, reading and writing in Rotherham maintaining the same standards as 2003. No declines at this level were noted in Rotherham, compared to a 3% national decline in reading. Improvements in mathematics were in line with the national trend while the 4% improvement in science exceeded that nationally by 2%. The gap between Rotherham's performance and the national averages is most significant in English at this higher level with a 6% difference, while science is closest with a difference of 2% compared to a 4% difference in 2003.

2004 L4+ English and writing results reached the highest outcome for Rotherham to date as did L5+ mathematics and science.

The report outlined the action being taken to improve results and gave an indication of the number of schools with results below the DfES Floor Target of 65% Level 4+ attainment for primary schools. In 2004 the proportion of schools below this critical measure has been reduced from 2003 in English and mathematics. This reduction must continue and forms a specific focus for 2004/05 planned intervention in primary schools.

The report set out a table showing 1998-2003 Key Stage 2 comparisons.

Discussion took place on the following issues:-

- Comparisons between Rotherham and National statistics

- Comparisons between neighbouring Authorities
- Strategies and initiatives within schools to improve areas of weakness in development

It was noted that a very positive report by HMI Inspectors over the Autumn term had acknowledged the commitment of Rotherham LEA in supporting those schools on the Intensive Support Programme (ISP) on Key Stage 2 results.

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

(2) That the improvements in Key Stage 2, most particularly at L4+, be noted.

(3) That all schools continue to be encouraged to improve their results, but particularly those not meeting the DfES Floor Target of 65%.

(4) That a further report be submitted to a future meeting on the content of specific work being undertaken with those schools not meeting the DfES Floor Target of 65%.

135. OFSTED INSPECTIONS OF ROTHERHAM SCHOOLS: SUMMER AND AUTUMN TERMS 2004

Consideration was given to a report of the Strategic Leader School Improvement, the contents of which highlight the outcome of the Ofsted inspection of those schools inspected during the Summer and Autumn Terms 2004.

The report drew attention to effective schools and of any school that was identified as having concerns.

Since they were last inspected two of the schools have made very good improvement, four have made good improvement and in the other six improvement was satisfactory.

The overall effectiveness of every school inspected was either satisfactory or better with nine being good overall and one very good. Standards of pupil achievement and teaching and learning were judged as good in ten schools and satisfactory in the other three. Leadership and management overall were judged as very good in two schools, good in eight schools and satisfactory in three. In eight of the thirteen schools, the very good leadership of the head teacher was cited as a strength of the school. Value for money was good or better in ten schools and satisfactory in the other three. In all but one school pupils' attitudes and behaviour were good and in over half of these it was very good.

The following schools had been inspected:

- Greasbrough J & I School
- St. Bede's RC Primary
- Sitwell Infant School
- Woodsetts J & I School
- Thorpe Hesley Infant School
- Hospital Teaching and Home Tuition Service
- Brampton Cortonwood Infant School
- Newman Special School
- Brinsworth Howarth J & I School
- Bramley Sunnyside Infant School
- Aston Fence J & I School
- Aston Comprehensive School
- Brinsworth Manor Infant School

One pleasing aspect of the work was the breadth and balance of the curriculum which was being promoted both locally and nationally.

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

(2) That those schools with very good and good provision be congratulated on the outcome of their OFSTED inspection.

(3) That schools with identified weaknesses be encouraged to improve further the quality of their educational provision as rapidly as possible.

(4) That the Acting Strategic Leader Inclusion be asked to submit a report to a future meeting on the Hospital Teaching and Home Tuition Service with regard to the specific context of an identified area for improvement in respect of this service.

**136. EDUCATION, CULTURE AND LEISURE COMPLAINTS SUMMARY
APRIL-SEPTEMBER, 2004**

Consideration was given to a report of the Strategic Leader Resources and Information which gave a summary of the number of complaints received by Education, Culture and Leisure within the period April 2004 to September 2004 with comparative analysis by category and 2003 data. This report does not include school complaints.

Appendix A provides details of individual complaints received, whether or not they were upheld and subsequent action taken.

Within the period April 2004 to September 2004 there has been a total of thirty official complaints received by the Programme Area, twenty of which have been upheld.

