

LIFELONG LEARNING OPPORTUNITIES SCRUTINY PANEL

Venue: Town Hall, Moorgate
Street, Rotherham.

Date: Monday, 16 May 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. Review of Citizenship Education in Rotherham (Pages 1 - 48)

FOR DISCUSSION

6. Performance and Scrutiny Overview Committee (Page 49)

FOR MONITORING

7. FSS and Outturn Analysis 2000-2004 (Page 50)
8. Fixed Period and Permanent Exclusions (Page 51)
9. GCSE Examination Results, 2004 (Pages 52 - 60)
10. 2004 A2 and AS Level Examination Results (Maggie Donnellan) (report herewith). (Pages 61 - 75)
11. Pools Update Report (Phil Rogers) (report herewith) (Page 76)

FOR INFORMATION

12. Minutes of this Scrutiny Panel held on 25th April, 2005 (copy herewith). (Pages 77 - 92)
13. Minutes of the meetings of the Cabinet Member, Education, Culture and Leisure Services held on 12th and 19th April, 2005 (copies herewith) (Pages 93 - 99)
14. Minutes of a meeting of the Performance and Scrutiny Overview Committee held on the 8th and 15th April, 2005 (copies herewith). (Pages 100 - 107)
15. Minutes of a meeting of the Children and Young People's Sub-Group held on 19th April, 2005 (copy herewith) (Pages 108 - 115)

**Date of Next Meeting:-
Monday, 27 June 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 Ms. J. Carroll, Mr. J. Dalton/Mr. P. Hawkridge, Mr. D. Gibson, Kath Henderson, Ms.
R. Johnson, Mr. G. Lancashire, Mr. J. Lewis, Miss E. Marsh, Mr. S. Radford and Mr. K. Stoddart

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1.	Meeting:	LIFELONG LEARNING OPPORTUNITIES SCRUTINY PANEL
2.	Date:	16TH MAY, 2005
3.	Title:	REVIEW OF CITIZENSHIP EDUCATION IN ROTHERHAM
4.	Programme Area:	Chief Executives

5. Summary

A scrutiny review group comprising members from the Democratic & Resources and Lifelong Learning Opportunities Scrutiny Panels together with representatives from the Rotherham Youth Cabinet have undertaken a scrutiny review of Citizenship Education in Rotherham. The report of this review group is now being presented to the respective parent panels.

6. Recommendations

That the recommendations of the report are accepted by the panel.

7. Proposals and Details

During Local Democracy Week in October 2004, work began on a scrutiny review of Citizenship Education in Rotherham. This was undertaken by a group of members from the Democratic & Resources and Lifelong Learning Opportunities Scrutiny Panels together with representatives from the Rotherham Youth Cabinet.

During the review, the group considered a range of background information, including the preliminary analysis of a questionnaire sent to all of Rotherham's schools. Further oral evidence was taken from a range of RMBC officers working in relevant fields, a group of primary PSHE co-ordinators and the Cabinet Member for Education, Culture and Leisure. The review group also made visits to two primary and two secondary schools to meet with staff and students.

There were then a series of follow up meetings where members of the review group debated the issues which had arisen during their work and came to conclusions as to the recommendations to be contained in the report.

8. Finance

The cost of the review was met from existing scrutiny and democratic services budgets.

9. Risks and Uncertainties

N/A

10. Policy and Performance Agenda Implications

The statements of the Borough Vision include under Rotherham Proud, "Active citizenship and democracy will underpin how Rotherham works." and "...there will be many opportunities to be involved in civic life and local decision making." Citizenship education is the key to ensuring that young people recognise the importance of engagement in civil society.

11. Background Papers and Consultation

Review of Citizenship Education in Rotherham – A scrutiny review Report April 2005

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REVIEW OF CITIZENSHIP EDUCATION IN ROTHERHAM

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EXECUTIVE SUMMARY

Citizenship looks at how a student can be prepared for the role and responsibilities of adulthood and how life as an adult works. It involves understanding the part that they and others play in their community and the responsibilities that they will have in adulthood. The three strands of Citizenship education are Social and moral responsibility, community involvement and political literacy.

It is important that young people are not taught simply how to make best use of what society has to offer. The teaching of citizenship must also encourage people to become active citizens and make conscious decisions about becoming involved.

Local Democracy Week's focus for 2004 was 'Making Your Mark', aiming to help young people up to the age of 26 become more involved with decision-making and planning at a local level. Local Democracy Week ran from 18-24 October and the review was planned to take place during this time. Members of the Rotherham Youth Cabinet joined with elected members from the Democratic and Resources and Lifelong Learning Opportunities Scrutiny Panels, to form the review group.

The aim of the review was to seek out good practice in the teaching of citizenship in Rotherham and to identify how this could best be disseminated.

The review group comprised the following:

Elected Members

- Cllr Dave Pickering, Chair
- Cllr Jane Austen
- Cllr Brian Cutts
- Cllr Pauline Darby
- Cllr Mahroof Hussain
- Cllr John Swift
- Cllr John Turner

Members of Rotherham Youth Cabinet

- Chris Eyre, Aston Comprehensive
- Joe Mathison, Thrybergh Comprehensive
- Laura Senior, Aston Comprehensive
- Ryan Walker, Thomas Rotherham College

During the review, the group considered a range of background information, including the preliminary analysis of a questionnaire sent to all of Rotherham's schools. Further oral evidence was taken from a range of RMBC officers working in relevant fields, a group of primary PSHE co-ordinators and the Cabinet Member for Education, Culture and Leisure. The review group also made visits to two primary and two secondary schools to meet with staff and students.

Summary of Findings

- LEA help and advice and training on citizenship were greatly valued by teachers;
- From the LEA adviser through to PSHE/Citizenship co-ordinators through to teachers, we were impressed by the level of enthusiasm and commitment to the teaching of Citizenship education in Rotherham.
- Parents are considered a vital part of delivering the citizenship agenda;
- In primary schools, citizenship is most commonly taught as part of PSHE.
- Citizenship is effectively embedded in primary schools already;
- School councils instil confidence and self-esteem by providing a structure through which the voices of pupils can be heard.
- Rotherham Youth Cabinet is an effective extension of the school councils' voice and provides the opportunity for wider influence, including the National Youth Parliament;
- In special schools, Citizenship sees children as responsible individuals, whose opinions are sought and valued.
- Citizenship classes can provide an environment where students are able to relax and voice their own opinions and thoughts while discussing pertinent issues;
- Students' practical skills can be developed through active involvement in extra-curricular clubs and activities;

Key Recommendations

- 7.1.1 Through the PSHE and Citizenship Co-ordinators termly meetings, schools should continue to share good practice and work closely together to develop curriculum resources for the teaching of Citizenship.
- 7.2.1 All schools should have student councils and these should have open and transparent selection (election) processes.
- 7.2.2 Student councils should choose the chair from amongst themselves and be responsible for setting their own agendas.
- 7.2.3 Student councils should be able to influence some aspects of the budget process, either directly by being responsible for a specific budget (e.g. the school council administration budget) or indirectly (e.g. by recommending how the school playground equipment budget should be spent).

- 7.3.1 Students should be encouraged to contribute to the setting of positive school rules, including those of the playground. These rules to include explanations as to why the rules are necessary.
- 7.5.1 That the Council, in collaboration with the LEA advisory team and Library Service, compiles an information resource for use in the delivery of citizenship education. This should include an explanation of local governance in Rotherham, how it is structured and the key players. Appropriate resources should be written for each of the key stages in line with curriculum guidelines. Each school should be issued with the resource which should also include the names and web page addresses of the councillors who represent the area in which the school is situated.
- 7.5.2 The Library Service should compile a resource pack, giving details of notable Rotherham people and their achievements.
- 7.5.4 Councillors should be provided with guidance, training and support on how they could contribute to the delivery of citizenship education in schools.
- 7.5.5 That the council should consider taking part in the Home Office pilot which is exploring the concept of citizenship ceremonies for those coming of age and also consider joining in with the proposed national Citizenship Day in October 2005.
- 7.5.6 School visits to the town hall should be accommodated where possible and feedback from those visiting, encouraged. Open days could also be further developed to meet the needs of the citizenship curriculum and guidance.
- 7.5.7 Neighbourhoods programme area should explore the suggestion of inviting youth groups and school councils to attend relevant area assembly meetings and councillors' surgeries.
- 7.5.8 The Council should consider piloting Members' surgeries specifically aimed at young people.

During the review, the Cabinet Member for Education, Culture and Leisure Services summed up our views of Citizenship education by stating that it "...should give our students the ammunition to feel that they can act on their rights and responsibilities, so that they will stop thinking "*they* should be doing something" and instead believe "*I* can do something".

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

1.1 Anecdotal Evidence from Members

The review was initiated because a member of the Democratic and Resources Scrutiny Panel was concerned that their offer of speaking to school pupils about the role of a councillor had not been taken up by their local school. This had arisen when talking about the Community Leadership Role of the Local Councillor during a previous scrutiny review.

Although government structures affect everyone, they are often not fully understood. Many people confuse the responsibilities of the different tiers of local government and do not have a clear understanding of the roles of the House of Commons and the Lords.

1.2 Local Democracy Week

The Democratic & Resources Scrutiny Panel had always tried to ensure that they took part in an event during Local Democracy Week (LDW) which fitted into the annual theme. Last year members of the Youth cabinet came to the scrutiny panel meeting held during LDW to talk about their work and to try to establish links between scrutiny and the Youth Cabinet. The panel had always expected to undertake a review of Citizenship Education during this year so with the theme of LDW being “Making Your Mark which aimed to help young people up to the age of 26 to become more involved with decision making and planning at a local level the time seemed right to undertake a review jointly with the Youth Cabinet and the Lifelong Learning Opportunities Scrutiny Panel.

1.3 Rotherham Youth Cabinet

1.3.1 Rotherham Youth Cabinet was set up about five years ago, and was originally staffed by Area Assembly Officers from the Wentworth area. Rotherham Young People’s Services (RYPS) have been involved for about 3 and a half years, initially as co-workers with the Area Assembly Officers, but since April 2004 RYPS have been commissioned by the Equalities Unit to support Rotherham Youth Cabinet.

1.3.2 Each mainstream secondary school and college in Rotherham is entitled to have four representatives on the Cabinet. The young people should be selected via the student council in their school. The Cabinet meets formally 6 times a year in the Town Hall, and 6 times informally in training meetings

(usually at weekends or school holidays and often residential) where the young people decide the agenda for the next meeting and undertake training on practical themes such as running meetings or issues such as equalities.

1.3.3 The Youth Cabinet forms sub groups to tackle particular issues such as developing its Manifesto, and its recent statement on the Principles of Student Councils.¹

1.3.4 During 2004 the Youth Cabinet resolved to support the principles of fair trade. It recommended that the Council should move to fair trade suppliers for the refreshments served in the Town Hall. The Council has accepted and implemented this recommendation.

1.4 Council Priorities

1.4.1 The Rotherham MBC Corporate Plan 2003/2006 includes within its key priorities, 'A place with active and involved communities'. The council is committed to greater community involvement in the democratic process, from all sectors, including children and young people. It is crucial that young people understand how they can make their contribution as citizens, long before they are eligible to vote.

1.4.2 In undertaking this review, the review group is supporting Rotherham's Community Strategy's² objectives and guiding principles, particularly:

- Stimulating a culture of learning and development to ensure maximum benefit for local people and businesses;
- Recognising and celebrating Rotherham's diversity;
- Maximising access and opportunity for everyone in the borough.

1.5 Scrutiny Review Checklist

To ensure that any scrutiny review is worthwhile undertaking, it is tested against a range of criteria. The completed checklist for this review is given at Appendix C.

¹ See Appendices A) Rotherham Youth Cabinet Manifesto 2004-2005 & B) Rotherham Youth Cabinet- Secondary Student Councils 2004

² Rotherham Community Strategy 2002-2007

2 TERMS OF REFERENCE

Members of the review group agreed that the aim of the review is:

The following aspects were examined:

- Citizenship Curriculum
- The role of Citizenship/PSHE co-ordinators
- School Councils
- Formal and informal citizenship education in schools
- Rotherham Youth Cabinet
- Voice and Influence of Young People work
- How libraries can contribute
- The Council's corporate steer.

The purpose of the review is to recognise good practice that is currently in place and put forward suggestions for improving the way that citizenship is taught to and experienced by the young people of Rotherham, from the Foundation Stage, right through to Key Stage 4.

3 METHODOLOGY

Most of the review's evidence was gathered over two days during Local Democracy Week, on 19 and 20 October 2004.

3.1 Review Team

Elected Members

- Cllr Dave Pickering, Chair
- Cllr Jane Austen
- Cllr Brian Cutts
- Cllr Pauline Darby
- Cllr Mahroof Hussain
- Cllr John Swift
- Cllr John Turner

Members of Rotherham Youth Cabinet

- Chris Eyre, Aston Comprehensive
- Joe Mathison, Thrybergh Comprehensive
- Laura Senior, Aston Comprehensive
- Ryan Walker, Thomas Rotherham College

3.2 Baseline Information

A questionnaire was sent out to all of Rotherham LEA's schools, a copy of which is given at Appendix D. 68% of schools responded and a summary of the results is given at Appendix E. Kimberworth Primary School provided the review team with a list of its citizenship-related activities.

In addition, the review team members from Aston Comprehensive circulated a questionnaire to some of their peers, to ascertain their views of the teaching of citizenship.

3.3 Witnesses

The following witnesses gave evidence to the review team:

- Liz Galliver, Senior Consultant 'Healthy Schools'
- George Simpson, Youth Adviser
- Clare Cope, Senior Youth Worker, Voice & Influence
- Elenore Fisher, Manager of Community and E-libraries
- A group of primary school PSHE co-ordinators
- Cllr Georgina Boyes – Cabinet Member for Education, Culture & Leisure.

3.4 School Visits

The review team divided into groups and visited the following schools:

- Rawmarsh-Sandhill Primary School
- Harthill Primary School
- Rawmarsh Sports College
- Swinton Community School.

3.5 Officer Support

The review was supported by Scrutiny Advisers Sioned-Mair Richards and Delia Watts, with administrative help from Sharon Crook.

4 OVERVIEW OF POLICY FRAMEWORK

4.1 National Level

4.1.1 Key Stages 1 and 2 (Primary Schools)

In primary schools, citizenship is usually taught as part of Personal Social and Health Education (PSHE). There is no statutory curriculum, but there is detailed guidance for teaching citizenship at each of the two primary key stages.

Key stage 1 and 2 pupils are encouraged to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens
- Develop a healthy, safer, lifestyle
- Develop good relationships and respect the differences between people
- Experience a breadth of opportunities to take and share responsibilities, make real choices, take part in discussions etc.
- Formal assessment is not required, but schools must keep records of pupils' achievements and report periodically to parents.

4.1.2 Key Stages 3 and 4 (Secondary Schools)

Citizenship became part of the statutory curriculum for all secondary students in September 2002. Two years on, a report on citizenship in the curriculum³ suggests that it has had a positive benefit on student attitudes. 25% of students felt citizenship had given them more respect for others, 17% felt it had promoted greater tolerance and 6% felt that their behaviour had improved directly as a result of what they had learned.

The detailed curriculum for key stages 3 and 4 is given at Appendix F.

4.1.3 'Perilous Democracy' Campaign

The Local Government Information Unit (LGiU) is currently promoting the idea of reducing the voting age in elections to 16 and reducing the age of candidacy to 18 (compared with the current ages of 18 and 21 respectively).

³ Community Service Volunteers, September 2004

It believes that this would make public service more relevant and attractive to young people who have a genuine interest in community affairs. One of its justifications for promoting the changes is that since the introduction of citizenship through the national curriculum, young people reach the age of 16 with a thorough knowledge of political structures and how elections work enabling them to be able to make an informed choice in an election. It suggests that young people are interested in political issues and at 18 they have the enthusiasm to take on a representational role.

4.1.4 OFSTED Findings⁴

Citizenship has been the subject of a recent OFSTED Inspection and also of a poll conducted by ICM on behalf of OFSTED.

Citizenship in secondary schools: evidence from OFSTED inspections (2003/04)

This report comments on Citizenship education during the period 2003/2004 when it was a new subject and was still bedding in. We would expect that a future report in the next year would demonstrate more positive outcomes. It summarises the position as:

“Increasingly, schools are taking National Curriculum citizenship seriously and establishing comprehensive programmes. As yet, however, pupils’ achievement and the quality of teaching compare unfavourably with established subjects and there is little that is graded very good.

In one in four schools, provision is unsatisfactory. Sometimes this is because the school made a very late start in introducing citizenship; in others, key management decisions were based on misunderstanding or scepticism. There are growing numbers of expert teachers, and most teaching is satisfactory, but citizenship is generally less well taught where tutors are involved.

Assessment is the aspect of teaching that teachers feel least confident about, and in half of the schools pupils do not know what they need to do to make progress.

Involvement in GCSE citizenship short courses has been generally associated with greater focus, better teaching and higher standards and achievement.”

⁴ Citizenship in secondary schools: evidence from Ofsted inspections(2003/04) HMI 2335 February 2005

ICM Poll of teachers and pupils (age 14 – 16)⁵

In January 2005 OFTED published an ICM poll of teachers and pupils aged 14-16, who are currently studying citizenship as part of the National Curriculum. Below are some of the findings:

- Only one in four pupils could identify the correct balance of power in the House of Commons, yet 45 per cent said they did not think it is important for them to know more about what the political parties stand for. Prime Minister Tony Blair was correctly identified by 95 per cent of the pupils, but only 16 per cent recognised Michael Howard and 10 per cent recognised Charles Kennedy.
- 64 per cent of pupils (and 81 per cent of teachers) identified as 'British', while one in three pupils identified as 'English'. Only 2 per cent of pupils and 3 per cent of teachers identified as 'European'. Those surveyed were also asked about symbols, with the majority identifying the Union Jack and fish and chips as the symbol and food that they most associate with being British. Curry and jellied eels won only one per cent of the vote each.
- Overall 70 per cent of pupils and teachers thought pupils should learn more about Britain's cultural diversity, with even higher support among younger teachers. 40 per cent of pupils in the north were opposed.
- 70 per cent of pupils aged 14-16 are not involved in voluntary or community activities. 88 per cent thought pupils should have more of a say in the way schools are run, but only 41 per cent of teachers agreed.
- More than one in ten pupils interviewed for the Ofsted poll did not know what citizenship classes are. When asked what was most memorable about these classes, a further 17 per cent said there was nothing memorable about them, whilst 26 per cent simply do not know.

⁵ ICM poll commissioned by Ofsted 15 – 20 December 2004

4.1.5 Home Office proposals for Citizenship Ceremony at 18⁶

The Home office has suggested that Citizenship ceremonies for 18-year-olds could be introduced to celebrate their transition to adulthood as part of an official drive to improve community cohesion. The idea has been mooted as part of a package that will see the introduction of Britain's first "citizenship day" this October, and a pocket-size guide to the British constitution. The government believes the introduction last year of such ceremonies for new migrants has proved popular and it is now time to consider introducing such services for those born in Britain when they reach voting age.

A pilot scheme is to be drawn up over the next nine months to recognise the transition to adulthood which brings the right to vote and greater social and economic independence. The event is expected to be voluntary and may be modelled on affirmation ceremonies held in Australia.

The scheme is part of a wider package designed to help young people from different communities grow up with a sense of common belonging, including a sense of inclusive British citizenship and an understanding of people from other ethnic and religious backgrounds.