The meeting discussed the content of work currently taking place corporately to define the difference between a complaint, comment or a

Request for Service,

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

(2) That a further report be submitted in six months' time.

(The Chairman authorised consideration of the following item in order to expedite the matter referred to.)

137. SCHOOL BALANCES AND PLANNED USE

Consideration was given to a report of the Acting Strategic Leader Resources and Information which contained details of the level of School Balances as at the end of March 2004 and how the level of balances compares with previous years, and how the 63 Rotherham Schools with surplus balances in excess of 5% at the end of 2003/2004 intend to use these balances.

The number of schools with surplus balances in excess of 5% has reduced from 86 as at the end of 2002/03 to 63 as at the end of 2003/04.

Appendices 1 to 3 showed the amounts and movement in School Balances.

Appendix 4 showed how the schools with surplus balances in excess of 5% have advised they plan to utilise these balances.

It should be noted that combined balances (delegated budget plus money invested in 'declared savings') of £4,643,120 as at the end of 2003/04, reduced by £178,746 (3.7%) from £4,821,866 school balances at the end of 2002/03.

Concern was raised at the end of 2002/03 that Primary school balances were considered high – these reduced by almost 23% by the end of 2003/04 to a more appropriate level.

Concern was raised at the end of 2002/03 that Secondary school balances were considered too low – these increased to a more appropriate level by the end of 2003/04.

Concern was raised that at the end of 2002/03 Special school balances were also high. These balances further increased by over 56% by the end of 2003/04.

(1) That the levels and planned use of balances be noted.

(2) That the Schools Finance Team work closely with those schools needing support to develop their financial management skills.

(3) That a further report be submitted to a future meeting on the outturn position for 2004/05 in June.

138. 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 under a particular contract).

139. OPENING OF TENDERS - NEW LIBRARY AND CLINIC BUILDING AT ELLIS STREET, BRINSWORTH, ROTHERHAM.

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

- Extension and refurbishment at Longendale Outdoor Education Centre

Resolved:- That the Head of Property Services evaluate and accept the appropriate tender in accordance with delegated powers.

(Exempt under Paragraph 8 of the Act – item contains financial information).

EDUCATION, CULTURE AND LEISURE SERVICES
26th January, 2005

Present:- Councillor Boyes (in the Chair)

140. 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.

141. OPENING OF TENDERS - EXTENSION AND REFURBISHMENT AT LONGENDALE OUTDOOR EDUCATION CENTRE

The Cabinet Member opened five tenders for the extension and refurbishment at Longendale Outdoor Education Centre.

Resolved:- That the Head of Property Services evaluate the tenders and report back to a future meeting of the Cabinet Member, Education, Culture and Leisure Services.

**CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES
TUESDAY, 1ST FEBRUARY, 2005**

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

142. CHRISTMAS CARNIVAL CO-ORDINATING GROUP

Resolved:- That the minutes of a meeting of the Christmas Carnival Co-ordinating Group held on 1st February, 2005 be received.

143. SANTA'S GROTTTO

The meeting discussed the links with the success of the Grotto on the day of the craft market and the issue of how markets, in general, can affect a town centre.

Resolved:- That this issue be raised at the next meeting of the Tourism Panel.

144. ROTHERHAM SCHOOLS FORUM

Resolved:- That the minutes of the meeting of the above Forum held on 7th January, 2005 be received.

145. MATTER ARISING

Free School Meals

Discussion took place regarding operational problems with the free school meal rate.

These related to the eligibility of free school meals, complications of the new Working Tax Credit benefit and dissemination of information regarding changes.

It was felt that information should be gathered on areas of practice where problems are being encountered.

Resolved:- That these issues be raised at the next meeting of the RBT Liaison Group.

146. EDUCATION OF LOOKED AFTER CHILDREN

Resolved:- That the minutes of the meeting of the Education of Looked After Children held on 20th December, 2004 be received.

147. DETERMINATION OF CATCHMENT AREAS FOR KIMBERWORTH AND MEADOWHALL PRIMARY SCHOOLS

Consideration was given to a report of the Strategic Leader Resources and Information on a need to consider and determine separate catchment areas for the above two schools before they become through Primary schools (3-11 years) , as part of the changes under the PFI project. The changes in age range have previously been agreed by the School Organisation Committee.

Kimberworth Infant and Meadowhall Junior schools currently share the same catchment area. As separate through Primary schools (3-11 years) however, they will both admit children of the same age.

In keeping with the LEA's admissions policy it will, therefore, be necessary to identify separate catchment areas.

Accordingly, catchment areas have been drawn up and two options suggested at Annex 1 and 2 of the report submitted.

Specific consideration has been given to the number of places available in each school, the relative closeness of the schools and the principle that no child should have to walk past a school in order to access the catchment area school applicable to the child's address.

The report included the views of Kimberworth Infant School Governing Body who has put forward a suggestion that a number of streets in the North of the area should be included within their school's catchment rather than Meadowhall's (Annex 2). The school's reason for this was to achieve more of a social mix.

However, on balance, the original proposal (Annex 1) appears to remain the most appropriate, particularly in relation to the relative size of the schools and the possibility for overcrowding at Kimberworth, which could result if Annex 2 was adopted.

Resolved:- (1) That the catchment areas for the two schools identified at Annex 1 are confirmed.

(2) That Ward Members be kept fully informed.

(3) That, as part of the consultation process, a meeting be held with parents to discuss the change to catchment areas.

(4) That a review of the catchment areas in relation to the pattern of parental preference and the numbers being admitted to each school be undertaken within 3 years of the opening of the new school buildings.

PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE**14th January, 2005**

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

Apologies for absence were received from Councillors Atkin, Doyle, Hussain and R. S. Russell.

83. DECLARATIONS OF INTEREST

There were no declarations of interest made at this meeting.

84. REVIEW OF THE CONSTITUTION - PROGRESS

The Head of Legal and Democratic Services outlined the latest position regarding the review of the Constitution following the Cabinet/Corporate Management Team away day in December, 2004. A report had now been drafted which had been circulated to Members. The proposal was that a new set of documents would be adopted by the Council at its annual meeting in May, 2005.

The Head of Legal and Democratic Services indicated that the document was only a working document and that the away day had been the start of the process.

Some concern was expressed that the away day had appeared to have a particular focus on scrutiny, The subsequent outcomes report from the away day included much of what was already happening in practice within scrutiny.

There was a general feeling of the need to retain the facility to be able to go straight to the Council. It was also felt that scrutiny needed to be involved in discussions about scrutiny and the leadership role of scrutiny.

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

(2) That the request for a joint meeting between this Committee and Cabinet be affirmed.

85. BUDGET PHASE 2

The Head of Corporate Finance reported on the latest position with regard to the budget indicating :-

- The final settlement had still not been received
- Since the last meeting of this Committee on 17th December, 2004 the budgetary issues had been circulated to all Members

- Corporate Management Team and a joint meeting of Cabinet and Corporate Management Team had discussed the latest position this Tuesday
- Funding gap
- Last year's scrutiny items were back on the agenda
- Some issues had now firmed up e.g. employer's superannuation contributions
- Future discussions at Corporate Management Team and Cabinet

A question and answer session ensued and the following issues were raised –

- Scrutiny and other recommendations not accepted
- Treatment of additional monies received
- Need to link investment to performance
- Unavoidable pressures
- Corporate finance attendance at future scrutiny panel budget meetings
- Need to monitor any suggestions for the utilisation of the Commutation Adjustment Reserve and keep scrutiny panels aware
- Need for options for closing the gap to go to all scrutiny panels

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

(2) That Corporate Finance be not required to attend the next round of scrutiny panel budget meetings where budget items will be led by the relevant Programme Area Executive Director.

86. FORWARD PLAN OF KEY DECISIONS 1ST JANUARY TO 30TH APRIL, 2005

The Committee referred to the above and felt that the document was not user friendly.

Cath Saltis indicated that a monthly flag up of issues for scrutiny panel chairs and vice-chairs was being investigated.

Resolved:- That the information be received.