The package includes a drive to improve the quality of citizenship classes in schools, a framework for the teaching of religious education, and opportunities for young people from different back grounds to learn and socialise together. The plan to introduce a citizenship day in October is intended to provide a focal point for activities that promote inclusive citizenship. The date has been chosen to coincide with black history month and will include events to celebrate community identity, culture, and diversity.

A £3m programme is to be introduced to establish a network of officials in the 50 local authority areas with the most diverse faiths. Their job will not be to promote particular faiths but to encourage dialogue and understanding between faith groups and others in the community.

Other countries which undertake "rite of passage" citizenship ceremonies include:

⁶ Improving Opportunity, Strengthening Society' – Home Office January 2005

Australia

Citizenship ceremonies often culminate with the gift of native trees, and are part of life. Affirmation ceremonies for those who have taken out citizenship have also become popular since their 1999 launch. Hosted by community groups, councils and schools - often within a naturalisation ceremony - they are often staged on significant days such as Australia Day (Jan 26) and Australian Citizenship Day (Sept 17). Led by a community leader, it is based on the Australian citizenship pledge that reads: 'As an Australian citizen, I affirm my loyalty to Australia and its people, whose democratic beliefs I share, whose rights and liberties I respect, and whose laws I uphold and obey'.

Canada

Citizens can take part in a reaffirmation service and repeat the oath of citizenship. Guidelines advise a guest speaker - 'someone who will speak from the heart about citizenship' - and the singing of the national anthem. A reaffirmation certificate 'acts as a special souvenir'.

4.2 Local Level

At a local level Rotherham has published "A Scheme of Work for PSHE and Citizenship" for Foundation, Key Stage I and Key Stage II (i.e. for 3 to 11 year olds) as part of the Healthy Schools Initiative. This was developed in conjunction with primary school teachers from four different schools.

At secondary level there is a prescribed Scheme of Work as Citizenship is a compulsory part of the curriculum. However, there is supporting material available from the LEA for any school wanting help and guidance.

5 BACKGROUND

5.1 Why teach Citizenship?

Citizenship was introduced onto the national curriculum to help tackle a whole range of issues. These included:

- Political apathy and low election turn-out by the young
- Social exclusion, including rising levels of anti-social and criminal behaviour
- National identity and what it means to be British
- Anti-racism – understanding and accepting diversity
- The perceived need for moral education
- Personal empowerment – understanding the law and your rights
- Highest levels of teenage pregnancy in Europe
- Increasing levels of drug misuse.

It is important that young people are not taught simply how to make best use of what society has to offer. The teaching of citizenship must also encourage people to become active citizens and make conscious decisions about becoming involved.

Citizenship is taught both in discrete curriculum time and through the teaching of other subjects and curriculum areas. Equally importantly, it is learned and experienced through a whole host of activities and school events. These include school trips, hosting visitors to the school, circle time, fundraising activities etc.

5.2 The Three Strands of Citizenship Education

5.2.1 Social and moral responsibility – both in and beyond the classroom and towards both those in authority and ones self.

5.2.2 Community Involvement – learning about and becoming involved in their neighbourhood and communities.

5.2.3 Political literacy – learning about the institutions, problems and practices of our democracy, plus how to be effective in the life of the nation, locally, regionally and nationally.

5.3 Young People's Attitudes

According to recent research⁷ only 2% of young people think that their council has any 'power' and 50% think that it has no direct control or relevance to their lives whatsoever.

A recent publication by the National Centre for Social Research⁸ showed that political interest among young people had declined since 1994, with under a third (31%) saying that they had some interest in the subject, but more than a third saying that they had none. However, only 18% of teenagers see voting as a 'waste of time', with the majority rejecting this view, as well as the notion that politics has no particular purpose (30%). Clear majorities of young people thought that they should have some say in decision-making about local facilities and issues such as compulsory identity cards.

Most 18 year olds vote the same way as their parents. Through improved citizenship education, young people will be better equipped to ask the relevant questions and vote accordingly.

5.4 LEA Support

There is a team of Consultants based at the Rockingham Teachers Centre, one of which has specific responsibility for 'Healthy Schools' and the teaching of PSHE and citizenship. Feedback from a group of primary PSHE co-ordinators showed that the help, advice and training provided were greatly valued.

5.4.1 PSHE/Citizenship Co-ordinators

Most schools have a nominated teacher responsible for co-ordinating the teaching of these subjects within their school. All of the 9 secondary schools responding to the questionnaire and 93% of the responding primary schools had such a co-ordinator. Separate termly meetings are held for both primary and secondary co-ordinators, providing a forum for training, discussion and the sharing of good practice.

⁷ Making Your Mark – a challenge for Councils and Young People, Local Democracy Week, 2004

⁸ Research Report no. 564 - Young People in Britain: The Attitudes and Experiences of 12 to 19 year olds, Alison Park, Miranda Philips and Mark Johnson, National Centre for Social Research, August 2004

5.4.2 Scheme of Work for Primary Schools

The Qualification and Curriculum Authority (QCA) has produced schemes of work for the citizenship element of the PSHE and Citizenship curriculum, but primary schools found them to be somewhat dry and difficult to use. Therefore in order to better support the teaching of both PSHE and Citizenship at Key Stages 1 and 2, Rotherham LEA has developed a full scheme of work, suggesting lesson plans and related activities that can be used or developed in order to teach each aspect of the subject. Schools have been able to purchase a copy since 2004. As at October 2004, over 50% of Rotherham's primary schools were already using this tool.

5.5 National Support

5.5.1 Guidance

As well as its schemes of work for key stages 1 and 2, the QCA has produced guidance on how teachers should keep a record of pupils' progress.

In response to teachers' feedback, early in 2004, the QCA brought out guidelines for teachers to make lessons more interesting and relevant by bringing external contributors into class. Suggestions include inviting lawyers, police and consumer rights organisations to explain legal and human rights issues. Government and public service topics could be taught by local councillors, government officers and MPs.

5.5.2 Funding

Government funding for the development of citizenship education was made available from 2000 to 2003. However, this was too early, as schools only had a legal obligation to introduce citizenship from 2002.

5.6 GCSE Qualification

A short course GCSE is now offered at Key Stage 4 and nationally is the fastest growing GCSE (from 6,000 entries in 2003 to 27,000 in 2004). In Rotherham, this course is currently being piloted and the first students will take the exam in May 2005.

5.7 Members' Involvement

In Rotherham, Members' main involvement in schools is through governing bodies on which they sit. So far, they have not been actively involved in contributing to citizenship education. Whilst more involvement should be welcomed, it is important to recognise that some councillors will find it easier to engage with young people than others. Whilst any information presented to

pupils should be neutral, it is important that the role of political opposition and dissent is explained.

6 FINDINGS

6.1 Citizenship in Primary Schools

Parents are considered a vital part of delivering the citizenship agenda. In some schools, parents are encouraged to be part of a nurture group during Foundation and Key Stage 1. This involves parents visiting the classroom every week to work with the children, giving them the opportunity to see their children behaving well and learning positively. Parents may also use this as an opportunity to talk with teachers about any problems that their child is having.

6.1.1 The Link with Personal, Social and Health Education (PSHE)

In primary schools, citizenship is most commonly taught as part of PSHE.

When talking with primary teachers, a recurring theme was that the ‘new’ emphasis on citizenship was, in fact, a return to the earlier ‘child-centred’ approach which looks at the development of the whole child, rather than their ability to reach national targets. By using such activities as circle time (where children develop speaking, listening and turn-taking skills), pupils become equipped to play a full part in their school and wider communities.

6.1.2 Visit to Rawmarsh-Sandhill Primary School

The first thing we saw as we entered the school playground was a copy of the “Rules for a Happy Playtime”, up on a wall where all pupils can see them:

- We only touch each other in a friendly way
- We only speak to each other in a friendly way
- We only call each other by our real names
- We look after our playgrounds and gardens
- We always tell an adult if we are frightened or sad

This set the tone for our visit. We knew that we were visiting a school which takes citizenship seriously and which engages its pupils in activities from the

word go. We were not surprised to learn that the rules were written by the pupils themselves.

Once inside the school we found the rules for inside the school. Again these were drawn up by the school's pupils themselves:

We are good learners and we do our best so that we can be proud of our work and ourselves.

We listen carefully so we can learn from each other.

We are caring kind and co-operative and helpful to make our school a safe and happy place.

We move quietly around school so that others can work and to avoid accidents.

We settle our disagreements peacefully by talking about them so that we do not hurt each other.

We look after the school and its equipment so that we have what we need to learn and can work in a pleasant environment.

We look after other people's property so that all our belongings are safe.

We thought that the rules were very thoughtful and that it was clear that pupils had taken the task seriously. We particularly liked the fact that each rule had an explanation with it so that the children were not just faced with a list of "You musts...".

Other examples of good practice at the school include:

- **The Special Mention Wall** – pupils earn a paper "brick" for a good deed/piece of work/positive attitude". Each brick is added to a wall in the hall so that, over a term, all pupils can see who has contributed to the wall. At the end of each month there are rewards which go towards a larger annual reward, e.g. trips to a bowling alley, pizza parlour, for those groups with the most monthly rewards in the year.
- **Litter picking** is undertaken by all pupils not by litter squads as it is seen to be everyone's responsibility

- **Circle Time** is a group activity in which any number of students (although anything up to about twenty is most practical) sit down together with the purpose of furthering understanding of themselves and of one another. It is a way of building bridges and facilitating dialogue between pupils and teachers, and between pupils themselves and involves all children from nursery to year six.
- **School Council** – two students from each year are members of the school council – elected by their peers on the basis of the manifestos which they produce. The minutes of the meetings are written by the members.
- **Water coolers** – available to all pupils and kept in a good condition.
- **The school playground** has seats and plants as requested by the students. There are mosaics on the wall produced by the students in conjunction with an artist.

The headteacher discussed the ethos of the school which is one of rights and responsibilities. Citizenship is seen as part of the everyday fabric of the school rather than as a “taught” hour a week. The results can be seen from the fact that:

- There have been no reported incidents of vandalism in the last two years;
- There have been no reports of confirmed bullying or harassment in the last three years;
- There have been no incidents of a racial nature in the last 3 years.

Finally the head teacher commented “...we have found at Rawmarsh-Sandhill that when children are given trust and support they can show that they are able to have an influence on public life.”

6.1.3 Harthill Primary School

Citizenship is taught and practised through a range of approaches and activities, including:

- a school council that has been established for three years
- regular ‘circle time’ for all classes
- junior road safety representatives
- listening befrienders
- prominently displayed certificates of achievement of individual pupils
- family learning
- parental involvement
- a fruit shop run by year 6 pupils
- distribution of free fruit to key stage 1 pupils through the National School Fruit and Vegetable Scheme

- working with Wastewatch
- contributing to the local parish plan
- Working with Wales High School in connection with its Business and Enterprise specialist status, by asking parents who run businesses to run workshops and activities for students from Reception to year 11.

The two junior road safety officers took their roles very seriously – working hard to convey their message. They spoke at a recent assembly about ‘Walk to School Week’ and had arranged a poster competition to promote the initiative. Further evidence of their commitment to the school community was their writing an article for the parents’ newsletter, asking if anyone would be interested in filling the current school crossing patrol vacancy.

School council representatives were committed to bringing forward suggestions for how the school could be improved. They had a good understanding of the principles of democracy, the limits within which the school council operated and the reasons for those limits.

‘Listening befrienders’ are a group of year 5 children who have been trained by Childline⁹ on how to listen. The befrienders look out for pupils at playtimes that are upset or lonely and also report fights and any instances of bullying they came across.

The many extracurricular opportunities for practicing citizenship are underpinned by lessons that focus on specific aspects of the curriculum. One year 3 class that the review team visited was debating the most important features of a good discussion. This was followed by the opportunity to put the suggestions into practice.

6.1.4 Citizenship in Practice

It is very important that primary pupils have the opportunity to practice citizenship in their school communities. Examples of initiatives include:

- **Playground friends/buddies** - where identifiable children are responsible for ensuring that no child is excluded at play times
- **Environmental Wardens** – pupils who volunteer to keep the school grounds tidy and encourage others to do so, too

⁹ a 24-hour helpline for children and young people

- **Litter Policy** – this may include advice on what to do if a needle or condom is found.
- **Organised playtime activities** - to ensure that all children are included
- **School councils**– where children can learn by practising, taking responsibility for issues such as uniform, school rules. Some have responsibility for small budgets for playground equipment etc.
- **Ownership of rules** – where children have helped to develop the school rules we believe that they will mean more to them. We liked the idea of a separate set of playground rules
- **Introduction of school uniform** – helps develop pride in the school. Some pupils have proposed extensions and changes to their school's policy.

6.1.5 Positive outcomes from teaching Citizenship

School councils instil confidence and self-esteem by providing a structure through which the voices of pupils can be heard. From a young age, children have clear ideas about how they want their school to see them and where they should have a voice. Through involvement with a school council, they are able to understand how decisions made in school affect them and the rest of the school community.

In special schools, Citizenship sees children as responsible individuals, whose opinions are sought and valued. The process of electing and running a school council encourages pupils to be independent and vocal. This makes the pupils, people once more and not just target-achievers.

Some teachers commented that a spin-off from the teaching of PSHE/citizenship was an improvement in behaviour. The more positive ethos that has developed has then permeated through to other areas of school life. For example, organising playground activities at break times, plus the use of a 'playground buddies' scheme, often changed the tenor of playtimes.

6.2 Citizenship in Secondary Schools

6.2.1 Swinton Community School

Swinton School has a school council of twelve consisting of students elected by their peers. There are two students per year on the council elected from the two per form which comprises each Year Council. Currently the council is chaired by the Head or Assistant Head. The minutes are written by the students by rota. Kay Jones, Manager of the Youth & Community Centre which is on the school site is an Observer to the Council.

The council discusses issues raised by the students and by staff although there is a rule that personal matters or individual students may not be discussed. The council's constitution is given at Appendix G. Examples given of actions taken by the council included the addition of fleeces to the school uniform (albeit not with hoods); the condition of the school toilets – which is being addressed; raising money for charity through non-uniform days. They have also had meetings with Governors to discuss how the council and the school run.

Youth Cabinet Members of the review team raised the question of a school council chaired by a teacher, and in particular a senior teacher, and queried the helpfulness of this. Students replied that they were satisfied with the current arrangements.

We discussed the Citizenship Curriculum with students and staff. Citizenship is taught throughout the curriculum as well as having its own "slot" on the timetable. Often events arise through the news or in other areas of the curriculum which students and teachers will discuss. Parents are given a booklet outlining the school's approach to citizenship education and there are further discussions at Parents evenings.

It is hoped that citizenship classes can provide an environment where students are able to relax and voice their own opinions and thoughts while discussing issues such as voting rights, law making, parliament, United Nations Charter of Children's Rights etc as well as looking at specific issues in more depth e.g. what is it like to be a child-soldier in Uganda? Why are there any? What has caused this? What would you do in that situation etc.?

A big asset to the school is the Youth and Community Centre which is on the school campus. Kay Jones spoke to us of the work which the centre has been doing. As well as the day to day youth activities, the centre has been working on the issue of teenage pregnancy. Citizenship education and discussions of rights and responsibilities have helped this task. The centre has complemented it with a set of computerised dolls programmed to cry, wet and feed as a baby would. These are issued to pupils – girls and boys – who take on the responsibility for a weekend to discover the reality of parenthood.

The centre has also run babysitting classes so that pupils can learn about childcare, how to keep safe as babysitters and how to cope with minor problems.

6.2.2 Rawmarsh School – A Sport College

Student Council

Rawmarsh School has an established student council with a different approach to recruitment. It has rejected using elections as experience has shown that it results in a popularity contest, with students voting for personalities, rather than on the basis of candidates' manifestos. Instead, the council's constitution allows applications from any interested pupils, who are then interviewed for the current vacancies. Successful candidates then attend training in their own time. All council meetings are held during lunchtimes or after school.

The council is supported by a student support adviser, but teachers only attend council meetings on formal invitation. It has an annual budget of £400 which is used to fund training (e.g. team building), stationery and any visits.

There are separate Junior and Senior councils that deal with issues raised through an anonymous suggestions box. Feedback is given via the student council noticeboard. The student council is considering trialling the holding of surgeries as another way of responding to the concerns of the wider student body. It has nominated individuals to work with Rawmarsh neighbourhood wardens to develop initiatives to keep the school site tidy.

The student council's views are treated seriously, with prompt responses to their reports being given by the senior management Leadership Team. The council has been involved in staff recruitment and has also organised a coffee morning in aid of Macmillan Cancer Relief.

The student council is committed to the wider community, beyond the school. It has worked with Groundwork Dearne Valley on the redesign and planning of a local park. Feedback on these larger projects is given via tutor groups.

Other issues recently addressed by the student council were canvassing the views of students on the introduction of healthy options in the school cafeteria and a reassessment of the established reward system.

The council hopes at some future time, to be represented on the governing body.

Rawmarsh Groups Academy

This is an umbrella group for a number of after school clubs, run for and by the students. The Academy promotes links between groups, undertaking fund-raising activities and applying for sponsorship. Clubs include

Environment, Archaeology, Golf, Angling, Fitness, Modelling, Media, Architecture and Design, and Remix Radio¹⁰, each of which has independent bank accounts, separate from that of the Academy. They are externally funded from sources such as the New Opportunities Fund (NOF) and meet off school premises, usually in the Community Learning Centre. The Academy is supported by a staff member who is the Extra-curricular Co-ordinator.

The Environment group has taken on responsibility for a 15 km² area around the school, under the auspices of 'The Globe Programme'¹¹ and has also encouraged a local primary school to become involved.

6.3 Voice and Influence of Young People

George Simpson highlighted that the 22,000 children and young people in Rotherham represent a significant proportion of the community and should therefore have a central role in developing a vision for the future.

The Voice and Influence work currently being undertaken aims to establish an effective culture that includes social inclusion, community cohesion, diversity and an understanding of young people's rights, entitlements and responsibilities. It is vital to ensure that appropriate practice is followed by all stakeholders, including Council staff, elected members, members of other partnerships such as the Learning and Skills Council and the Rotherham Partnership, as well as children, young people, parents and carers.

A great many organisations, agencies and initiatives affect the lives of young people and they need to become more young people friendly. It is important that the Voice and Influence work makes the links with other relevant activity, such as Transforming Youth Work, Connexions, Children's Fund, Sure Start, the UK Youth Parliament and school and college councils. A recent example of Voice and Influence's contribution is the involvement of young people in the interviewing of candidates for the Director of Children's Services post.

Clearly, the views of all young people cannot be sought. Voice and Influence therefore aims to encourage the engagement of a wide range of representational groups. These include groups based on personal identity, common interests, activities and localities.

¹⁰ a school-based community radio station

¹¹ A practical worldwide environmental education project that encourages pupils to measure aspects of their local environment and report their results over the Internet.

Looking forward, the challenge is to continue building on the current work and bring it together under a coherent strategy so that young people can identify a range of opportunities in which to get involved. They must be able to experience making a difference and influencing real change. The next step will be to run workshops for key council officers and members, as well as for the Local Strategic Partnership. This work will be led by the multi-agency Voice and Influence Task Group.