87. SCRUTINY REVIEW

Cath Saltis outlined briefly arrangements for the scoping of the review and terms of reference in respect of the above.

88. MINUTES

Resolved:- That the minutes of the previous meeting held on 17th December, 2004 be approved as a correct record for signature by the Chairman.

89. WORK IN PROGRESS

Members of the Committee reported on the following issues :-

(a) Councillor Sangster reported

(i) Health Services Working Group

- there had been a meeting of the Children's Obesity Group
- there had been an excellent report on public health
- there was a joint meeting next week on protocols

(ii) Regeneration

- consideration of the budget had been deferred
- six monthly progress reports had been requested on the Local Transport Plan
- Councillors Jack, R. S. Russell and S. Wright had been nominated to serve on the Benefit Take Up review group

(b) Councillor Hall reported

- the flytipping report had been considered by Cabinet this week
- the review of Caretakers/Wardens/Rangers had commenced

(c) Councillor Whelbourn reported consideration of Fair Trade in Rotherham

(d) Councillor G. A. Russell reported consideration of the progress report regarding Children's Services Post Inspection Plan

90. CALL-IN

There were no formal call in requests.

PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE
Friday, 28th January, 2005

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

An apology for absence was received from Councillor Sangster.

91. DECLARATIONS OF INTEREST.

There were no declarations of interest made at this meeting.

92. GREEN SPACES BEST VALUE IMPROVEMENT PLAN

Further to Minute No. 176 of the meeting of this Committee held on 25th April, 2003, the Committee considered a report by the Green Spaces Manager regarding the above action plan which had been prepared based on the recommendations of the Best Value Review of Green Spaces completed in 2003. The action plan was submitted.

Phil Gill, Green Spaces Manager, gave a powerpoint presentation which covered the following :-

- why review
- about the review
- main objectives
- what we found – people’s views
- Principal conclusions and associated improvement actions :
 - Adequacy of supply
 - Quality of maintenance and management
 - Safety in green spaces
 - levels of use
 - Quality of customer service
- where next

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

- facilities
- access blocking
- scheme standards for children’s play areas
- toilet provision
- availability
- consultation process

- consultation with parish councils
- review group elected membership
- benchmarking with other authorities
- organisation structure positioning of green spaces
- review considerations to accommodate horses
- consultancy work re audit
- quality of contracting for consultancy services

Resolved:- (1) That the information be noted and Phil Gill be thanked for his presentation.

(2) That, as far as this Committee is concerned, the Green Spaces Best Value Improvement Plan be endorsed.

(3) That the Chief Executive be requested to commission a report on contracting for consultancy services for consideration at the March meeting.

93. ANALYSIS OF THE INDICES OF DEPRIVATION 2004

Further to Minute No. B114 of the meeting of the Cabinet held on 22nd December, 2004, Andrew Towleron, Principal Policy Officer, presented the submitted report relating to the above.

It was noted that a report was presented to the Corporate Management Team in July, 2004 on the Indices of Deprivation 2004 (ID 2004) which replaced the previous Index of Multiple Deprivation 2000 (IMD 2000) and its implications for Rotherham. There were two main findings. Firstly, when comparing the ID 2004 with the IMD 2000, Rotherham's overall ranking had moved significantly from 48th most deprived local authority in England to 63rd. Secondly, it was uncertain at that time if the move was due mainly to changes in methodology or a real change in the relative level of deprivation and that further analysis should be undertaken. The initial findings of that analysis were now available.

It was noted that the ID 2004 was important because it was used extensively to help direct and target funding from Government departments and other bodies between local authority areas.

The ID 2004 was published in June last year by an independent team at Oxford University on behalf of the Neighbourhood Renewal Unit and the Office of the Deputy Prime Minister and followed detailed consultation, negotiations and lobbying.

Whilst retaining many of the features of the previous IMD 2000, the new index differed in a number of ways and these were summarised.

Detailed work and analysis had been undertaken to establish the extent to which these changes had contributed to Rotherham's big move in ranking. The work was outlined in the appendices to the submitted report.