- Key priorities will be to:
- Develop ‘common standards’ for Rotherham – including ‘Hear by Right Standards’¹² and links with other standards (e.g. Connexions Standards, Children’s Society Charter, Youth Cabinet Manifesto, school/college council principles, Young People’s Services entitlement standards).
- Build capacity with children and young people – involving young people at all times, sharing and further developing packages of work designed to increase the voice and influence children and young people have around: recruitment and selection, policy development, scrutiny, quality assurance, service delivery and a Rotherham agreement on rewards, incentives and accreditation.
- Build capacity with adults – increasing the opportunities for adults to work with children and young people; developing training packages for those adults; developing a toolkit for consultation activity with children and young people.

6.4 Rotherham Youth Cabinet

For the last three years, Clare Cope has supported the Rotherham Youth Cabinet.

Its aim is to be “...an active voice representing all young people equally, in order to have a positive effect throughout our communities.” It has five key objectives:

- To influence decisions to ensure young people are heard
- To research and improve public facilities
- To ensure young people’s views are canvassed. Go round schools/colleges to get young people’s opinions. Hold surgeries.

¹² a. tried and tested standards framework for organisations across the statutory and voluntary sectors to assess and improve practice and policy on the active involvement of children and young people.

- To target wider groups such as special needs schools, people in care and ethnic minorities, so that their views are represented.
- To convert words into actions.

These are underpinned by 11 'action objectives' – see the Youth Cabinet's 2004-2005 Manifesto at Appendix A for a complete list. The Youth Cabinet's achievements in 2003-2004 are also given, including some of its members' involvement in local conferences and working closely with the Town Team on the Rotherham Renaissance Masterplan.

The Youth Cabinet's membership comes via student councils which, to work effectively must be valued by both students and adults. Guidance is provided to schools to help them achieve (see Appendix B) this and training was recently provided for young people and supporting adults. A degree of financial independence is also desirable; most councils have a small dedicated budget.

6.5 The Library Service

Elenore Fisher and Jo Richardson came to talk about the role which libraries can play in Citizenship education. Jo is the children's champion in the service and as such is there to try to encourage use of the libraries by as many means as possible.

The aims of the library service were to:

- Provide a welcoming library space
- Involve the community in the library
- Involve the community in planning library facilities
- Hold creative events e.g. book readings
- Provide a neutral space for learning

Although the library service works with schools providing all sorts of events and opportunities and support for curriculum based activities, the aim is to turn school library users into independent library users ie those who come when they want to not just with a teacher.

Involving young people in planning has been a new experience. A group of young users were part of the interviewing process when choosing the children's champion – they had unanimously picked Jo.

They described patterns of usage which showed that boys (even those who were regular users) tended to stop using the library around the age of 12 although they might switch to borrowing CDs. The pattern for return was usually around the time of GCSEs. Girls would continue to come throughout their teens. Members of the Youth Cabinet concurred with these findings.

There was recognition that libraries need to be there when needed e.g. when an essay deadline is looming but they also aim to be a place where you might come just to read “Kerrang” and chat to your mates for an hour.

6.6 Cllr Georgina Boyes, Cabinet Member for ECALS¹³

Cllr Boyes had been given a list of questions which the members of the Review Group had compiled following their other work.

We began by asking about the council’s vision for citizenship education in Rotherham. Cllr Boyes replied that she hoped that students would emerge who were aware of their rights and responsibilities in society and would have an understanding of how they fit into society – as members of families, as neighbours, as active citizens. Quite often people are not aware of how the different layers of government fit together or how they evolved. It is important that both these areas are understood.

From this education it was to be hoped that students would decide to become active citizens or at least make an informed choice as to why they might choose not to be, rather than simply through ignorance.

She supported the role of school councils. Research she had studied showed that from primary school, pupils were very clear about how they wanted their school to seem them and how they should have a voice within that structure. The development of school councils was a very sensible approach as it allowed students to take responsibility through a structure which gave them a voice.

She welcomed the idea of councillors going into schools to give talks to citizenship classes though clearly this should be done sensitively and it might not be an approach which all councillors would feel comfortable with. Training and ground rules would need to be agreed by all parties before this was embarked on systematically.

As well as councillors visiting schools, Cllr Boyes wanted to encourage students to visit the Town Hall to see how the council works, after all it is the ‘People’s’ Town Hall. There should also be Open Days for people to drop in

¹³ Education, Culture and Leisure Services

and visit. An important part of this would be to meet the Mayor and see all the historical insignia which belongs to the people of Rotherham.

Councillors might use their Community Leadership Funds to match fund transport costs for students to visit the Town Hall – the borough is rather long so for those at either end it could be a difficult trip without special transport.

Another way for the council to engage with young people would `be through the Voice and Influence work of the Youth Service. Perhaps too they could be included in standing groups such as the Cultural Consortium - although there might be problems about meeting times. Whether the meetings would be of interest was debated, perhaps it would be better to learn that meetings can be dull rather than attempt to “rap” meetings or make them ‘youthful’.

An idea which was mooted was that perhaps councillors might hold special Youth Surgeries either at schools or at specially designated weekend surgeries, perhaps with themes or with groups of councillors.

There was discussion about the use of national symbols and emblems and whether they are useful when discussing citizenship. Cllr Boyes believed that emblems like the White Rose of Yorkshire, the Welsh Dragon etc were now too linked to tourism/advertising to be seen as real emblems anymore. She felt that it would be useful for young people to discuss issues of citizenship with older people to see another viewpoint – e.g. older people are often more determined to vote. Why? Why did they feel it was their duty to fight in the Second World War? Why were there conscientious objectors?

Finally Cllr Boyes was asked which one key recommendation she would like to see coming out of this report.

She said that PSHE had always been taught and it was recognised that health and social education had always, rightly, been seen as important but that often teachers had shied away from “politics” as it was seen to be difficult.

However, school governors, council decisions government decisions all impinge on the life of a school and it is important that students are aware of how they work. If our students don’t understand their part in citizenship then they are cut off from a large part of life. Citizenship education should give our students the ammunition to feel that they can act on their rights and responsibilities, so that they will stop thinking “*they* should be doing something” and instead believe “*I* can do something”.

7 RECOMMENDATIONS

7.1 Sharing Good Practice – general

7.1.1 Through the PSHE and Citizenship Co-ordinators termly meetings, schools should continue to share good practice and work closely together to develop curriculum resources for the teaching of Citizenship.

7.1.2 PSHE and Citizenship co-ordinators should make best use of the wide variety of resources available through the Library Service.

7.2 Student Councils – best practice

7.2.1 All schools should have student councils and these should have open and transparent selection (election) processes.

7.2.2 Student councils should choose the chair from amongst themselves and be responsible for setting their own agendas.

7.2.3 Student councils should be able to influence some aspects of the budget process, either directly by being responsible for a specific budget (e.g. the school council administration budget) or indirectly (e.g. by recommending how the school playground equipment budget should be spent).

7.2.4 Teachers should only attend student council meetings by invitation, unless in a support capacity.

7.2.5 Student councils should aim to have a makeup that reflects the school community.

7.2.6 There should be a link between the student council and the governing body – with both groups understanding the role of the other.

7.2.7 All students should have access to appropriate training for their student councillor role e.g. minute-taking, presentation/debating skills/agenda-setting/running elections/ interviewing/budget management etc.

7.2.8 Adequate time should be made available for student council meetings, so that involvement in them is not detrimental to students' general education. Where required, support and time to catch up on missed lessons should be given consideration.

7.3 Primary schools – best practice

7.3.1 Students should be encouraged to contribute to the setting of positive school rules, including those of the playground. These rules to include explanations as to why the rules are necessary.

7.3.2 Schools should encourage the use of circle time.

7.3.3 Schools should be encouraged to set up listening befrienders or playground buddy schemes to ensure that no child feels excluded or friendless at playtimes.

7.4 Secondary schools – best practice

7.4.1 Schools should encourage the self-organisation of extra curricular clubs etc. in line with OFSTED best practice advice.

7.4.2 Schools should encourage pupils to take up volunteering opportunities, both at school and in the wider community.

7.5 Rotherham MBC

7.5.1 That the Council, in collaboration with the LEA advisory team and Library Service, compiles an information resource for use in the delivery of citizenship education. This should include an explanation of local governance in Rotherham, how it is structured and the key players. Appropriate resources should be written for each of the key stages in line with curriculum guidelines. Each school should be issued with the resource which should also include the names and web page addresses of the councillors who represent the area in which the school is situated.

7.5.2 The Library Service should compile a resource pack, giving details of notable Rotherham people and their achievements.

7.5.3 Schools should consider inviting different groups of interest into Citizenship lessons to discuss differing views of citizenship e.g. a war veterans association, the Women's Institute, WRVS¹⁴, British Legion etc.

7.5.4 Councillors should be provided with guidance, training and support on how they could contribute to the delivery of citizenship education in schools.

7.5.5 That the council should consider taking part in the Home Office pilot which is exploring the concept of citizenship ceremonies for those coming of age and also consider joining in with the proposed national Citizenship Day in October 2005.

¹⁴ Women's Royal Volunteer Service

- 7.5.6** School visits to the town hall should be accommodated where possible and feedback from those visiting, encouraged. Open days could also be further developed to meet the needs of the citizenship curriculum and guidance.
- 7.5.7** Neighbourhoods programme area should explore the suggestion of inviting youth groups and school councils to attend relevant area assembly meetings and councillors' surgeries.
- 7.5.8** The Council should consider piloting Members' surgeries specifically aimed at young people.

8 THANKS

8.1 RMBC Officers

- Liz Galliver, Senior Consultant 'Healthy Schools'
- George Simpson, Youth Adviser
- Clare Cope, Senior Youth Worker, Voice & Influence
- Elenore Fisher, Manager of Community and E-libraries
- Jo Richardson, Children's Champion in ECALS

8.2 Teaching Staff

- R L Chapman, Head Teacher, Rawmarsh Sandhill Primary School
- Jackie Williams, Head Teacher and Jan Skepper, PSHE Co-ordinator, Harthill Primary School
- Lesley Hutt, Deputy Head Teacher, Rawmarsh Sports College
- David Shevill, Head Teacher, Swinton Community School
- Glen Russell, Head Teacher, Kimberworth Primary School

8.3 Cabinet Member

Cllr Georgina Boyes, Cabinet Member for Education, Culture and Leisure Services

9 INFORMATION SOURCES/REFERENCES

- Rotherham MBC Corporate Plan 2003/2006
- Rotherham Community Strategy 2002-2007, Rotherham Partnership
- Citizenship in Primary Education, 12 November 2003, Chapman
- Young People in Britain: The Attitudes and Experiences of 12 to 19 Year Olds, Park, Phillips & Johnson, National Centre for Social Research 2004
- Written evidence from Kimberworth Primary School
- Guardian article: Local experts to aid citizenship lessons, Bernadette McNulty, 10 February 2004
- Guardian article: Absolutely positive, John Crace, 7 September 2004

10 APPENDICES

- A Rotherham Youth Cabinet Manifesto 2004-2005
- B Secondary Student Councils Checklist 2004
- C Scrutiny Review Checklist
- D Questionnaire – sent to Rotherham schools
- E Analysis of questionnaire responses
- F Statutory Curriculum for Citizenship – key stages 3 and 4
- G Constitution of the Swinton Community School Council

Rotherham Youth Cabinet Achievements 2003 - 2004

- Rotherham Youth Cabinet has worked closely with the Town Team in producing design ideas which have been incorporated into the Rotherham Renaissance Masterplan
- Members of the Cabinet have taken part in and given presentations about the importance of young people having a voice in several conferences: Culture Conference, Learning from the Learners, Community Cohesion and the Future of Rotherham Conference
- Rotherham Youth Cabinet has been a vital part of developing voice and influence for young people within Rotherham
- Rotherham Youth Cabinet has worked with other partners to produce a standard format for student councils in secondary schools which is to be launched in September 2004
- Members of Rotherham Youth Cabinet have undertaken training in: presentation skills, working with diversity, relationships, decision making
- Members of the Cabinet have been involved in South Yorkshire voice and influence work, particularly Connexions.
- Members of Rotherham Youth Cabinet have played an active role in regional youth work meetings
- Rotherham Youth Cabinet played a key role in Local Democracy Week, launching its Manifesto, shadowing councillors, and attending a Scrutiny Panel meeting
- Rotherham Youth Cabinet has supported the Members of the United Kingdom Youth Parliament



ROTHERHAM youth CABINET

t h e v o i c e o f t h e f u t u r e

Manifesto

2004 – 2005



"All of us matter in Rotherham"
CHILDREN, YOUNG PEOPLE AND FAMILIES

Aim

Rotherham Youth Cabinet is an active voice representing all young people equally, in order to have a positive effect throughout our communities.

Objectives

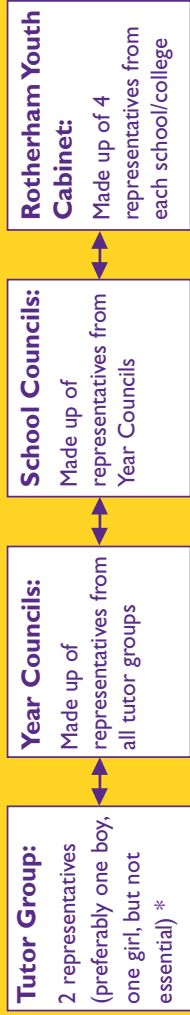
The Youth Cabinet's Action Objectives

- To influence decisions to ensure young people are heard
- Research and improve public facilities
- Ensure young people's views are canvassed. Go round schools/ colleges to get young people's opinions. Hold surgeries.
- To target wider groups, such as special needs schools, people in care and ethnic minorities, so that their views are represented
- To convert words into actions

The Youth Cabinet's Action Objectives

- To support each school in developing a student council
- To gain the support of elected members, MPs and the community to help words become actions
- To ensure that Rotherham Youth Cabinet is relevant to all young people
- To use the existing budget to further the work of the Youth Cabinet; and to increase this budget
- To ensure that the manifesto is delivered to all schools, to ensure that young people are aware of Rotherham Youth Cabinet and its purpose
- To liaise with appropriate Rotherham Borough Council Departments and other agencies to research and improve public facilities for the young people of Rotherham
- To ensure young people's views are heard, by the use of feedback forms and Youth Cabinet surgeries in schools
- To encourage young people of all abilities and backgrounds to be heard and involved
- To develop a web site
- To work with the Members of the United Kingdom Youth Parliament to promote Fair Trade and to encourage Rotherham to become a Fair Trade Council
- To give presentations about the role of Rotherham Youth Cabinet and the importance of the voice of young people to organisations within Rotherham

Proposed Structure for Secondary Student Councils within Rotherham



*may be more representatives, depending on the size of the school.

Student Councils may wish to use a self assessment audit to judge their effectiveness. An audit has been developed locally and is available through the Rotherham Healthy Schools Scheme (healthyschools@rotherham.gov.uk)

This document was produced in consultation with Rotherham Youth Cabinet, Rotherham Young People's Services, Rotherham Healthy Schools, and the students and staff of Aston Comprehensive School, Pope Pius X Catholic High School, St Bernard's Catholic High School a Specialist School for the Arts, Wath Comprehensive School a Language College and Wingfield Comprehensive School.

For further information and support, please contact

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ROTHERHAM youth CABINET

t h e v o i c e o f t h e f u t u r e

Secondary Student Councils

2004



Introduction by Di Billups

Executive Director of Children and Young People's Services Development



The voice of young people is of crucial importance in ensuring high achieving, successful, happy and healthy schools. Making sure young people feel that they are listened to and having a real impact will enable them to become active citizens who are able to make a positive contribution to the Borough.

The role that student councils can play in the daily lives of schools cannot be over-estimated, and I would urge all schools to embrace the principles outlined in this leaflet.

Mission Statement from Rotherham Youth Cabinet

“All young people need to have the same opportunities to participate in student councils, and a similar experience when they do”

Aim of Secondary Student Councils

To enhance the quality of school/college life for everyone

Objectives

- To give students a voice about issues that really matter to students and staff
- To help all staff, non-teaching staff, governors and parents acknowledge and value the views of young people
- For young people to play an active role in the everyday running of the school and college
- To bring students together across all year groups
- To help young people to develop skills and build confidence and self esteem
- To send representatives to the Youth Cabinet to access wider decision-making structures across the Borough

Principles of Good Practice in Secondary Student Councils

Structure of Councils

Structure of Councils

It is important that the structure of Councils is common and consistent throughout all schools and colleges. A proposed structure is outlined on the back page but could be adapted according to local need.

Valued

The role of the Councils needs to be valued and supported by students and teachers, non-teaching staff, governors and parents within schools and colleges.

Image

The Council should strive to be fully representative of all the student body, through developing a positive image of the Council's work

Tasks and Roles

Tasks and roles should be undertaken by young people with appropriate support and training

Staff Role

The role of teachers or other staff is to be motivators, enablers and advocates and to support the facilitation of the Council

Budget

The Council should be allocated a budget

Secret Ballots

The Council should be democratically elected by secret ballot

Constitution

The constitution should be short and concise, and written and agreed by young people.

Communication

There should be clear lines of two-way communication between students, the council, the staff, the governing body and Rotherham Youth Cabinet. Discussions should be fed back to the main student body

Schedule of Meetings

The Council should meet on a regular basis – possibly no less than once a month

Remit of the Council

There should be no restraints on what the students discuss as long as it is done in a spirit of respect and within a positive framework

CHECKLIST for selecting Scrutiny Reviews

QUESTION	ANSWER (tick)		FURTHER DETAILS/EVIDENCE
	yes	no	
a) Does it support one or more of RMBC's corporate priorities?	X		<p><i>Priority themes:</i> <i>Rotherham</i></p> <ul style="list-style-type: none"> • <i>Learning</i> • <i>Achieving</i> • <i>Alive</i> • <i>Safe</i> • <i>Proud</i> <p><i>Cross-cutting themes:</i></p> <ul style="list-style-type: none"> • <i>Sustainable Development</i> • <i>Fairness</i>
b) Is it a key issue for the public?		X	<i>Area Assemblies/Members' surgeries/other contact with constituents</i>
c) Is it in the public interest?	X		<i>Local media reports</i>
d) Is the service performing poorly?		X	<p><i>Performance Indicators/benchmarking</i></p> <p><i>This is a new curriculum area and is still being developed</i></p>
e) Do Rotherham's communities rank the service as important?		X	<i>Survey/Rotherham Reachout results/matter raised by a community group?</i>
f) Is there a high level of dissatisfaction with the service?		X	<p><i>Survey results/complaints/ombudsman</i></p> <p><i>Some students do not rate the teaching of citizenship very highly</i></p>
g) Is there a high level of budgetary commitment to the service/policy area?		X	<i>Percentage of total expenditure</i>
h) Is there a pattern of budgetary overspends or underspends?		X	<i>Amount over last 3-5 years</i>
i) Is it a central government priority area?	X		<p><i>Which one?</i></p> <p><i>Citizenship education is a new area of the National Curriculum</i></p>
j) Has the issue been raised by District Audit or external inspection bodies?	X		<i>OFSTED has published Evidence from OFSTED Inspections 2003/04</i>

QUESTION	ANSWER (tick)		FURTHER DETAILS/EVIDENCE
	yes	no	
k) Does it relate to new government guidance or legislation? Is new legislation or guidance expected within the next year?	X		<i>Which one? When is the legislation/guidance expected?</i> <i>Citizenship is still new and there are guidelines still being published</i>
l) Is the proposed review discrete and manageable?	X		<i>If not, how could it be more tightly specified?</i>
m) Are there sufficient resources to undertake the review?	X		<i>What resources are required?</i> <i>Transport/Scrutiny Advisers/Members' availability/research capacity</i>
n) Will scrutiny of the issue lead to improved outcomes for Rotherham residents?	X		<i>Likely outcomes</i> <i>Citizenship education is a key to improving the democratic life of Rotherham in the future</i>
o) Is the Cabinet currently examining the issue? Or has it done so, recently?		X	<i>Date and minute reference</i>
p) Is the issue being examined by another internal body?		X	<i>Which body?</i>
q) Will the issue be addressed as part of a best value or service review within the next year? Or will it be formally inspected?		X	<i>Name/date of the BV/service review or date of planned inspection</i>
r) Will the review require cross-cutting work between two or more panels?	X		<i>Which scrutiny panels should be involved?</i> <i>DRSP, LLOSP, Youth Cabinet</i>

Review of the Citizenship Education Questionnaire



Name of school:

Name and job title of person completing the questionnaire:-

First Name Last Name

Job Title

1. Do you have a citizenship curriculum co-ordinator? Yes No

2. Who is that person? First Name Last Name

3. How much time per week are they allocated for this responsibility?
.....

4. What training have they had for this responsibility?
.....

5. What resources are allocated to this curriculum area?
.....
.....

6. How confident do staff feel in teaching this area of work? (1 – 10)
1 2 3 4 5 6 7 8 9 10 (please circle)
(1 = very confident 10 = least confident)

7. **Primary Schools only** Are you following the recently produced Rotherham PSHE & Citizenship Scheme of Work? Yes No

Appendix D

8. **Primary Schools only** If not, what are you using instead?