The main conclusions were :

- (a) Making comparisons between the ID 2004 and IMD 2000 was not straightforward and therefore any findings needed to be treated with a degree of caution
- (b) The evidence suggested that the main factor behind Rotherham's relative movement up the ID 2004 had been the strong progress in the social and economic regeneration of the Borough.
- (c) That changes in the statistical methodology had also been a (lesser) factor in the change in Rotherham's relative ranking.

It was difficult to assess the precise effect the changes had had on the overall ranking for Rotherham, however the evidence suggested that :

- The relative and strong lowering in the levels of deprivation in Rotherham linked to economic growth had been the main factor in Rotherham's movement downwards (i.e. becoming less deprived) but
- Not to the extent the new indices suggested, as statistical methodological changes had certainly been a contributory (but lesser) factor

Further work and analysis was under way. Following discussions with the partner agencies and other local authorities linked to the development of the report, the Special Interest Group of Metropolitan Authorities (SIGOMA) had indicated that it was minded to bring together a specialist group to help develop a common evidence base and understanding and that Rotherham may be used as a case study for the work. Rotherham MBC had been invited to an exploratory meeting to progress the work.

A question and answer session ensued and the need for an appropriate press release was highlighted.

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

(2) That it be welcomed that the main factor behind Rotherham's relative movement up the ID 2004 had been the strong progress in the social and economic regeneration of the Borough.

(3) That it also be noted that the technical changes had been a factor in the movement.

(4) That the IMD and its applications should continue to be a priority for campaigning and lobbying activity by the Council and its partners in order to ensure that the methodological issues raised in the report were acknowledged and Rotherham's most deprived communities received their full and proper share of key regeneration resources.

(5) That Rotherham MBC should work with SIGOMA and other partners to identify the full implications of the ID 2004 for Rotherham MBC and other similar local authority areas.

(6) That further reports be submitted as further information and analysis becomes available.

(7) That an appropriate press release should be issued highlighting Rotherham's improvement.

94. FEEDBACK FROM THE JOINT MEETING WITH CABINET

The Chairman referred briefly to issues discussed at the Committee's joint meeting with Cabinet and undertook to distribute a note of the meeting to Members of the Committee.

95. MINUTES

Resolved:- That the minutes of the previous meeting held on 14th January, 2005 be approved as a correct record for signature by the Chairman.

96. WORK IN PROGRESS

Members of the Committee reported on the following issues :-

- (a) Councillor G. A. Russell reported consideration of Gershon savings at their budget meeting today.
- (b) Councillor Hall reported consideration of Gershon savings and the ongoing review of Caretakers/Wardens/Rangers
- (c) Councillor Stonebridge reported that the LSP Review Group was meeting next week.

97. CALL-IN

There were no formal call in requests.

**THE ROTHERHAM CHILDREN AND YOUNG PEOPLE'S BOARD
THURSDAY, 2ND DECEMBER, 2004**

Present:- Councillor Stone (in the Chair); Councillors Boyes, Ellis, Gosling, Kirk, Littleboy, Angela Bingham, Kath Henderson, Ann Lawrence and J. McIvor.

Also in attendance:-

Di Billups (Executive Director, Children and Young People's Development), John Gomersall (Acting Chief Executive) and Sue Hare (Team Leader (R.M.B.C.))

1. APOLOGIES FOR ABSENCE.

Apologies for absence were received from Andrew Bedford, Imogen Clout and Phil Marshall.

2. SUE HARE, TEAM LEADER, CHILDREN & YOUNG PEOPLE'S SERVICES DEVELOPMENT TEAM

Councillor Kirk, Cabinet Member, Social Services, referred to the exemplary work undertaken by Sue Hare in the development of the Children and Young People's Services and that she was leaving Rotherham Council to take up a new post at Barnsley.

The Board placed on record its appreciation of Sue's services to the Council over the years and she be wished every success in her new post and in the future.

3. MINUTES OF THE BOARD - 4TH NOVEMBER, 2004

The minutes of the meeting of the Board held on 4th November, 2004 were agreed as a correct record.

4. MINUTES OF THE EXECUTIVE GROUP - 18TH NOVEMBER, 2004

The minutes of the Executive Group held on 18th November, 2004 were noted.

5. DRAFT CHILDREN'S FUND STRATEGIC PLAN 2005-2008

Ged McNulty, Programme Manager of the Rotherham Children's Fund, presented various reports about the development and use of the Children's Fund. Ged referred to the three year plan and reported that this had to be submitted to Government Office by 31st December, 2004. The Plan outlined how the Children's Fund in Rotherham had developed since its inception in November, 2000 and how its commissioned services had contributed to the five outcomes in Every Child Matters, which were:-

- Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Economic Well Being.

It also detailed how services were to be assessed in order for them to be considered for migration to the Statutory Sector.

Children's Fund Strategic Plan Guidance required that the three year plan "should set out a clear strategy for migration to the emerging local Children's Trusts."

Children's Fund services focussed on partnership, prevention and participation.

In addition to the Children's Fund Strategic Plan the Children and Young People's Executive Group had recommended that an underspend of £123,674.77 for 2004/2005 be allocated to nine of the seventeen services, already in receipt of Children's Fund support, on the understanding that this additional money was spent before 31st March, 2005.

John Mclvor expressed the view that it would be necessary to show evidence of measuring outcomes and said that he would like to see commitment from local authorities and agencies before schemes were agreed.

The Board asked a range of questions and Di reported that the Children's Fund Steering Group had followed guidance and that an external evaluation had been ongoing. The aim was to achieve good outcomes and value for money. Di also reported that the an Evaluation report would be submitted to the Board.

Di reported that a copy of the Rotherham Children's Fund Strategic Plan 2005 – 2008 would be forwarded electronically and in hard copy to Members of the Board for comment by 10th December, 2004 and if no comments were received the Plan would be signed by the Leader and John Mclvor, Chief Executive of the Rotherham PCT.

Agreed: That the Board endorses the following:-

(1) the three year Rotherham Children's Fund Strategic Plan and the three year Spending Plan;

(2) the unspent sum of £123,674.77 being allocated to nine of the seventeen services, already in receipt of Children's Fund support, on the understanding that this additional money is spent before 31st March, 2005.

6. CHILDREN'S SERVICES DEVELOPMENTS

Mike Cuff referred to a recent meeting held with representatives of the local authority, health, Regional Change Adviser, Children's Service Improvement Advisers (Education) DfES and CSCI regarding progress being made on the way that the Change Officers Supporting Team was

being organised and progress being made in Rotherham relating to the Every Child Matters agenda.

A follow up meeting had been arranged to go through the schedule in more detail and once this had been tidied up a copy would be submitted to Members of the Board.

Mike also reported that new publications had been published yesterday on Every Child Matters which was available on the website. Further reports would be available in January, 2005 on the roles of proposed Directors and roles of Elected Members.

Di reported that the DfES had complimented Rotherham Council on progress being made on the Every Child Matters agenda and that Rotherham would be receiving requests from other local authorities to gain experience on the work being undertaken in Rotherham.

7. DATE OF NEXT MEETING

The next meeting is scheduled to take place on Thursday, 6th January, 2005 at 10.00 a.m.

8. 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 those paragraphs, indicated below, of Part I of Schedule 12A to the Local Government Act 1972:-

9. THE SEXUAL EXPLOITATION OF YOUNG PEOPLE

The Board welcomed Christine Brodhurst-Brown (RMBC Young People's Services), who made a presentation about the sexual exploitation of young people. Reference was made to the role of the Risky Business Project, which provided support for vulnerable young people. Since becoming established in 1996, the continued existence of this Project had relied exclusively upon time-limited, external grant funding.

This matter had also been considered by the Children's Executive Group held on 18th November, 2004 who had agreed that further consideration be given to the need for mainstream funding for the Risky Business Project.

The Board acknowledged that funding for this project was a key priority.

The Leader suggested that, in order to discuss in more detail the issues now raised including funding issues, a Task Group be established involving interested agencies.

Agreed: That a Task Group be established, as soon as possible, to be chaired by the Leader.