.....

9. **Secondary Schools only**

Do you have a scheme of work for Citizenship?

Yes

No

10. **Secondary Schools only** If No, how is the work planned and monitored?

.....

11. What would help you to teach this curriculum area better?

.....

.....

12. Do you have a school council?

Yes

No

13. Who elects the school council?

14. Who chairs it?

Pupil

Teacher

Other

15. What time of day does it meet and how frequently

.....

16. What responsibilities does it have?

.....

.....

Thank you for taking the time to complete this questionnaire

Please return it **by Monday 18 October 2004** in one of the following ways:

By post or internal mail:	Rotherham Metropolitan Borough Council, FREEPOST NEA5887, Eric Manns Building, 45 Moorgate Street, Rotherham S60 2BR (f.a.o. Delia Watts)
By fax:	01709 822793
By e-mail:	delia.watts@rotherham.gov.uk

Any queries – please contact Delia Watts or Sioned-Mair Richards on 01709 822778

Review of Citizenship Education Questionnaire

EVALUATION

There are 108 Primary, 19 Secondary and 7 Special Schools

73 reponses were received (59 Primary, 9 Secondary and 5 Special Schools)

- Q1 93% of Primary, 100% Secondary and 100% Special Schools who responded have a Curriculum Co-ordinator
- Q3 Out of the schools who replied:-
29% gave no reply
* 29% had no time allocated for the responsibility
* 3% allocated once a month
* 5% once a term
* 8% once a week
* 26% were varied
- Q4 7% gave no reply
58% of responding schools have had LEA/Citizenship training
* 23% had some training
* 11% had no training
- Q5 7% gave no reply
Budget allocations ranged from £200 - £3,000
Other allocations were:-
64% resources/materials
11% budget
18% Others
- Q6 Out of the responding schools 19% felt very confident in teaching in this area
* 53% were fairly confident, whilst 22% were less confident
62% of responding primary schools follow the recently produced
- Q7 Roth PSHE/Citizenship Scheme of work
16% are not
22% gave no reply
75% of responding secondary schools do have a scheme of
- Q9 work for Citizenship and 25% do not
- Q11 19% of responding schools wanted more staff training
18% more quality time
7% more resources/materials
3% more networking
49% gave no reply
- Q12 70% of responding schools have a school council (Q12)
21% do not
10% gave no reply
- Q13 The findings show that it is the pupils who elect the School Council
The findings show that it is the Head Teacher or the Pupils who
- Q14 Chair the School Council
- Q16 The remit of the school councils varied widely and included:-
* To bring class problems to meeting - discuss and feedback to class
Suggest ideas which will make school even better. Minutes
* are circulated to pupils, staff and governors
Raise issues for discussion/action e.g. improve playground
* ideas for active play improvements
around school lunchtime routines

- * Audit pupils views, arrange fundraising events, meet lunchtime supervisors - report to own class - keep Headteacher informed
- * Sounding board for student opinion. Support for Rotherham Youth Forum.
- * Charity nominations and collections
- * Represent children (5-11yr) overseeing role of playground buddies, communication system for sharing pupil/teacher/parent/governor
- * Deciding where charity funds are allocated. Bidding for outside funding/sponsorship. Bringing ideas to the Council etc.

Scrutiny Review of Citizenship Education: 19/20 October 2004

Programme of Study for Key Stages 3 and 4

KEY STAGE 3

Knowledge and understanding about becoming informed citizens

1) Pupils should be taught about:

- a. the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people
- b. the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- c. central and local government, the public services they offer and how they are financed, and the opportunities to contribute
- d. the key characteristics of parliamentary and other forms of government
- e. the electoral system and the importance of voting
- f. the work of community-based, national and international voluntary groups
- g. the importance of resolving conflict fairly
- h. the significance of the media in society
- i. the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations.

Developing skills of enquiry and communication

2) Pupils should be taught to:

- a. think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- b. justify orally and in writing a personal opinion about such issues, problems or events



- c. contribute to group and exploratory class discussions, and take part in debates.

Developing skills of participation and responsible action

3) Pupils should be taught to:

- a. use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- b. negotiate, decide and take part responsibly in both school and community-based activities
- c. reflect on the process of participating.

KEY STAGE 4

Human rights

Crime - young people and car crime

Challenging racism and discrimination

How and why are laws made?

How the economy functions

Business and enterprise

Taking part - planning a community event

Producing the news

Consumer rights and responsibilities

Rights and responsibilities in the world of work

Europe - who decides?

Global issues, local action

**MINUTE EXTRACT FROM PERFORMANCE AND SCRUTINY OVERVIEW
COMMITTEE HELD ON 25TH FEBRUARY, 2005.**

MINUTE NO. 120 – Lifelong Learning Opportunities Scrutiny Panel

Councillor St. John indicated a request from the scrutiny panel to consider a report prior to it being determined by the Cabinet Member had not been acceded to. He sought clarification of the position.

Reference was made to the availability of the call-in procedure if Members were not happy with a decision. The Chairman reminded Members that Chairs and Vice Chairs of Scrutiny Panels could attend Cabinet Member meetings. The Chairman informed the Committee of a pre-decision call in system operating in some authorities.

Some concerns were however expressed regarding scrutiny becoming involved in issues before they were determined by the Executive in that such involvement could prejudice effective scrutiny after the decision was made.

Resolved:- That the information be noted.

Education

SSA/FSS	2000/01	2001/02	2002/03	2003/04	2004/05
	£000	£000	£000	£000	£000
Education SSA/FSS - includes expenditure in other Programme Area's but excludes School Crossing Patrols	121,063	125,200	124,664	140,803	148,799
Total Education Budget (incl Spend outside Prog Area)	not known	125,549	127,527	141,759	150,523
Variance (spend above SSA/FSS)	not known	349	2,863	956	1,724

Programme Area Cash Limit	2000/01	2001/02	2002/03	2003/04	2004/05
	£000	£000	£000	£000	£000
Budget - Original	114,478	118,987	123,776	139,267	146,974
Final Budget including c/fwds & other adjustments	116,504	123,983	127,426	143,265	not known
Outturn	113,317	121,005	123,812	139,694	not known
Over/underspend before Carryforwards	-3,187	-2,978	-3,614	-3,571	not known
Carryforwards:					
Carry forward - other	665	741	937	469	not known
Carry forward - Schools delegated	2,780	2,868	3,225	3,102	not known
Total Carryforwards	3,445	3,609	4,162	3,571	not known
Outturn After Carryforwards (Overspend)	258	631	548	0	not known

ROTHERHAM SCHOOLS INCLUDING PRIMARIES AND SPECIAL SCHOOLS**All Schools Fixed Period Exclusions**

	Sept 03 - May 04	Sept 04 - May 05	Total
Bullying	33.00	44.00	77.00
Disruptive Behaviour	1,185.00	710.50	1,895.50
Dealing in Illegal Drugs	30.00	0.00	30.00
Damage/Vandalism	204.50	159.00	363.50
Illegal Substances	43.00	25.00	68.00
Misuse of Legal Substances	63.00	40.00	103.00
Offensive Weapon	141.00	154.00	295.00
Physical Assault Pupils	1,216.00	873.50	2,089.50
Physical Assault Staff	525.00	495.50	1,020.50
Possession of Illegal Drugs	40.00	21.00	61.00
Racism	50.00	51.50	101.50
Sexualised Misconduct	73.00	22.00	95.00
Theft	41.00	41.00	82.00
Threatening Behaviour Pupils	189.50	197.00	386.50
Threatening Behaviour Staff	207.50	141.50	349.00
Verbal Assault Pupils	81.00	106.00	187.00
Verbal Assault Staff	914.50	806.50	1,721.00
Total	5,037.00	3,888.00	8,925.00

All Schools Permanent Exclusions

	Sept 03 - May 04	Sept 04 - May 05	Total
Disruptive Behaviour	8	6	14
Damage/Vandalism	1	2	3
Offensive Weapon	3	5	8
Physical Assault Pupils	9	5	14
Physical Assault Staff	10	6	16
Racism	2	0	2
Sexualised Misconduct	2	0	2
Theft	1	0	1
Threatening Behaviour Pupils	0	1	1
Threatening Behaviour Staff	3	0	3
Verbal Assault Staff	3	2	5
Total	42	27	69

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1.	Meeting:	Lifelong Learning Opportunities Scrutiny Panel
2.	Date:	25th April 2005
3.	Title:	GCSE Examination Results, 2004.
4.	Programme Area:	ECALS

5. **Summary:** The purpose of this report is to inform members of the GCSE examination results for 2004 and how they compare to previous years to the national average and to the results of our statistical neighbours

6. **Recommendations:** That the report be received.

7. **Proposals and Details:** The presentation of GCSE results is complicated by the different ways in which the results are expressed. LEA results are sometimes published to include all the pupils in the cohort (i.e. all the pupils in secondary and special schools), on other occasions representing only the pupils in secondary schools. National results are presented to include all pupils in whichever type of school they are educated (LEA, independent, etc.), or for maintained schools, or for Comprehensive schools. Wherever possible the Department for Education and Skills (DfES) published results are used which increases the consistency of reporting. Where a different source is used the figures will be in italics.

A new system has been introduced this year to calculate the average point score of pupils, this includes a wider range of GCSE equivalent qualifications. Comparisons for this indicator can only be made, therefore, against other figures for this year and not against performance in previous years.

Results Overall

GCSE Results 2000 - 2004	Rotherham	National	Statistical Neighbours
	%	%	%
5+ A*-C			
2000	41.1	49.2	<i>42.2</i>
2001	43.0	50.0	<i>43.4</i>
2002	41.6	51.5	<i>44.8</i>
2003	44.4	52.9	<i>46.4</i>
2004	45.9	53.7	<i>47.0</i>
5+A*-G including English and Maths			
2002	84.5	86.8	N/A
2003	85.4	86.3	N/A
2004	84.5	86.4	N/A
5+ A*-G			
2000	88.7	88.9	<i>90.2</i>
2001	89.7	88.9	<i>90.9</i>
2002	86.6	88.9	<i>88.3</i>
2003	88.3	88.8	<i>90.0</i>
2004	88.1	88.8	<i>90.0</i>
1+ A*-G			
2000	94.6	94.4	<i>95.2</i>
2001	95.0	94.5	<i>96.0</i>
2002	93.7	94.6	<i>96.1</i>
2003	94.6	94.8	<i>95.9</i>
2004	95.0	95.9	<i>95.9</i>

Average Point Score			
2000 (uncapped)	35.6	38.9	38.64
2001 (uncapped)	36.9	39.3	39.15
2002 (capped)	32.1	34.8	39.97
2003	37.7	38.08	40.81
2004 (uncapped)	307.8	340.3	340.6

The percentage of pupils achieving 5+ GCSEs at the higher grade A*-C has increased by 1.5% to 45.9% in 2004 (including pupils in special schools) against a national average of 53.7%. This is an improvement of 1.5% on 2003 against a national improvement of only 0.8%. The gap between the performance of schools in Rotherham and the national average has narrowed from 8.5% in 2003 to 7.8% in 2004.

The percentage of pupils achieving 5 A*-G grades has fallen slightly this year and remains slightly below both the national average and the average for Statistical Neighbours.

Only 5% of pupils in Rotherham left school in 2004 with no GCSE equivalent passes. This is slightly below both the national average and the average for Statistical Neighbours

The Council, through its OFSTED Action Plan and Educational Development Plan is striving to raise the attainment of pupils in Rotherham schools. Nine schools improved their 5+ A* - C results in 2004. The focus for support will continue to be on those schools where the progress of pupils from Key Stage 2 to Key Stage 4 is less than that which would be expected in similar schools nationally as indicated by the Value Added tables and the Fischer Family trust data.

The number of entries per pupil (Comprehensive and Special Schools only: full course)

The average number of entries per pupil in 2004 was 7.8. (See table below) which is a reduction compared with previous years. Many schools are entering pupils for alternative forms of accreditation that are more relevant to the needs of the pupils.

Year	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Cohort	3033	3305	3526	3530	3328	3594	3294	3566	3548	3620	3666
Entries	23.3	26.5	27.5	27.6	26.6	28.9	27.1	30.2	28.7	29.0	28.7
Entries per pupil	7.7	8.0	7.8	7.8	8.0	8.0	7.6	8.4	8.0	8.0	7.8

An analysis of Performance by Gender (5+ A*-C grades)

Year	Boys %	Girls %	% Difference	Overall (all schools)
1991	27.1	31.6	4.5	29.4
1992	27.4	33.2	5.8	28.7
1993	29.9	38.5	8.6	34.2
1994	31.1	38.6	7.5	34.8
1995	31.8	40.9	9.1	36.2
1996	31.9	40.3	8.4	36.2
1997	32.6	42.2	9.6	37.4
1998	31.5	43.3	11.8	36.8
1999	35.8	45.3	9.5	40.3
2000	36.8	44.8	8.0	41.1
2001	38.1	48.0	9.9	43.0
2002	37.2	47.1	9.9	41.6
2003	41.4	49.0	7.6	44.4
2004	42.1	49.7	7.6	45.9

N.B. The figures for the performance of boys and girls has been drawn from NCER data. The overall performance data is from DfES performance figures.

Girls are still significantly out-performing boys. The gap in 2004 has remained the same as in 2003. Since its widest point in 1998, however, the gap has narrowed by 4.2%.

LEA Statistics for individual schools (against the year cohort)

- i) **Appendix A** shows the results of individual schools, for the period 1998-2004, with percentages calculated against the year's cohort of pupils, rather than against entries
- ii) **Appendix B** show graphically the performance of individual schools 5+ A*-C, 5+ A*-G and 1+ A*-G for the period 2000-2004.

8. Finance: N/A

- 9. Risks and Uncertainties:** The level of achievement of Rotherham pupils on leaving statutory education will have a major impact on the re-generation of the area. Schools, working with the LEA, are setting challenging targets and are striving to drive up the standards of the attainment for all pupils.

The coherent implementation of a range of nationally funded projects will be instrumental in achieving this improvement. Failure to achieve the targets could put this additional funding at risk.

- 10. Policy and Performance Agenda Implications:** Any plans arising from the analysis of this report will be consistent with the Community Strategy and Corporate Plan. The improvement actions will 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.

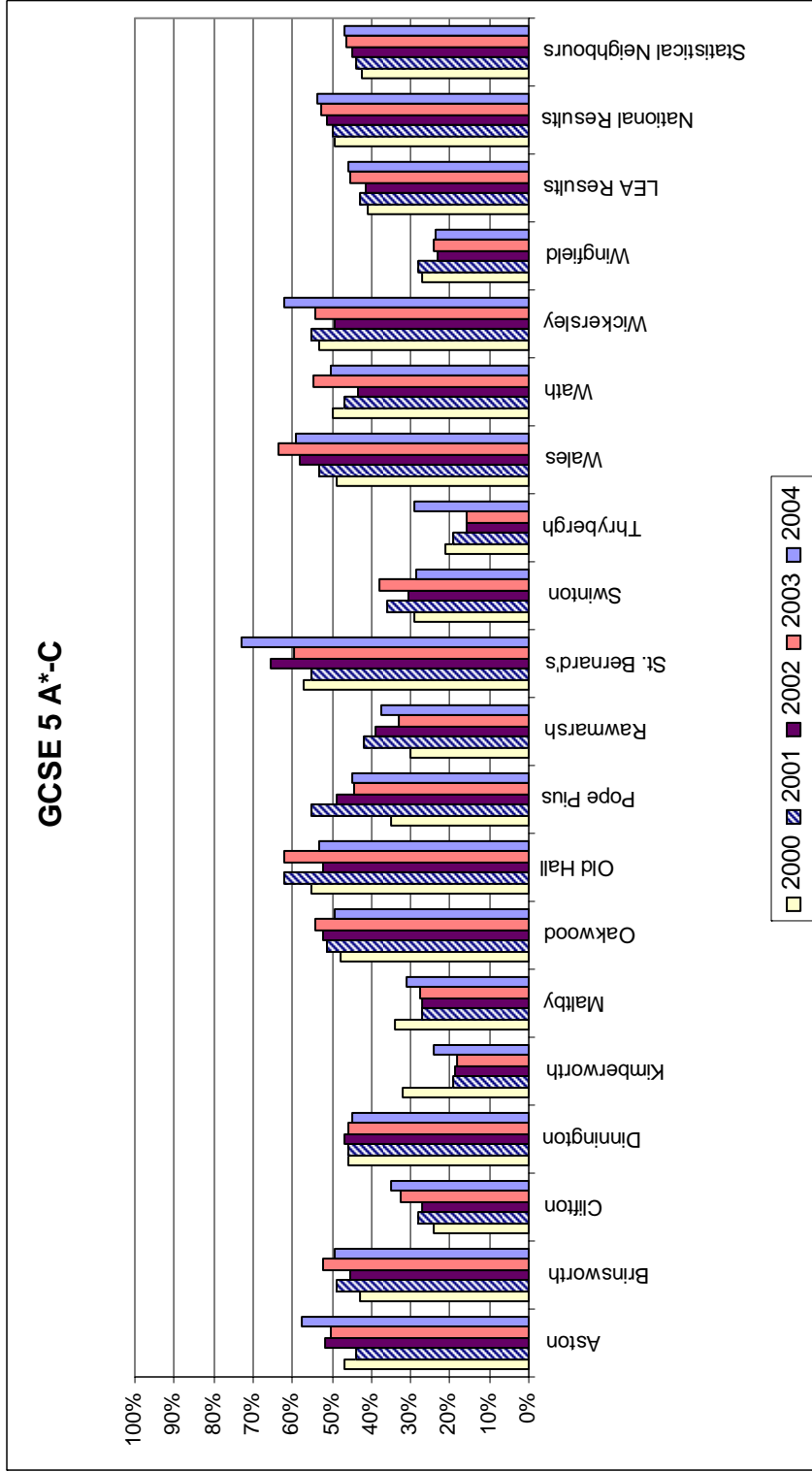
Sustainability - improving quality of life;
 - increasing employment opportunities for local people.