1 THE ROTHERHAM CHILDREN AND YOUNG PEOPLE'S BOARD - 03/02/05

**THE ROTHERHAM CHILDREN AND YOUNG PEOPLE'S BOARD
THURSDAY, 3RD FEBRUARY, 2005**

Present:- Councillor Stone (in the Chair); Councillors Boyes, Ellis, Gosling, Kirk, Littleboy, Angela Bingham (Voluntary Sector), Imogen Clout (Voluntary Sector), Ann Lawrence (Non-Exec RPCT), J. McIvor (PCT), Ellen Smith (Rotherham General Hospitals), Joyce Thacker (Connexions) and Dave Featherstone (District Commander, South Yorkshire Police).

Also in attendance:-

Mike Cuff (Chief Executive), Di Billups (Executive Director, Children and Young People's Development), John Gomersall (Executive Director (Social Services), Peter Rennie, Ged McNulty and Simon Hughes (Simon Hughes Associates).

1. FIVE A DAY

The Chairman referred to the achievement of providing "Five a Day" in every Rotherham school as part of the healthy eating initiative.

Rotherham is the first area in the whole of the Yorkshire and Humber region where every eligible school has signed up for the school fruit and vegetable scheme. Every school day nearly 11,500 Rotherham pupils at 91 schools now enjoy a free healthy snack.

Members of the Board welcomed this as an important part of supporting children in every school. Particular reference was made to the involvement of various organisations and partners to achieve this service.

Agreed: That everyone concerned be congratulated on this achievement.

2. APOLOGIES FOR ABSENCE.

Apologies were received from Kath Henderson, Philip Marshall and Sarah Whittle.

3. MINUTES OF PREVIOUS BOARD - 2ND DECEMBER, 2004

The minutes of the Board held on 2nd December, 2004 were agreed as a correct record.

4. MINUTES OF THE EXECUTIVE GROUP HELD ON 16TH DECEMBER, 2004 AND 20TH JANUARY, 2005

The minutes of the Executive Group and key issues were noted.

5. CHILDREN ACT 2004

Di outlined the matters set out in the report circulated which summarised that

The Children Bill was given Royal Assent on Monday 15 November 2004. This follows the publication of the Green Paper 'Every Child Matters' in 2003 which proposed changes in policy and legislation in England to maximise opportunities and minimise risk for all children and young people, focussing services more effectively around the needs of the child, young people and families. The consultation on the Green Paper showed broad support for the proposals, in particular the intention to concentrate on outcomes that children and young people themselves have said are important, rather than prescribing organisational change. This is very much aligned to the views expressed by Rotherham.

The Act has been produced in the light of this consultation and gives effect to the legislative proposals set out in the Green Paper to create clear accountability for children and young people's services, to enable better joined up working and to secure a better focus on safeguarding children.

Agreed: (1) That Members note the requirements of the Act

(2) That officers produce papers detailing the individual guidance provided by the DfES around the role of the Lead Member, Director of Children's Services and Voluntary Sector etc, and that these are consulted upon.

(3) That the Development Team continue to move forward as agreed, in bringing in the integration of children's services in line with the requirements of the Act.

(4) That members receive regular progress reports regarding planned developments.

6. ROLE OF MEMBER & SENIOR EXECUTIVE DIRECTOR

Di outlined the matters set out in the report circulated which detailed that across central and local government and all agencies that work with children, there is a shared commitment to ensure that every child has the opportunity to fulfil their potential. Achieving this vision will require national and local government to move to a position where:

- The well being of children and young people is at the heart of all policies and all agencies are working together toward shared outcomes.

3 THE ROTHERHAM CHILDREN AND YOUNG PEOPLE'S BOARD - 03/02/05

- Clear overall responsibility and accountability exist for services.
- Key services are integrated around the needs of the children and young people, and mechanisms are put in place to involve them in determining how their needs are met.

To ensure clear accountability locally, the Children Act 2004 requires every Children's Service Authority (CSA) in England to appoint a Director and lead member for Children's Services (DCS). The DCS and the Lead Member respectively will provide a professional and political focus for children's services. They have three key roles:

- **Responsibility and accountability** for local authority children's services;
- **Leadership** to drive change;
- **Forging partnerships** to bring together relevant local partners.