11. Background Papers and Consultation: Report to Education Cabinet, 12th
December 2001: GCSE and 'A' Level Examination Results 2002.
Report to Cabinet, 11th December, 2002: GCSE Examination Results 2003

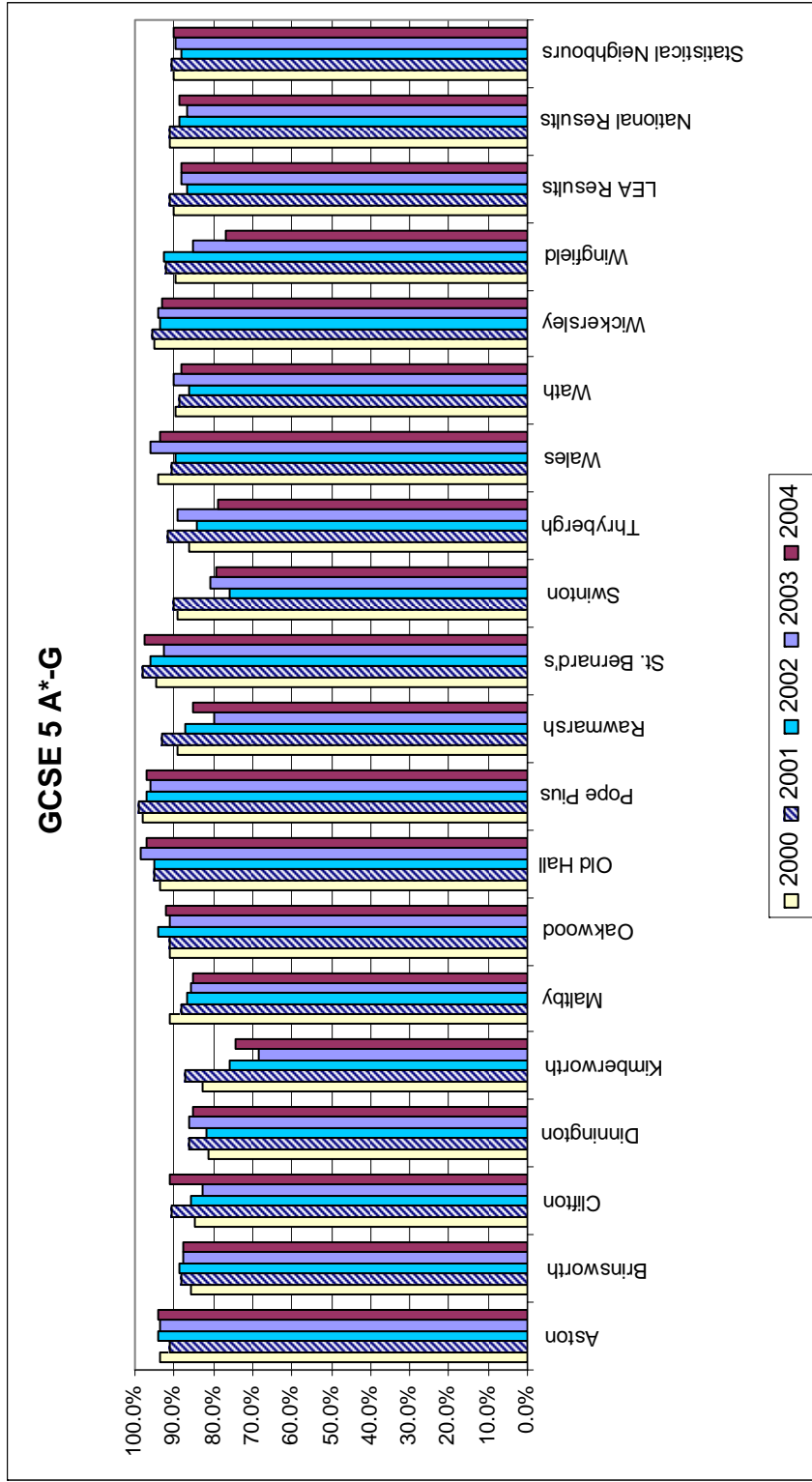
Contact Name : Maggie Donnellan, Principal School Improvement Adviser, tel.
01709 822 529; e-mail maggie.donnellan@rotherham.gov.uk

APPENDIX B

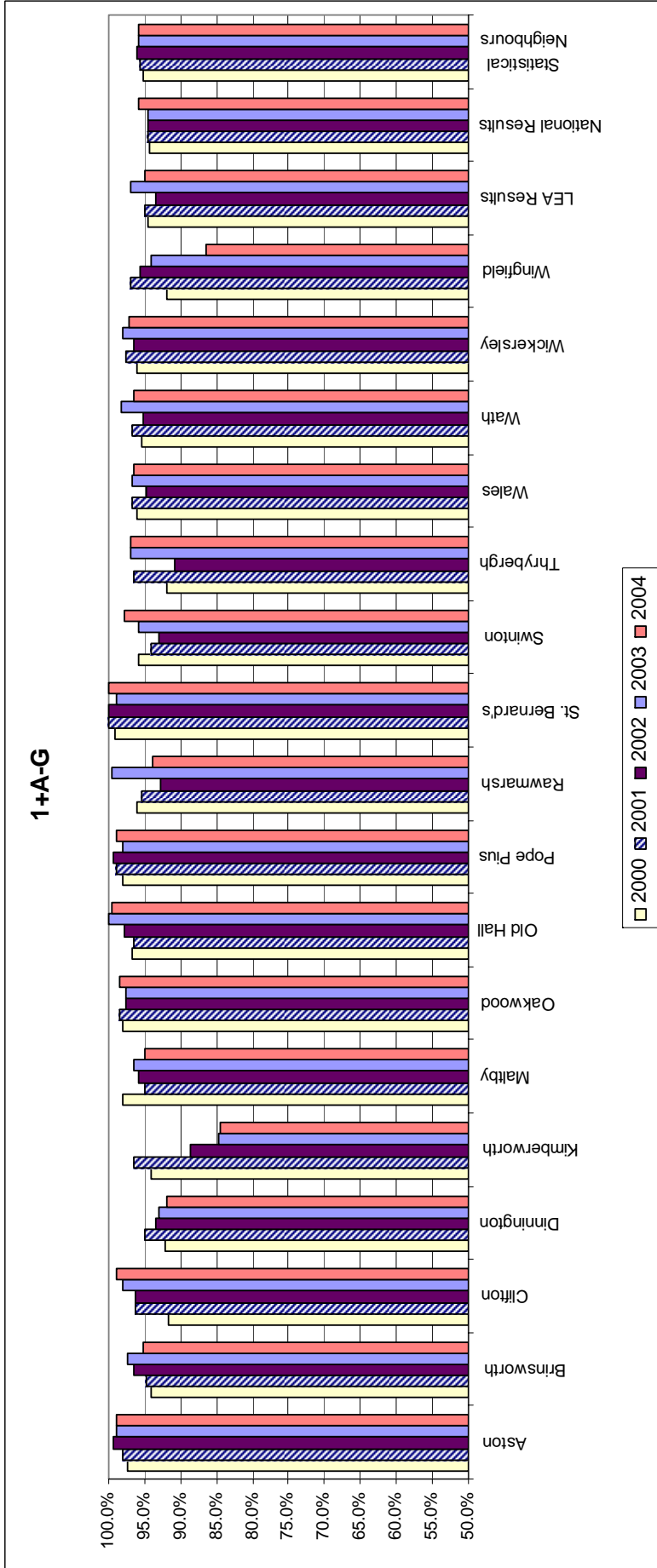
GCSE 5+ A*-C PASS RATES – ROTHERHAM COMPREHENSIVE SCHOOLS 2000-2004



GCSE 5+ A*-G PASS RATES – ROTHERHAM COMPREHENSIVE SCHOOLS 2000-2004



GCSE 1 + A*-G PASS RATES – ROTHERHAM COMPREHENSIVE SCHOOLS 2000-2004



ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Lifelong Learning Opportunities Scrutiny Panel
2.	Date:	25th April 2005
3.	Title:	2004 A2 and AS Level Examination Results.
4.	Programme Area:	ECALS

5. **Summary:** The purpose of this report is to inform members of A2 and AS Level examination results for 2004 and how they compare to: previous years; national averages and; to the results of our Statistical Neighbours. Eight out of the 16 secondary schools make provision for post 16 students. Schools offer two types of course; Advanced Level General Certificate of Education (GCE) and Vocational Courses. This report covers the schools' achievements in GCE Advanced Level examinations.
6. **Recommendations: That the report be received.**

7. **Proposals and Details:** Since September 2000 major changes have occurred to the curriculum delivered in school sixth forms. Young people in post 16 learning have been encouraged to study a broader range of subjects beyond the traditional three "A" levels with a large number of new subjects being introduced.

The study of General National Vocational Qualifications (GNVQ) has been supported as both individual courses and in combination with A Levels. Key Skills have also been encouraged to support learning in areas such as Communication and ICT. These changes were designed to give breadth to the Post 16 curriculum.

Advanced level qualifications - A level and Advanced General National Vocational Qualifications have also changed. These changes were designed to create more common features between advanced level qualifications and to increase flexibility by breaking large qualifications down into smaller blocks which could be combined into broader learning programmes. For example, A levels have been broken down into two, three unit blocks (AS and A2). AS is now a qualification in its own right and learners do not have to carry on to study the same curriculum area to the second level, A2.

These changes mean that individual learners now have an opportunity to develop complex programmes of study that can be assessed by a wide range of qualifications. This makes it very difficult to make comparisons using data collected over recent years.

In addition this year results are reported for those students resident in Rotherham rather than, as in previous years, those students who attend Rotherham schools. This means that making comparisons with previous years' performance is not meaningful.

Results Overall (Appendix A)

The difference between the average point score for 16-18 year old students living in Rotherham entered for GCSE/VCE A/AS qualifications is slightly greater (10.59%) than the national average point score There is very little difference between Rotherham's average point score for 16-18 year olds and Statistical Neighbours.

The percentage of students achieving 'A' grades in 2004 was 12.5% (223 students).

Results by entry .

In 2004, 621 students were entered for 1785 'A' level examinations, which is an average of 2.9 subjects per student.

42 subjects in 2004 (51 in 2003) were studied at AS level (the equivalent of half an 'A' level), by students in Years 12 and 13 with 33 'A' level subjects (40 in 2003) were studied across the schools.

Sixth Form students in Rotherham take, on average, 2.9 subjects at Advanced Level.

Results by gender. (See Appendix B)

The difference between the average point score for boys and girls in 2004 was 13% compared to 20% in 2003. This is less than the gap between girls and boys performance in Statistical Neighbours and nationally. However, this is largely due to the fact that the difference between the performance of girls in Rotherham, compared to girls' performance nationally and with Statistical Neighbours, is greater than the difference between the performance of boys in Rotherham, compared to boys' performance nationally and with Statistical Neighbours.

Additional information by school and subject

- Appendix 1:** Shows the overall profile of achievement by school.
Appendix 2: Shows the overall profile of achievement for all subjects studied for A Level.
Appendix 3: Indicates the 42 subjects (51 in 2003) studied at AS level (the equivalent of half an 'A' level), by students in Years a) 12 and b) 13, illustrative of the broadening of opportunities.
Appendix 4: Shows the results achieved in each of the schools.

The Council's Education Development Plan includes targets for the improvement of student performance in school Sixth Forms.

The recently proposed revisions to post 16 education have the potential to increase the range of courses offered to individual students. These changes form part of the government's agenda to create a "first class education system" which compares positively with other European countries. The impact of that broadening of opportunities can be seen in the range of courses already being offered to students.

8. **Finance:** N/A
9. **Risks and Uncertainties:** Achievement at 'A' level and in Advanced General National Vocational Qualifications is critical for students wishing to enter Higher Education. The development and retention of such students is an important feature in the regeneration of Rotherham and the capacity to attract business investment.

10. Policy and Performance Agenda Implications: Any plans arising from an analysis of these outcomes will be consistent with the Community Strategy and Corporate Plan. The improvement actions will 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 quality of life;
- increasing employment opportunities for local people |

11. Background Papers and Consultation:

Report to Education Cabinet, 7th November 2001: GCSE and 'A' Level Examination Results.

Report to Education Cabinet, 12th December, 2002: GCSE and 'A' Level Examination Results.

Report to Cabinet, 11th December, 2003: A2 and AS Level Examination Results.

Contact Name :

Maggie Donnellan, Principal School Improvement Adviser: Quality and Performance
Extension 2592

e-mail maggie.donnellan@rotherham.gov.uk

Appendix A:

Average Point Score

Average point score of 16-18 year old students entered for GCE/VCE A/AS

Exam Year	LEA Results	Statistical Neighbours	National Results	Statistical Neighbours Difference	Statistical Neighbours Interpretation	National Difference	National Interpretation
2002	231.42	258.35	263.66	-26.93	D	-32.24	D
2003	248.19	263.71	265.66	-15.52	C	-17.47	C
2004	259.51	263.46	270.09	-3.96	C	-10.58	C

Appendix B:

Average Point Score by Gender

Exam Year	LEA Results	Statistical Neighbours	National Results	Statistical Neighbours Difference	Statistical Neighbours Interpretation	National Difference	National Interpretation
2002 Boys	229.19	248.95	253.00	-19.76	C	-23.82	D
2002 Girls	233.43	266.52	273.08	-33.09	D	-39.64	D
2003 Boys	237.92	255.5	252.2	-17.59	C	-14.28	C
2003 Girls	257.96	271.3	277.46	-13.33	C	-19.49	C
2004 Boys	252.26	253.13	258.25	-0.87	C	-5.99	C
2004 Girls	265.27	272.74	280.44	-7.47	C	-15.17	C

Appendix 1:

Year 13 A level results by school

GCE A Level New Y13 2004

	Total no of entries	Number of Pupils achieving each level					Percentage of Pupils achieving each level					% pass rate
		A	B	C	D	E	A	B	C	D	E	
Aston	264	23	62	70	69	39	8.7%	23.5%	26.5%	26.1%	14.8%	99.6%
Brinsworth	125	17	26	34	23	24	13.6%	20.8%	27.2%	18.4%	19.2%	99.2%
Dinnington	184	41	41	43	42	16	22.3%	22.3%	23.4%	22.8%	8.7%	99.5%
Maltby	78	7	11	18	21	20	9.0%	14.1%	23.1%	26.9%	25.6%	98.7%
Swinton	126	6	23	32	36	25	4.8%	18.3%	25.4%	28.6%	19.8%	96.8%
Wales	283	38	51	76	73	41	13.4%	18.0%	26.9%	25.8%	14.5%	98.6%
Wath	452	56	111	108	107	59	12.4%	24.6%	23.9%	23.7%	13.1%	97.6%
Wickersley	273	35	71	57	57	43	12.8%	26.0%	20.9%	20.9%	15.8%	96.3%
LEA	1785	223	396	438	428	267	12.5%	22.2%	24.5%	24.0%	15.0%	98.2%

Appendix 2:

Year 13 A Level results by subject across the LEA

LEA 2004 Y13 A Level Results

Subject	Entries	A	B	C	D	E	%A	%B	%C	%D	%E	%A-E
Art & Design	48	4	15	10	13	6	8.3%	31.3%	20.8%	27.1%	12.5%	100.0%
Biology	108	11	22	34	28	11	10.2%	20.4%	31.5%	25.9%	10.2%	98.1%
Bus. Studs:Single	76	4	20	25	19	6	5.3%	26.3%	32.9%	25.0%	7.9%	97.4%
Chemistry	69	10	9	15	14	21	14.5%	13.0%	21.7%	20.3%	30.4%	100.0%
Class.Civilisation	5	3	0	2	0	0	60.0%	0.0%	40.0%	0.0%	0.0%	100.0%
Com.Stds/Computing	36	3	8	6	7	8	8.3%	22.2%	16.7%	19.4%	22.2%	88.9%
D&T Product Design	64	2	14	13	22	9	3.1%	21.9%	20.3%	34.4%	14.1%	93.8%
Drama & Theat.Stds	47	2	15	17	10	3	4.3%	31.9%	36.2%	21.3%	6.4%	100.0%
Economics	44	11	15	6	9	2	25.0%	34.1%	13.6%	20.5%	4.5%	97.7%
English	74	10	19	23	13	9	13.5%	25.7%	31.1%	17.6%	12.2%	100.0%
English Language	48	4	10	12	13	8	8.3%	20.8%	25.0%	27.1%	16.7%	97.9%
English Literature	66	10	16	12	21	7	15.2%	24.2%	18.2%	31.8%	10.6%	100.0%
French	23	5	6	5	5	2	21.7%	26.1%	21.7%	21.7%	8.7%	100.0%
General Studies	341	33	62	73	95	72	9.7%	18.2%	21.4%	27.9%	21.1%	98.2%
Geography	118	19	39	25	25	8	16.1%	33.1%	21.2%	21.2%	6.8%	98.3%
German	8	0	1	2	3	1	0.0%	12.5%	25.0%	37.5%	12.5%	87.5%
History	86	12	22	23	18	10	14.0%	25.6%	26.7%	20.9%	11.6%	98.8%
Inform Comm Tech	32	0	5	5	12	10	0.0%	15.6%	15.6%	37.5%	31.3%	100.0%
Law	2	0	0	1	0	0	0.0%	0.0%	50.0%	0.0%	0.0%	50.0%
Logic / Philosophy	4	0	0	0	1	2	0.0%	0.0%	0.0%	25.0%	50.0%	75.0%
Mathematics	81	22	14	15	11	17	27.2%	17.3%	18.5%	13.6%	21.0%	97.5%
Maths (Further)	4	2	1	1	0	0	50.0%	25.0%	25.0%	0.0%	0.0%	100.0%
Media/Film/TV Stds	42	8	14	15	5	0	19.0%	33.3%	35.7%	11.9%	0.0%	100.0%
Music	26	1	5	7	9	3	3.8%	19.2%	26.9%	34.6%	11.5%	96.2%
Performance Stds	4	0	0	0	3	1	0.0%	0.0%	0.0%	75.0%	25.0%	100.0%
Physics	50	10	12	8	10	8	20.0%	24.0%	16.0%	20.0%	16.0%	96.0%
Psychology	84	12	14	20	20	16	14.3%	16.7%	23.8%	23.8%	19.0%	97.6%
Religious Studies	33	5	5	13	6	4	15.2%	15.2%	39.4%	18.2%	12.1%	100.0%
Sci: Electronics	4	1	0	0	1	2	25.0%	0.0%	0.0%	25.0%	50.0%	100.0%

Appendix 3a:

Year 12 AS Level results by subject

Subject Name	Total	Grade A	Grade B	Grade C	Grade D	Grade E	% A	% B	% C	% D	% E	% A to E
Accounting/Finance	6	0	0	0	0	3	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Archaeology	1	0	0	0	0	1	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Art & Des(Photo.)	6	0	0	3	0	3	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%
Biology	12	0	0	0	0	1	0.0%	0.0%	0.0%	0.0%	8.3%	8.3%
Bus. Studs:Single	9	0	0	1	1	2	0.0%	0.0%	11.1%	11.1%	22.2%	44.4%
Chemistry	13	0	0	1	3	3	0.0%	0.0%	7.7%	23.1%	23.1%	53.8%
Class.Civilisation	1	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Com.Stds/Computing	6	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Critical Thinking	28	0	2	1	6	6	0.0%	7.1%	3.6%	21.4%	21.4%	53.6%
D&T Food Technology	4	0	0	1	1	1	0.0%	0.0%	25.0%	25.0%	25.0%	75.0%
D&T Product Design	17	1	3	5	5	3	5.9%	17.6%	29.4%	29.4%	17.6%	100.0%
D&T Systems & Cont	1	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Drama & Theat.Stds	2	0	1	0	1	0	0.0%	50.0%	0.0%	50.0%	0.0%	100.0%
Economics	5	0	0	1	1	3	0.0%	0.0%	20.0%	20.0%	60.0%	100.0%
English	3	0	1	0	0	2	0.0%	33.3%	0.0%	0.0%	66.7%	100.0%
English Language	19	0	0	2	5	7	0.0%	0.0%	10.5%	26.3%	36.8%	73.7%
English Literature	30	2	8	7	8	4	6.7%	26.7%	23.3%	26.7%	13.3%	96.7%
Film Studies	20	1	5	9	3	1	5.0%	25.0%	45.0%	15.0%	5.0%	95.0%
French	1	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
General Studies	30	1	2	6	8	13	3.3%	6.7%	20.0%	26.7%	43.3%	100.0%
Geography	14	0	4	3	3	1	0.0%	28.6%	21.4%	21.4%	7.1%	78.6%
German	6	0	1	0	1	1	0.0%	16.7%	0.0%	16.7%	16.7%	50.0%
History	8	1	3	2	0	2	12.5%	37.5%	25.0%	0.0%	25.0%	100.0%
Inform Comm Tech	5	0	0	1	1	3	0.0%	0.0%	20.0%	20.0%	60.0%	100.0%
Law	7	0	2	0	2	1	0.0%	28.6%	0.0%	28.6%	14.3%	71.4%
Logic / Philosophy	19	1	2	2	4	3	5.3%	10.5%	10.5%	21.1%	15.8%	63.2%
Mathematics	14	0	0	0	3	1	0.0%	0.0%	0.0%	21.4%	7.1%	28.6%
Maths (Statistics)	1	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Media/Film/TV Stds	4	1	1	1	1	0	25.0%	25.0%	25.0%	25.0%	0.0%	100.0%

Music	8	1	0	0	1	4	1	12.5%	0.0%	12.5%	50.0%	12.5%	0.0%	87.5%
Music Technology	1	0	0	0	1	0	0	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
Performance Stds	4	0	0	0	1	2	0	0.0%	0.0%	25.0%	50.0%	0.0%	0.0%	75.0%
Physics	5	0	0	0	0	1	1	0.0%	0.0%	0.0%	20.0%	0.0%	20.0%	40.0%
Psychology	28	1	3	4	5	8	8	3.6%	10.7%	14.3%	17.9%	28.6%	28.6%	75.0%
Religious Studies	5	0	1	1	1	1	1	0.0%	20.0%	20.0%	20.0%	20.0%	20.0%	80.0%
Sci: Electronics	3	0	0	0	0	0	2	0.0%	0.0%	0.0%	0.0%	66.7%	66.7%	66.7%
Science: Geology	4	1	2	2	1	0	0	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%	100.0%
Soc Sci: Citizenship	20	1	3	3	6	5	4	5.0%	15.0%	30.0%	25.0%	20.0%	20.0%	95.0%
Sociology	18	1	0	0	4	6	2	5.6%	0.0%	22.2%	33.3%	11.1%	11.1%	72.2%
Spanish	1	0	0	0	0	0	1	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
Sport/P.E. Studies	11	0	1	1	1	1	4	0.0%	9.1%	9.1%	9.1%	36.4%	36.4%	63.6%
LEA	400	13	45	66	82	89	89	2.8%	10.2%	14.8%	16.0%	24.5%	24.5%	68.2%

Appendix 3b:

Year 13 AS Level results by subject

Subject	Entries	A	B	C	D	E	%A	%B	%C	%D	%E	%A-E
Accounting/Finance	1	0	0	0	1	0	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
Art & Des	28	3	4	6	5	7	10.7%	14.3%	21.4%	17.9%	25.0%	89.3%
Biology	36	1	4	1	7	8	2.8%	11.1%	2.8%	19.4%	22.2%	58.3%
Bus. Studs:Single	15	1	0	1	4	4	6.7%	0.0%	6.7%	26.7%	26.7%	66.7%
Chemistry	40	3	4	4	8	12	7.5%	10.0%	10.0%	20.0%	30.0%	77.5%
Class.Civilisation	3	0	0	0	2	0	0.0%	0.0%	0.0%	66.7%	0.0%	66.7%
Com.Stds/Computing	16	0	1	5	1	1	0.0%	6.3%	31.3%	6.3%	6.3%	50.0%
Critical Thinking	9	0	1	1	4	1	0.0%	11.1%	11.1%	44.4%	11.1%	77.8%
D&T Product Design	10	0	1	2	1	3	0.0%	10.0%	20.0%	10.0%	30.0%	70.0%
Drama & Theat.Stds	12	0	3	0	3	3	0.0%	25.0%	0.0%	25.0%	25.0%	75.0%
Economics	19	1	0	2	6	5	5.3%	0.0%	10.5%	31.6%	26.3%	73.7%
English	15	0	0	4	4	7	0.0%	0.0%	26.7%	26.7%	46.7%	100.0%
English Language	18	1	1	5	9	1	5.6%	5.6%	27.8%	50.0%	5.6%	94.4%
English Literature	14	0	3	2	4	4	0.0%	21.4%	14.3%	28.6%	28.6%	92.9%
Film Studies	10	1	4	4	1	0	10.0%	40.0%	40.0%	10.0%	0.0%	100.0%
French	9	0	2	1	0	4	0.0%	22.2%	11.1%	0.0%	44.4%	77.8%
General Studies	149	2	4	17	30	58	1.3%	2.7%	11.4%	20.1%	38.9%	74.5%
Geography	23	0	7	7	2	4	0.0%	30.4%	30.4%	8.7%	17.4%	87.0%
German	3	0	2	1	0	0	0.0%	66.7%	33.3%	0.0%	0.0%	100.0%
History	18	2	3	3	5	3	11.1%	16.7%	16.7%	27.8%	16.7%	88.9%
Inform Comm Tech	22	0	0	5	3	10	0.0%	0.0%	22.7%	13.6%	45.5%	81.8%
Law	3	0	0	1	1	0	0.0%	0.0%	33.3%	33.3%	0.0%	66.7%
Logic / Philosophy	2	0	0	0	0	1	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Mathematics	52	9	4	5	10	6	17.3%	7.7%	9.6%	19.2%	11.5%	65.4%
Media/Film/TV Stds	5	1	1	1	2	0	20.0%	20.0%	20.0%	40.0%	0.0%	100.0%
Music	4	1	0	0	0	2	25.0%	0.0%	0.0%	0.0%	50.0%	75.0%
Music Technology	1	0	0	1	0	0	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%
Performance Stds	1	0	0	0	1	0	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
Physics	13	1	0	0	0	7	7.7%	0.0%	0.0%	0.0%	53.8%	61.5%

Psychology	51	3	3	5	12	20		5.9%	5.9%	9.8%	23.5%	39.2%	84.3%
Religious Studies	8	1	1	0	0	6		12.5%	12.5%	0.0%	0.0%	75.0%	100.0%
Sci: Electronics	3	0	0	0	0	2		0.0%	0.0%	0.0%	0.0%	66.7%	66.7%
Science: Geology	4	1	2	1	0	0		25.0%	50.0%	25.0%	0.0%	0.0%	100.0%
Soc Sci:Citizenshp	17	1	2	5	4	4		5.9%	11.8%	29.4%	23.5%	23.5%	94.1%
Sociology	26	5	1	2	2	11		19.2%	3.8%	7.7%	7.7%	42.3%	80.8%
Spanish	10	0	0	0	2	3		0.0%	0.0%	0.0%	20.0%	30.0%	50.0%
Sport/P.E. Studies	13	0	0	0	2	8		0.0%	0.0%	0.0%	15.4%	61.5%	76.9%
LEA	683	38	58	92	136	205		5.6%	8.5%	13.5%	19.9%	30.0%	77.5%

Appendix 4a:

Year 12 AS Level results by school

GCE AS (Advanced Subsidiary) Y12 2004		Number of Pupils achieving each level					Percentage of Pupils achieving each level					% pass rate
		Total no of entries	A	B	C	D	E	A	B	C	D	
Aston	395	50	59	89	79	75	12.7%	14.9%	22.5%	20.0%	19.0%	89.1%
Brinsworth	6	1	2	1			16.7%	33.3%	16.7%	0.0%	0.0%	66.7%
Dinnington	279	34	57	60	55	33	12.2%	20.4%	21.5%	19.7%	11.8%	85.7%
Maltby	204	14	23	34	43	41	6.9%	11.3%	16.7%	21.1%	20.1%	76.0%
Swinton	229	3	24	24	47	44	1.3%	10.5%	10.5%	20.5%	19.2%	62.0%
Wales	3			1	1	1	0.0%	0.0%	33.3%	33.3%	33.3%	100.0%
Wath	644	90	100	167	142	92	14.0%	15.5%	25.9%	22.0%	14.3%	91.8%
Wickersley	623	85	98	130	107	93	13.6%	15.7%	20.9%	17.2%	14.9%	82.3%
LEA	2383	277	363	506	474	379	11.6%	15.2%	21.2%	19.9%	15.9%	83.9%

Appendix 4b:

Year 13 AS Level results by school

GCE AS Level Y13		Number of Pupils Achieving each level					Percentage of Pupils Achieving each level					% Pass Rate
	Total Number of Entries	Grade A	Grade B	Grade C	Grade D	Grade E	%A	%B	%C	%D	%E	
Aston	98	2	11	10	16	32	2.0%	11.2%	10.2%	16.3%	32.7%	72.4%
Brinsworth	60	2	5	7	12	24	3.3%	8.3%	11.7%	20.0%	40.0%	83.3%
Dinnington	95	7	11	12	25	21	7.4%	11.6%	12.6%	26.3%	22.1%	80.0%
Maltby	31	2	1	0	6	10	6.5%	3.2%	0.0%	19.4%	32.3%	61.3%
Swinton	52	2	2	6	11	15	3.8%	3.8%	11.5%	21.2%	28.8%	69.2%
Wales	116	4	8	19	28	48	3.4%	6.9%	16.4%	24.1%	41.4%	92.2%
Wath	66	5	5	10	13	14	7.6%	7.6%	15.2%	19.7%	21.2%	71.2%
Wickersley	165	14	15	28	25	41	8.5%	9.1%	17.0%	15.2%	24.8%	74.5%
LEA	683	38	58	92	136	205	5.3%	7.7%	11.8%	20.3%	30.4%	75.5%

Appendix 5:

Vocational A Level results

2004 Vocational A-Level (12 Units)		Number of Pupils Achieving each Level												Percentage of Pupils Achieving each Level											
		AA	AB	BB	BC	CC	CD	DD	DE	EE	AA	AB	BB	BC	CC	CD	DD	DE	EE	A-E					
Business (VQ)	14	1	0	0	0	4	1	1	6	1	7.1%	0.0%	0.0%	0.0%	28.6%	7.1%	7.1%	42.9%	7.1%	100.0%					
Health&Soc.Ca (VQ)	29	0	3	6	1	5	5	3	1	0.0%	10.3%	20.7%	3.4%	17.2%	17.2%	10.3%	10.3%	10.3%	100.0%						
Inform. Tech(VQ)	9	0	1	1	1	3	1	2	0	0.0%	11.1%	11.1%	11.1%	33.3%	11.1%	22.2%	0.0%	0.0%	100.0%						
Leis&Recreation(VQ)	14	0	0	1	4	2	2	1	1	0.0%	0.0%	7.1%	28.6%	14.3%	14.3%	7.1%	7.1%	0.0%	78.6%						
Science (VQ)	2	0	0	1	0	1	0	0	0	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	100.0%						
Travel&Tourism(VQ)	5	0	0	2	0	0	2	1	0	0.0%	0.0%	40.0%	0.0%	40.0%	20.0%	20.0%	0.0%	0.0%	100.0%						
LEA	73	1	4	11	6	15	11	10	10	2	1.2%	3.6%	21.5%	7.2%	23.9%	15.0%	12.3%	10.1%	96.4%						

2004 Vocational A-Level (6 Unit)

Subject	Entries	Grade A	Grade B	Grade C	Grade D	Grade E	%A	%B	%C	%D	%E	%A-E
Business (VQ)	4	0	1	1	0	2	0.0%	25.0%	25.0%	0.0%	50.0%	100.0%
Health&Soc.Ca (VQ)	13	1	0	2	3	5	7.7%	0.0%	15.4%	23.1%	38.5%	84.6%
Inform. Tech(VQ)	7	0	1	1	3	1	0.0%	14.3%	14.3%	42.9%	14.3%	85.7%
Leis&Recreation(VQ)	5	0	0	2	1	1	0.0%	0.0%	40.0%	20.0%	20.0%	80.0%
LEA	29	1	2	6	7	9	1.9%	9.8%	23.7%	21.5%	30.7%	87.6%

Briefing Note
Progress on Leisure PFI Development.
May 2005

The Invitation to Negotiate document was issued to interested parties in January 2005. This document invited eligible consortia to submit detailed proposals for the new Leisure Facilities.

There are two consortia involved; each made up of organisations that specialise in Operating Leisure Facilities, Managing Buildings, Designing Leisure Facilities, Building Leisure Facilities and Finance (a Bank).

Detailed bids are required to be submitted by late summer (exact date currently under negotiation). There will then be a period of time to allow the project team to assess the bids before identifying one of the consortia as preferred partner. It is hoped that a contract with that partner will be in place by very early 2006.

It is anticipated that work will start on site very soon after the contract is signed, with all of the facilities being completed by 2007/08.

As part of the selection process, consideration will be given as to the order in which the facilities will be constructed. It is not possible to determine at this point what this will be, although the most likely situation is that work starts on a number of sites and others follow on.

Before the final contract is signed there will be a number of opportunities for elected members, staff, service users and local communities to be consulted on the designs and the activity programmes. Specific dates and times for this will be agreed with the consortia and promoted to the respective audiences nearer the time.

Author
Phil Rogers
Strategic Leader Culture & Leisure
May 2005

LIFELONG LEARNING OPPORTUNITIES SCRUTINY PANEL
Monday, 25th April, 2005

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

Councillor Boyes was in attendance at the invitation of the Chairman.

Rev. A. Isaacson, Mr. P. Lennighan, Ms. J. Carroll, Mr. J. Dalton, Kath Henderson, Councillor Jackson, Mr. R. Noble, Ms. J. Mullins, Mr. R. Parkin, Mr. K. Stoddart and Mr. S. Radford.

Apologies for absence were received from Councillor Hodgkiss, John Lewis, David Gibson, Ruth Johnson, Ann Clough and Else Burton.

136. DECLARATIONS OF INTEREST

There were no declarations of interest made at this meeting.

137. QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS

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

138. ROTHERHAM CHILDREN AND YOUNG PEOPLE'S BOARD

The minutes of meetings held on 3rd March and 7th April were noted.

139. PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE

The minutes of a meeting held on 11th March, 2005 were noted.

140. "EVERY VULNERABLE CHILD MATTERS"

Arising from a Scrutiny day which had taken place on 22nd November 2004, the meeting discussed proposals for governor training on the above issue.

A series of meetings had been arranged for Governors, the first of which would be a repeat of a presentation to this Scrutiny Panel about the work of Inclusion, with particular focus on behaviour and exclusion. The second meeting would consist of a talk by June Williams, Principal Education Officer about the local framework for exclusions, and exclusions procedures, and the important role of Governors in this work.

Dates were presently awaited from the Governing Section in order to enable this work to be timetabled into the Governor training programme.

It was envisaged that these meetings would take place in three areas of the Borough to enable as many Governors as possible to be able to

access the training.

141. PRESENTATION - SURESTART

Barbara Nellist, Programme Manager, Inclusion gave a presentation on the Sure Start Rotherham Central Children's Centre – a project which gave a flying start for all 0-4 year olds in Canklow, Ferham, Masbrough, Thornhill and the Town Centre. This project was the third and final programme to be started in 2002.

Out of five hundred programmes across the country, there were three such schemes in Rotherham. The Rawmarsh Sure Start Project had started in 1998 and the Maltby Project in 2000.

The initiative consisted of a collection of multi-agency services working together to ensure children were given an excellent start before starting school.

The Centre was currently registered for twenty-four full-time places for children from 0-8 years of age and work was taking place with the foundation unit to provide an integrated unit of child care.

The presentation provided information on the following areas of work:-

- Sure Start at the Ferham Centre
- A Multi-Agency Team
- Children registered with Sure Start
- Ages of Children Registered
- Ethnicity of Children Registered
- Services and Activities
- Parent Involvement/Training/Community links
- Achievements 2002-2005
- Budget
- Children's Centres in Rotherham
- Every Child Matters

Family support was offered on a one to one basis, the importance of parental involvement being a major feature of the work.

Members raised the following issues:-

- Was the budget time-limited, if so, how would it continue to be funded?
As the Project was to become part of the Children's Centre programme from 2007, it would continue to be funding from the Education Service and Sure Start would have to bid in or negotiate alongside other Agencies.

- In terms of the 25% not registered with Sure Start, what work was taking place to ensure they were registered and was it important they take part in the project?
The 25% not registered could be people who had moved into the area recently and may not have been visited by a Health Visitor and completed an application form. A team of Health Visitors was responsible for writing to everyone in the area but due to a shortage of Health Visitors this exercise had only commenced in January. It was accepted there would always be hard to reach families.
- Regarding the Christmas party event, what other events were organised for non-Christians within the catchment area?
Mail shots were circulated to everyone in the area whether registered or not. The party had been held to celebrate both Christmas and Eid and there were plans for a further multicultural event in 2005.
- Were there links with Rotherham General Hospital and Midwives?
Despite their commitment to prioritise statutory work, and a shortage of Midwives, there was a good link with the Hospital Midwifery Section. In addition there was a parent to parent initiative whereby parent representatives talked to new mothers at the Hospital and Health Visitors carry out a pre-birth visit during the last three months of pregnancy. With a greater number of midwives now in post, it was hoped to engage with more families.
- Why was there a lack of rural initiatives?
The rolling out of Children's Centres would impact on all areas, both urban and rural. However, when the first areas were selected for the Sure Start initiative, it was those where there was greatest deprivation – and these happened to be urban.

One Member who had been to the Ferham Centre as part of a visit by Scrutiny Panel Members praised the work of the Centre. The facility had been very impressive in the way it taught families how to integrate with other families within the community and introduced children into the education system. It had been good to see all different ages working together, a particular part of the work being training for parents.

The Chairman commented on the need to encourage children as early as possible to engage in education and learning within the most deprived areas of the country.

Resolved:- That the contents of the presentation be noted and thanks extended to the whole Sure Start team for their excellent work.

142. GIFTED AND TALENTED PUPILS

At the request of the Scrutiny Panel, Steve Walch, Principal School Improvement Adviser presented a report which gave a brief update on the impact of the Excellence in Cities Programme on the educational opportunities for Gifted and Talented children in Rotherham.

Excellence in Cities (EiC) is a targeted programme of support for schools in deprived areas of the country. EiC provides resources linked to a range of coherent strategies that focus on learning and teaching, behaviour and attendance and leadership.

The initiative was launched in Rotherham in 1999 as a result of its high level of social deprivation and introduced to some schools within the primary pilot in 2000.

Strands within the EiC programme include:

Specialist Schools	Learning Mentors (LM)
Learning Support Units (LSU)	Leadership Incentive
Grant	(LIG)
Behaviour Improvement Programme (BIP)	City Learning
Centres (CLC)	
Education Action Zones (EiCAZ)	Aim Higher
Gifted and Talented (G&T)	

The Gifted and Talented strand of EiC sought to improve the education of gifted and talented children and young people aged 3-19 in schools and colleges who quite often find it difficult to fit into the classroom environment. Its core objectives were to:

- Raise the attainment, aspirations, motivation and self esteem of G&T children and students
- Challenge and support the establishment of a differentiated learning and teaching environment that meets the needs of the individual

The report set out the following information:-

- Areas of Strength

G&T Co-ordinators in both Primary and Secondary Schools
 KS1 Enrichment Cluster Programme
 Master-class Centres
 The Rotherham Children's Book Award
 Summer Schools – 6 in 2004
 Enrichment of the school curriculum
 Cognitive Acceleration programmes – "Let's Think"

Programmes

Support for After School Science Clubs

Music Bursaries

National Academy for Gifted and Talented Youth

World Class Maths Tests

Rotherham G&T website

Mentoring

Activities – Residential visits (including Oxford and Cambridge Universities) and currently working with Hull University

- Areas for further Development
- All Primary and Secondary Schools to have a trained G & T Co-ordinator
- Assessment/monitoring systems at the individual student level
- Funding – and future funding in order to sustain the work
- Restructuring of the Partnership Management Board

The meeting was informed that in many ways Rotherham leads the field in the provision of this initiative, in particular in the Key Stage I programme, with parents being an integral part of this work.

Members raised the following issues:-

- It was felt there was a need for a Borough-wide policy which would allow pupils to take GCSE examinations a year earlier, and for the potential for this to be recognised as young as in Year 9 in order to accelerate their learning programme. Many non-public sector schools had adopted this policy. This would allow students to spend three years taking a wide range of A and AS level examinations, which was felt to be the key to a successful entry into University. Gifted and Talented children should be supported in the same way as children with special needs.

As the teaching system moved towards developing new/alternative curriculum in Key Stage 4 and as a result of the G&T philosophy of encouraging the provision of accelerated learning opportunities, there has been an increase in the number of early GCSE entries.

- If the Gifted and Talented process was for the benefit of the child, it could be argued that such a child usually found it difficult to interact socially with other children and people around them. Was this addressed in the G & T programme?

The KS1 Enrichment Programme is about managing social skills and developing relationships with children of like abilities. However, it was not a short term issue and relationship development continues across all activities. Feedback reflects that these children had integrated into the classroom and had developed enormously as a result of the experience.

- Was the issue of bullying addressed?

Bullying of students within schools is monitored by teachers. G and T children are treated no differently to any other pupil. It was recognised that all children need to feel part of the normal programme within school.

- One member felt the setting aspect was helpful but that it was important to segregate those children with above average abilities.

The Chairman remarked on the need to raise levels of expectation for all children, and particularly in an average 6th Form, in order to achieve brighter children.

For more information on the G & T initiative members of the Scrutiny Panel were encouraged to access the Rotherham G&T Website on www.rotherham-gt.co.uk. which included schemes and work, case studies and examples of good practice.

A Showcase Conference will take place in October, 2005 to reflect the progress and activities within the Excellence in Cities programme in Rotherham. An invitation was extended to all members of the Scrutiny Panel.

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

(2) That Steve Walch be thanked for an interesting and informative presentation.

(3) That an update report on early examination entries be submitted to a future meeting.

143. EDUCATION OF CHILDREN WITH MEDICAL NEEDS

Helen Longland, Acting Strategic Leader Inclusion and Ann Clegg, Acting Head Inclusion Support Service gave a joint presentation on how the educational needs of children with medical and physical needs were met within the Authority.

The point was made that inclusive education was about creating solutions in order to remove any barrier that a child was experiencing, whatever these may be and regardless of what needs the child had.

The Access and Achievement for All policy was being delivered through the Inclusion Service with the work with schools. This consisted of a range of provision and support for schools and families as a child progressed through the education system.

Schools were carrying out a great deal of work in supporting these children and removing barriers. This includes meeting the needs of children with long term conditions and temporary medical needs as a result of an accident, injury, recent surgery, acute illness, or children who were pregnant or had mental health needs. Also included are pupils under the care of a Child and Adolescent Psychiatrist at Chatham House or exceptionally Shirle Hill or Northern General Hospital, Sheffield.

In ensuring access and achievement for all these pupils the Authority was committed to:-

- continuity of education and every opportunity to reach their full potential
- partnership working between schools, parents, health professionals, alternative providers and other agencies
- Schools remaining responsible and engaged with pupils unable to attend as a result of their medical condition
- Pupils being able to remain in their mainstream school with appropriate levels of support and
- Re-integration to school is carefully phased and planned in consultation with medical services, access and health and safety

The presentation covered the following aspects of the work:-

- Provision in School
- Provision for pupils unable to attend school
- Statistics
- Case Studies
- Child in Key Stage 1 – issues about moving and handling being looked at by school in terms of the child's progression to Key Stage 2 and beyond. This included specialist support for extra-curriculum activities in order for the child to access schools in their area and receive good education.

Any child absent from school for more than fourteen days who had a medical note was eligible for home tuition. Work was carried out with schools to know who these children were and the service could be implemented immediately with advance notice.

The HTHTS (Hospital Teaching and Home Tuition Service) had recently received an outstanding Ofsted report which had stated that despite the often difficult circumstances of children, the quality of education provided by the service was good, there was good pupil achievement and personal development attitudes and the service provided good value for money and

contributed well for their progression to mainstream education. The major key issue from Ofsted had been the accommodation which was felt to be cluttered and crowded. The Hospital had since found a new area which had been completely decorated and equipped with IT facilities and an interactive white board which is very important to these students.

Members of the Scrutiny Panel raised the following issues:-

- What happened if a school did not have the budget to spend on a particular child and if it is apparent that the child was going to be off for more than fifteen days, could they start home tuition at the beginning of their absence?

Home Tuition was funded by the LEA not the school. If a school knew a child was going to be absent for a significant amount of time the programme could be rolled out before the child had missed fifteen days.

- What support was given to a school if a child was not statemented?

Schools had a budget to support children with special educational needs whether or not they were statemented. In addition, the Moving and Handling Coordinator and the Health Education Nurse Adviser could be contacted to advise on Care Plans and equipment, together with other appropriate professionals.

- This seemed to imply that if a child's medical needs are met, they could be integrated in mainstream schools. However, children admitted to Newman School usually had a variety of educational, medical and social needs. This all required specialist support. Currently the majority of pupils relied on professional commitment to help them to be taught and if they were to be further integrated, that provision had to be met and two hours of specialist help per day was needed.

In addition, some pupils at Newman School had had failed attempts at integration and had returned to Newman School. It was important for the success of the work, that educational support was provided as well as medical support, and that teachers were trained to meet these needs. Support was provided from Newman School in any integration to mainstream provision.

It was recognised that it was a much more complex issue than simply supporting the children's medical needs, it is about removing barriers for children to achieve. It was clear that any child with medical needs could have a range of different barriers.

- In relation to children with long-term physical needs who needed ongoing medical help, in terms of the partnership between a school/parent and Health Service, was there one person with a primary responsibility for the welfare of a child?

The Care Plan was important, one of the key factors being agreement between the family/school and health professionals to consider the range of care needs a child had and consistency of delivery. The school nurse is the main co-ordinator of a pupil's care plan.

- Some pupils could be unable to attend school due to his or her parent's health problems, and the child may have to care for them. Had this been addressed?

Young carers were encouraged to be in school and it was hoped that schools were aware of the responsibilities at home and ensure that a child's needs were met. This was usually covered through learning mentors and support assistants.

- One of the most important issues for a child of disabled adults was knowing that when they were at school, the correct package of care was being given at home for a loved one, for example that a parent was being given medication, meals and taken to the toilet. How is the matter of child carers dealt with?

There are a number of triggers for concern about a child's achievement. The Education Welfare Service plays an important role in investigating concerns about attendance. Pro-active work is being undertaken with people who were condoning non-school attendance and early intervention work was done with families on a multi-agency basis to address the whole needs of a child.

This area of work would be looked at more closely as professionals moved into the Children's Service work, for example an assessment of need and role of the lead worker.

Resolved:- (1) That the information contained in the presentation be received and noted.

(2) That Ann Clegg and Helen Longland be thanked for an interesting and informative presentation.

144. PUPILS IN MAINSTREAM SCHOOLS WITH MEDICAL NEEDS

Kay Watson, Health Education Nurse Adviser gave a presentation on how the educational needs of pupils with medical needs were met in

mainstream schools.

The presentation covered the following issues:-

- Background to the role of the Health Education Nurse Advisor
- Training – Individual named child/young person – Staff trained to care for individual, not the “medical condition”
- The Process of Referral – from child/young person/school/school nurse/consultant or any other relevant health care professionals
- Uncomplicated Training Plan
- Meeting Complex Health Needs
- Next Steps
- Training Needs
- Outcome so Far
- Conclusion

Kay explained that her responsibility was to make contact with all parties involved with the child/young person once a referral was received, family members and the child/young person being a key part of this work. It was very important that a pupil, particularly a younger child, was able to feel confident with what was happening around them in school. Every child of school age had a named nurse who was trained to pull together the care package/delivery programme in all areas of a child’s care.

Two Case Studies were given of a child at risk of Anaphylaxis and a child with Congenital Hypertrophic Cardiomyopathy, both of whom were being educated in mainstream schools. This highlighted the roles Head Teachers and teaching staff were being expected to fulfil, and explained how teaching staff are often trained as part of the pupil’s Care Plan.

The Cabinet Member, Education, Culture and Leisure Services praised the work of all professionals involved in the care of children as part of the inclusion policy, the major feature of which was to integrate these children into school within their own communities.

Members of the Scrutiny Panel raised the following issues;-

- What system was in place for use of the Epipen (rescue medication for anaphylaxis) – including teaching staff from Agencies?

A mixture of practices were in operation. For practical reasons, older students were allowed to carry an Epipen. They are not taken home. The pen is used under certain circumstances and after five minutes a second dose is given if the first is not effective. A child is then taken to hospital if the need is such. The second pen is held centrally where the staff know of the location. Awareness training was given to all schools. All staff knew who was trained to give the pen and each school set their own strategy for dealing with this. Parents

agreed to share confidential information with Agency staff and, in the same way as fire procedures were shared, all teachers needed to know about a problem and how to summon help immediately.

There had been two incidents of Epipens having to be given in four years and both to fourteen year old girls. Staff had handled the situation appropriately in both cases.

- What happened if a room was locked where the Epipen was stored?

The pen was never kept in a locked cupboard but was out of reach of small children and in a central place which all staff were aware of. A child could be sent for a pen and it was only used for the child it was prescribed to.

Regarding allergies, in general, there was a Public Health Directory from which there may be support to look into allergies. This would be carried out across the Children's Services in terms of working together.

Some of the medical issues and needs could be very complex and challenging and the work of the Health Education Nurse Advisor had to be commended in meeting those needs, and the confidence gained by teachers and children.

- How many schools had children with complex health needs? As anaphylaxis was dietary-related, how did it impact on the School Meals Service? As asthma in general seemed to be on the rise, with a greater problem than peanut allergy, and children not being able to use inhalers in school, was there a generic plan? Could some children continue to be educated in mainstream and how were severe cases handled?

Increasing numbers of children now have allergies – often to peanuts. Asthma is also rising and the medical needs of these pupils is met by the School Nursing Service. Brittle asthma could exacerbate to a life-threatening situation very quickly and a child with such significant needs was given a Care Plan.

If a child's medical needs are very great, professionals negotiate with parents as to whether mainstream is appropriate for that individual. However, it should be noted that several children with complex needs are currently being managed in mainstream provision.

- What research was taking place into the cause of allergies and would the influence of Jamie Oliver on the quality of school meals help the situation?

In respect of peanut allergies it was not a simple answer but it is

increasing at a rapid rate. There appear to be a number of factors, including raising children in an extremely clean environment at home, higher levels of parental awareness and exposure to peanut products in a wide range of foods. A diagnosis always starts with hospital tests and it was quite likely that a person with a peanut allergy would be allergic to other products.

In terms of school meals, there was a need to work together to provide dietary requirements for children and it was possible to provide a nut-free diet. However, a completely nut-free environment cannot be achieved at school as there was no control of what children bring in packed lunches.

- What training was given to staff to recognise an allergic reaction for the first time?

This was covered in the general awareness training to schools' groups, which was not child specific. On one occasion staff in one school had recognised localised symptoms and had acted appropriately in saving a child's life.

The Cabinet Member, Education, Culture and Leisure Services referred to the wide range of skills required from teaching staff in the education of children and the support given to pupils in school.

Resolved:- That Kay Watson be thanked for an interesting and informative presentation.

145. CHILDREN WHO REQUIRE MOVING AND HANDLING IN SCHOOL

Phil Nartey, Moving and Handling Co-ordinator, gave a presentation on how children who require moving and handling were supported in Rotherham schools.

The presentation covered the following information:-

- Is your school fully prepared to provide support?
- What is needed
- Early Warning Systems
- Early contact with the schools
- Making the transition a smooth one
- Risk Assessment Form
- Risk Assessment for Special Educational Needs
- Inclusive Design/Work with Building Managers/Equipment
- Training/Basic Training Package/Guidelines and Legislation
- Staggered Visits
- Assisting school to develop guidelines
- Review/Monitor/Re-evaluate

Phil explained that in order to make the transition as smooth as possible,

a process had been developed to allow professionals to meet, gather information and plan to try to meet the needs of the child prior to their entry, so that an early start could then be made on any necessary changes to buildings, or in the procurement of equipment.

The meeting raised the following questions:-

- Who paid for electronic hoists?

Initially equipment was supplied through the LEA, together with a package of care. Schools would then be expected to meet maintenance costs thereafter.

- Some schools were two-storey and there were areas which were inaccessible.

It was agreed that not all schools were adaptable. It would take a long time to address this but the environmental risk assessment would enable the school, and professionals involved, to look at that school's facilities in relation to the child's needs. Cluster areas were looked at so that, within the child's catchments area, an alternative school, better able to meet the needs of that child, could be considered.

One member commented on the problem of disabled parents being unable to access parts of school premises which it was felt should be looked at. This was particularly relevant on parents' evenings.

It was explained that the school and their individual Building Manager would work together in identifying access issues on a regular basis.

- What support was given to a child on the journey to and from school who may require lifting into a taxi, for example?

Some of the Special Schools have had discussions with the transport department who it was believed were looking at purchasing training packages for drivers and escorts.

Phil Nartey would be prepared to give assistance in any way he could.

One member referred to work carried out through the Access Liaison User Group and the work with taxi drivers on lifting and handling. Whilst funding for this training to continue had ceased, it had been pursued through the Licensing Department. The Access Wheelchair User Group is keen to work with professionals on this matter.

- How are the needs met of a child from outside the Authority?

Current systems work best when there is time to plan for this. However, a speedier system is needed for when a pupil moves into the borough at short notice.

The Cabinet Member, Education, Culture and Leisure Services suggested a need to raise this via the Children's Board forum in order to speed up a flow of information to allow this very good process to be improved.

Resolved:- That Phil Nartey be thanked for an interesting and informative presentation.

146. MEETING THE EDUCATIONAL NEEDS OF PREGNANT SCHOOL GIRLS AND SCHOOL AGED MOTHERS

Wendy Peake from the Rowan Centre gave a verbal report on how the educational needs of pregnant school girls and school aged mothers are met within the Authority.

Rowan Centre, part of the Redbarn Rowan Pupil Referral Unit, was a specialist full-time unit for the education of teenage mothers.

At the point of disclosure, girls are referred to Else Burton, Healthy Schools Consultant: Teenage Pregnancy. A home/school visit is made and the educational options are discussed. Options are to remain in school with support, attend the Rowan Centre, or a combination of the two.

Those girls most likely to remain in school are those attending well, and who had good relationships with teachers and had someone able to care for their baby once born. Quite often they are young women who had not been doing particularly well in school and the one to one attention they receive at the unit often helps build their self-esteem.

Some schools make flexible arrangements to allow a girl to leave lessons early.

Attendance at the Rowan Centre involved full-time education from Monday to Friday from approximately five months into the pregnancy and remaining there until a pupil left school, or returned to school, if appropriate.

Regular meetings would take place with pupil and teaching staff to ensure a girl was accessing education. If educational choices were not being met, the pupil could decide to attend at a later date. Child care options were discussed and girls had their maternity leave from school negotiated on an individual basis. Whilst on maternity leave, liaison with school continued and work was sent home.

All girls were able to visit the Rowan Centre in order to make a decision as to what they were going to do. At an initial meeting, curriculum needs were discussed.

Teaching provision was given in many of the eight core subjects at GCSE level. Specialist staff could be requested from schools if girls wanted to continue with subjects that could not be offered at the Centre.

Girls were given advice on parenting skills, ante-natal classes, peer support in terms of mixing with other young women in similar situations, and a nursery to enable the bonding process to take place.

Once a girl reached the leaving age she could continue with post 16 support to ensure that further education, training and employment needs were met and a provisional start date would be discussed. If a girl decided to remain at the Rowan Centre, liaison took place with mainstream school in order to obtain background information. An agreement was then set up and a start date confirmed. Once a girl started at the Rowan Centre, liaison took place on a weekly basis about education/curriculum issues, regular contact being maintained with the Re-Integration Officer.

During the past year, eighteen young women had been referred, seven had attended, four had remained at school with support, three had either miscarried or terminated their pregnancy, one had refused to engage, one had left the area and two referrals were currently being processed.

Staff at the Rowan Centre worked closely with many Agencies and were members of the Teenage Pregnancy Partnership Board and its sub-groups.

Agencies varied according to needs and the Rowan Centre staff raised awareness of referral procedure in school.

The following questions were raised:-

- What advice and support was given to girls who may wish to terminate a pregnancy – how were very sensitive issues discussed in a family environment and what happened if a girl lived with a carer?

Sometimes when a girl disclosed her pregnancy the family were unaware of the fact and it may be necessary to work with a young woman to help her make that disclosure with her family. A large proportion of girls were not referred until late into a pregnancy because it was usual they did not disclose and had had no medical care. It was then too late for any choices to be made. However, if a pregnancy was disclosed early enough, the young woman would be referred to relevant Agencies such

as Youth Support for relevant counselling to help her make an informed decision.

One member paid tribute to the sensible attitude of some of the young mothers he had met who had received help from the Rowan Centre, many of whom had experienced a traumatic experience due to their pregnancy. The help from the Rowan Centre was excellent in his opinion, not only with educational needs but in restoring self-esteem which some girls had never had in their lives.

Resolved:- That Wendy Peake be thanked for an interesting and informative presentation.

147. MINUTES OF THIS SCRUTINY PANEL

This item was deferred for consideration at the next meeting.