The DCS and Lead Member are accountable for the Children's Services Authority functions in four main areas:

- education services** – the authority's functions in its capacity as a local education authority (excluding certain LEA functions for adults)
- social services** – the authority's social services function in so far as they relate to children and the local authority's functions for children and young people leaving care;
- health services** – functions exercised by the authority on behalf of an NHS body, in so far as they relate to children;
- inter – agency co-operation** – the new functions in the Children Act to build and lead arrangements for inter agency co-operation.

Agreed: (1) That the well being of children and young people is a priority and placed at the heart of the Community and Corporate Plan and policies related to this agenda.

- (2) That strategic planning is in place to ensure that all agencies are working together toward shared outcomes.
- (3) That consideration is given to new structures which reflect the requirements of the Act on the appointment of the Senior Executive

Director for Children and Young People's Services.

- (4) That consideration is given to the appointment of an elected member with responsibility for Children and Young People's Services, to coincide with the appointment of the Senior Executive Director Children and Young People's Services.

7. APPOINTMENT - UPDATE.

Mike reported that Sonia Sharp, currently Deputy Director of Education at Leeds, would take up the post of Senior Executive Director, Children and Young People's Services Development, at the end of April, 2005.

Mike referred to the interview process, which had included a wide range of organisations and partners and young people.

Agreed:- (1) That the position be noted.

- (2) That everyone involved in the appointments process be thanked for their efforts.

8. SAFEGUARDING BOARD DEVELOPMENT - PROGRESS.

Mike reported that he had chaired the meeting of the Safeguarding Board yesterday and was pleased to report that good progress was being made with a variety of issues.

He reported that Zafar Saleem would be a member of the Safeguarding Board to advise on equalities and equal opportunities issues.

Agreed: That the good progress be welcomed.

9. CONSULTATION ON INSPECTION FRAMEWORK.

Di reported on the consultation document received and the need to respond by 24th February, 2005. It was proposed that the draft response be finalised by the Executive Group and emailed to Board Members for final comment.

Agreed:- That the above process be approved.

10. CHILDREN'S INCLUSION & SUPPORT SERVICE AND ROTHERHAM CHILDREN'S FUND LOCAL EVALUATION

Ged McNulty reported on the CISS Project and summarised that, following the difficulties encountered during the development stage, by the Children's Inclusion & Support Service (CISS), one of the Children's Fund projects supported by 25% Youth Crime Prevention allocation, it was felt necessary to give a brief history of the CISS and to update the Executive Group and Children's Board on the progress made by the CISS since October 2004.

Ged was pleased to report that the Project was now based at Montgomery Hall, Wath upon Dearne and that the new Steering Committee were making good progress with the initiative, service delivery and monitoring.

In addition, Simon Hughes reported on the Children's Fund Local Evaluation Progress Report and also about plans for the development of a robust system for monitoring quality, effectiveness and value for money of Children's Fund supported services. It is planned that throughout the year the Group and Board can be informed about how Children's Fund projects are delivering quality services and how they can provide evidence of this quality. The purpose of this process will be to ensure that future commissioners of services will have the evidence and knowledge to be able to make informed choices about which services they wish to purchase.

Simon reported that he acted as a "Critical Friend" and provided advice on systems, monitoring and evaluation of Children's Fund projects, in three stages, as follows:-

1. Development of partnership/organisation.
2. Planning and design of services.
3. Review delivery of services on the basis of prevention, partnership and participation.

Simon proposed that further work be undertaken on inputs, outcomes and indicators and that case study reviews be reported to the Executive and to the Board on a regular basis.

Agreed: (1) That the good progress now being made with CISS be welcomed.

(2) That the Executive Group and Board receive progress reports and case study reviews on the Children's Fund Projects on a regular basis.

11. DATE OF NEXT MEETING

The next meeting is scheduled to take place on Thursday, 3rd March, 2005 at 10.00 am.

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

13. SEXUAL EXPLOITATION TASK & FINISH GROUP - PROGRESS.

Di gave an update and reported that a meeting of the Sexual Exploitation Task and Finish Group would be held shortly.