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

Consideration was given to the minutes of meetings of the Cabinet Member for Education, Culture and Leisure Services held on 8th, 15th and 22nd March and 5th April, 2005.

149. MATTER ARISING

22nd March, 2005

Budget Monitoring Report as at January, 2005

One member raised an issue regarding the budget and the fact that schools had been encouraged to spend high levels of balances.

At a recent Governor meeting one school had stated that despite schools working to their budget fairly early, the LEA had a habit of giving schools a small amount of additional funding at the end of the financial year which then gave the appearance of a school having a greater balance.

The Acting Executive Director explained that the LEA has always acknowledged that overall balances in Primary Schools are high and that despite this practice decreasing, each school would be looked at on an individual basis. It was the belief that the vast majority of schools will have a good reason for the level of balances.

EDUCATION, CULTURE AND LEISURE SERVICES
12th April, 2005

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

199. MINUTES OF A PREVIOUS MEETING

The minutes of a previous meeting held on 22nd March, 2005 were agreed as a correct record.

200. LOCAL ADMISSIONS FORUM

Resolved:- That the minutes of a meeting of the above Forum held on 17th March, 2005 be received.

201. SPACE FOR SPORT AND ARTS IN PRIMARY SCHOOLS COMMUNITY ACCESS FUND

Further to Minute No. 3 of a meeting of the Cabinet Member, Education, Culture and Leisure Services held on 9th October, 2001, consideration was given to a report of the Strategic Leader Culture, Leisure and Lifelong Learning which contained details of operational experience and levels of take-up at the five different schools in the programme.

During the development of the £2.6m Space for Sport & Arts programme, it became clear that the funding bodies required community access to new facilities in deprivation communities to be affordable. On that basis, members agreed in 2001 to create a Community Access Fund to enable the LEA to provide a subsidy for local people to access the new facilities. The programme has now reached the end of its first full year (2004-05), and the Community Access Fund has worked well by targeting a substantial number of low income participants in sport or arts groups.

In order to ensure proper budgetary control, and to establish a baseline for comparative levels of take-up at the five different schools in the programme, requests for subsidy have in this first year been approved on a one by one basis at LEA level. In the light of this first year's experience and take-up, a different process is proposed for 2005-06 which will streamline procedures and make better use of the funding available.

Resolved:- (1) That a streamlined process for approving claims to the Community Access Fund, which provides a better level of financial control over the funding, be approved.

(2) That part of the total fund is used proactively to add value to the forthcoming Community Coaching Initiative.

(3) That a report be submitted to a future meeting on community groups, level of outreach work and allocation of funding within Thurcroft.

(The Chairman authorised consideration of the following item in order to keep Members fully informed)

202. CLIFTON PARK MUSEUM

The meeting was informed that a total of thirty thousand nine hundred and fifty-eight people had visited the Museum since its recent refurbishment.

CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES
Tuesday, 19th April, 2005

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

An apology for absence was received from Councillor Littleboy.

203. PRESENTATION - "EVERY CHILD MATTERS AND THE CULTURAL SERVICES AGENDA"

The Strategic Leader Culture, Leisure and Lifelong Learning gave a presentation on a whole range of service delivery initiatives and projects which were presently taking place within the Programme Area which included all aspects of the Cultural Services agenda, all of which had a huge role to play in terms of links to the Council's agenda in respect of Children's Services work and "Every Child Matters".

The following themes were covered:-

Being Healthy

- 4,000 young people taking part in community sports development every year
- 4,000 parent and child swimming lessons every year
- 600 young people taking part in the Biennial Rotherham Gymnastics Festival
- 800 children attending Rotherham Dance Network
- 7,500 Football/Cricket sessions on Borough Council sports pitches offering affordable physical activity opportunities

Enjoying and Achieving

- 4,500 taking part in 2004 Children's Book Festival
- 100,000 School swimming lessons per year on Sports Facilities Regeneration Programme
- 4,000 children taking part in non-school swimming lessons
- 12,000 visitors to Civic Theatre Pantomime
- 2,000 pupils taking up music lessons
- 8,000 under 16's visited Rotherham Museums and Galleries in organised groups
- 15,000 young people watching or participating in Living History at Rother Valley Country Park
- 250,000 children's books are borrowed from Libraries every year
- 50,000 children's books delivered to Primary Schools through the Schools Library Service
- 9,000 under 5's learning through reading throughout the Book Start Scheme this Autumn.

Economic Wellbeing

- 1,000 Youth Theatre sessions every year
- 3,000 Theatre workshop Performance Sessions through the Arts Centre Saturday Kids Club

Performing Arts Opportunities (Staying Safe)

- 50,000 internet and other IT accesses at Community Libraries by children under 16's
- 5,000 school children taking part in local environmental education projects
- Rangers working with 4,000 young people on environmental education projects at Rother Valley Country Park

Out of Classroom Activities

- 3,000 young people in several structured activities in urban parks and green spaces
- 7,000 young people participating in formal coaching sessions in sport
- 1,500 young people into active sport through South Yorkshire partnership
- Park Rangers working with more than 1,000 children in major urban parks

Making a Positive Contribution

- Get Fired Up – 40 hard to reach young people researching and producing a piece of public artwork for Clifton Park

Increasing Confidence and New Skills

- Rotherham Cultural Diversity Festival – more than 400 young participants and 8,000 young people in the audience
- 15,000 young people learning water sports skills at Rother Valley Country Park

Resolved:- That the Strategic Leader Culture Leisure and Lifelong Learning be thanked for an interesting and informative presentation.

204. MINUTES OF A PREVIOUS MEETING

The minutes of a meeting held on 5th April, 2005 were agreed as a correct record.

205. GIFTED AND TALENTED PROVISION IN ROTHERHAM

Consideration was given to a report of the Strategic Leader School Improvement which gave a brief update on the impact of the Excellence in Cities Programme on the educational opportunities for Gifted and

Talented children in Rotherham.

The report explained that Excellence in Cities (EiC) is a targeted programme of support for schools in deprived areas of the country, which provides resources linked to a range of coherent strategies that focus on learning and teaching, behaviour and attendance, and leadership.

The Gifted and Talented area of work was one of nine strands of the EiC which sought to improve the education of gifted and talented children and young people aged 3-19 in schools and colleges.

Launched as a Secondary initiative in 1999, Rotherham was one of the first Councils to embark on this work, which reflects the deprivation factor of the town.

Its core objectives are to:-

- Raise the attainment, aspirations, motivation and self esteem of G&T children and students
- challenge and support the establishment of a differentiated learning and teaching environment that meets the needs of the individual

The report gave details of the following aspects of the work:-

- Areas of Strength
- Assessment Outcomes
- Areas for Development
- Partnership working
- Future Funding

Measures of progression show that the 5 or more GCSEs A*-C trend has increased in this area of work.

A Showcase Conference was to take place in October, 2005 which will reflect the progress and activities that have happened within the Excellence in Cities programme in Rotherham.

The meeting discussed the links between this initiative and work with other young people, in particular the Education of Looked After children and visits to Universities, and children who are gifted and talented in music and sport.

The report was to be considered at the next meeting of the Lifelong Learning Opportunities Scrutiny Panel.

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

(The Chairman authorised consideration of the following item in order to resolve the

matter referred to without delay)

206. NOMINATION - ROTHERHAM ARTS EXECUTIVE COMMITTEE

The meeting was asked to consider up to six nominations to serve on the Executive Committee of the above organisation.

Resolved:- That Councillors Austen, Boyes, Littleboy and Swift, Guy Kilminster and Lizzie Alageswaran be appointed to Rotherham Arts Executive Committee as Trustees.

207. EXCLUSION OF THE PRESS AND PUBLIC

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

208. WALKER MAUSOLEUM

Further to Minute No. 4 of a meeting of the Cabinet Member, Education, Culture and Leisure Services held on 29th June, 2004, consideration was given to a report of the Libraries, Museums and Arts Manager on the requirement to obtain a Court Order to grant the necessary access to the Walker Mausoleum in order for the Authority to carry out its obligations to repair and maintain the Mausoleum.

The owner of the Masbrough Chapel has refused to give RMBC Officers access to the property.

The report set out the details of a 1968 Agreement between the Chapel Trustees and the former County Borough Council (CBC) and the responsibility of CBC for the management and control of the burial ground and mausoleum.

Resolved:- That the Head of Legal and Democratic Services be authorised to commence such Court proceedings as may be necessary to establish the Council's rights and obligations in relation to the Walker Mausoleum, in order to enable works of restoration and repair to the Mausoleum to proceed.

(Exempt under Paragraph 12 of the Act – information relating to any legal proceedings by or against the authority).

(The Chairman authorised consideration of the following two items in order to expedite matters referred to without delay).

209. TENDER REPORT - SURE START, MALTBY

Consideration was given to a report of the Executive Director, Economic and Development Services which sought approval to accept a tender for the new Sure Start building on Tickhill Road, Maltby.

The work consisted of the construction of a single storey building on the vacant site next to the Edward Dunn building on Tickhill Road, to provide Sure Start facilities and a café, together with offices for Sure Start personnel.

It is intended that the building will be ready for use by 29th October, 2005.

The report set out details of the project cost and funding source.

Resolved:- That the tender submitted by Birse Build Limited, dated 6th April 2005, with a Target Cost of £855,700 and a Guaranteed Maximum Price of £870,700 be accepted.

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

210. TENDER REPORT - POPE PIUS X CATHOLIC HIGH SCHOOL - NOF SPORTS HALL

Consideration was given to a report of the Executive Director, Economic and Development Services which sought approval to accept a negotiated Target Cost tender for the construction of a sports hall at Pope Pius x Catholic High School.

The contract is for the construction of a new 4-court sports hall and associated changing facilities at Pope Pius X Catholic High School.

The report set out the budgetary and financial implications of the Contract.

Resolved:- That the Target Cost Tender Sum of £1,145,483 and Guaranteed Maximum Price of £1,295,257 negotiated with Henry Boot Construction Limited for the Pope Pius X Catholic High School – NOF Sports Hall be accepted and a start be made on site on or after 13th June 2005, subject to final approval by the funder (New Opportunities Fund) and to the conditions of contract being agreed.

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

PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE
Friday, 8th April, 2005

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

Apologies for absence were received from Councillors Doyle, Hussain and G. A. Russell.

129. DECLARATIONS OF INTEREST

There were no declarations of interest made at this meeting.

130. RACE EQUALITY SCHEME 2

Further to Minute No. 188 of the meeting of the Cabinet held on 22nd March, 2005, Janet Spurling, Equalities and Diversity Officer introduced the report relating to a review of the Race Equality Scheme 2.

It was reported that, in line with the Race Relations (Amendment) Act 2000 and the Statutory Code of Practice on the Duty to Promote Race Equality by May, 2005, the Council must carry out a full review of its Race Equality Scheme and the list of functions and policies which were assessed as relevant to the general duty to promote race equality.

The revised scheme must set out how the Council would meet the general duty to promote race equality and state Rotherham MBC's arrangements for meeting the specific duties. It should also include a clear, timetabled action plan and clear race equality priorities for the next three years.

A copy of the updated scheme was submitted.

Other specific duties were as listed below and the Council's arrangements for meeting these would be key areas of work for programme areas in the coming three years:-

- (a) Assess all functions and policies for relevance to the general duty to promote race equality and publish the list in the scheme.
- (b) Assess and consult on the likely impact of proposed policies on the promotion of race equality.
- (c) Monitor policies for any negative or adverse impact on race equality.
- (d) Publish the results of any assessments, consultation and monitoring.
- (e) Make sure there was public access to services and information.

- (f) Provide training for staff in relation to the duties required by the Act.
- (g) Carry out detailed employment monitoring by ethnic group and publish the results each year.

As this was a revision of the existing scheme, it was proposed to publish the revised scheme in April, 2005 on the Council's website and invite comments and feedback on it. Hard copies of the scheme and summaries in other languages and formats would be available in the new financial year. It was planned to use various methods of internal and external communication to publicise the scheme widely.

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

- reporting arrangements.
- building on partnerships with voluntary community organisations.
- need for all scrutiny panels to challenge.
- need for clear statements on the website explaining the scheme.
- need to translate the proposed leaflet and put on the website.
- need to liaise with the Local Strategic Partnership and partners for commonality.

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

(2) That quarterly monitoring reports be submitted to the Democratic and Resources Scrutiny Panel.

(3) That six monthly reports on progress and compliance issues be submitted to the Performance and Scrutiny Overview Committee.

(4) That the proposal to consult on the forthcoming action plan within the revised Race Equality Scheme by the end of April, 2005 and to publish the final action plan by 1st May, 2005 be noted.

131. AUDIT AND INSPECTION RECOMMENDATIONS - PROGRESS

Michael Walker, Performance and Quality Manager, presented the submitted report indicating that the Council's initial report in October, 2004 reviewed progress on recommendations arising from inspections and audits made since the 2002 Comprehensive Performance Assessment (CPA).

The submitted report identified that good progress had been made across a number of programme areas. Overall, 42 out of 536 recommendations had slipped target but there had been corrective action taken on most of those.

To maintain the corporate improvement agenda, sound progress must be made across a range of areas. In particular, the following key reports

would be subject to external scrutiny over the next twelve months:-

- Closedown of accounts – improved project management but needs close attention.
- Culture and leisure – forthcoming inspection in 2005/06.
- ALMO inspection – good progress but will continue to demand extensive management and monitoring eg repairs and maintenance.
- RBT governance – fundamental review of management arrangements – progress evident but still scope for improvement.
- Internal audit – some slippage.
- Policy into practice – stronger focus on financial management.
- Use of resources – significant challenge for the Council.
- Children services – new Children’s Service will require significant investment and preparation for the joint area review.
- Financial management – draft report highlights significant issues.
- Procurement – follow up as part of CPA direction of travel assessment.

Submitted at Appendix 1 was an analysis on specific areas of slippage which related to:-

- Reviewing budget allocation.
- Assess unmet need and develop commissioning strategy.
- Increase administrative support to support managers and frontline staff.
- The Council should reconsider the organisational restructure.

Submitted at Appendix 2 was an overview of all external audit and inspection recommendations received over the last two years. Overall, there was strong evidence that the Council was addressing many of the recommendations.

Ongoing monitoring had highlighted several areas of inconsistency in how the Council handled recommendations. These were:-

- The way in which recommendations are presented through the Council’s decision making processes. Some reports are presented to Corporate Management, Cabinet and scrutiny. Others by-pass part or whole of the process.
- Some progress reports fail to highlight slippage of targets or corrective action taken.
- In some cases recommendations from different audits are incorporated with larger service improvement plans. In some cases targets have been changed to fit into the larger plan. Where this is the case, it is essential the Council maintains focus on the key recommendations.

It was proposed that (a) all recommendations arising from external inspection/audit be considered at corporate management, Cabinet (or Cabinet Member) and Performance and Scrutiny Overview Committee level.

(b) Service Improvement Plans identify where there had been areas of slippage from previous targets indicating the reason and proposed corrective action.

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

- Policy into Practice..
- progress on policy review
- corporate governance.
- need for clear protocols and process for reports being submitted to Audit Committee, Performance and Scrutiny Overview Committee and the Scrutiny Panels.

Resolved:- (1) That the analysis undertaken by the Chief Executive's Office and response from programme areas action on specific issues raised as indicated in Appendix 1, be noted.

(2) That the issue relating to Policy into Practice be clarified and be reported to the Democratic and Resources Scrutiny Panel.

(3) That the Chief Executive be requested to ensure compliance and report back on progress.

132. MINUTES

Resolved:- That the minutes of the previous meeting held on 11th March, 2005 be approved as a correct record for signature by the Chairman.

133. MINUTES OF A MEETING OF THE MEMBERS CONSULTATION ADVISORY GROUP HELD ON 2ND MARCH, 2005

Resolved:- That the minutes of the above meeting be noted.

134. WORK IN PROGRESS

Members of the Committee reported on the following issues:-

(a) Councillor Whelbourn and Sioned-Mair Richards reported:-

- completion of the citizenship review.
- consideration of discussion papers from the Office of the Deputy Prime Minister relating to Vibrant Local Leadership and Neighbourhood Working.
- the wish of the Democratic and Resources Scrutiny Panel to move to a six weeks cycle of meetings.

- work had begun on preparations for this year's Local Democracy Week in October, 2005.
- consideration of the pilot scheme for Area Assembly working. Consideration of whether or not to undertake a scrutiny review of area assemblies was deferred pending submission of a report from the Executive Director, Neighbourhoods on the vision of how area assemblies will work.

(b) Councillor R. S. Russell reported:-

- the Panel placed on record its thanks to all staff within the Streetpride Service and acknowledged the national awards that the Service had attained.
- the Panel affirmed its view that the Streetpride budget should be increased to continue the excellent work.
- the Panel expressed concern regarding insufficient resources in highways maintenance and the long term implications of this.
- concerns were expressed that some matters did not appear on the Forward Plan of Key Decisions.
- concerns raised regarding the call-in process and apparent lack of influence of scrutiny as far as Cabinet Members were concerned.
- the wish for the Regeneration Scrutiny Panel meetings to remain on a monthly cycle.

(c) Councillor Hall reported:-

- that the Wardens/Caretakers/Rangers review would be submitted shortly to this Committee.
- the Anti-Social Behaviour review was underway.
- that the frequency of Environment Scrutiny Panel meetings should remain on a monthly basis.
- that the Child Obesity Group had held its third meeting.

(d) Councillor Sangster reported:-

- that the Estates Regeneration Review was progressing.
- that the Health Scrutiny Working Group was considering joint scrutiny protocols next week.
- that the Chief Executive of the Ambulance Service was addressing the

Health Scrutiny Working Group next week.

- that the Chief Executive of the PCT was addressing the Health Scrutiny Working Group meeting on 22nd April, 2005.

(e) Councillor Stonebridge reported:-

- that the LSP Group had almost completed Phase 1 of the review.
- that the Local Government Association report regarding the Fire Service dispute was available.

135. CALL IN

There were no formal call-in requests.

(THE CHAIRMAN AUTHORISED CONSIDERATION OF THE FOLLOWING ITEMS TO PREVENT ANY UNNECESSARY DELAY IN PROCESSING THE MATTERS REFERRED TO)

136. THE AUDIT COMMITTEE

The Committee noted the report considered by Cabinet at its meeting on 6th April, 2005 proposing that the Audit Committee should comprise five non-executive Members of the Council with effect from the Annual Council Meeting, 2005.

137. CABINET PORTFOLIOS

The Committee considered the report submitted to Cabinet at its meeting on 6th April, 2005 proposing revised portfolios for Cabinet Members to take effect from 20th May, 2005.

The Committee considered the submitted proposals.

Resolved:- (1) That the Committee's comments be as follows:-

- the Cabinet Member for Finance and Resources should have responsibility for Internal Audit and Gershon savings.
- the Cabinet Member for Economic Regeneration and Development Services should have responsibility for Health, Welfare and Safety issues.
- the Cabinet Member for Customer Services and Innovation should have responsibility for the Marketing Strategy.
- the Cabinet Member for Community Cohesion should have responsibility for Community Safety.

- clarification needs to be sought regarding the responsibility for Consultation Strategy between the Cabinet Member for Customer Services and Innovation and the Cabinet Member for Community Cohesion.
- the Notes 1 Section should also reflect a responsibility for sustainability and fairness.

(2) That a Special Meeting of this Committee be held on Friday, 15th April, 2005 to consider the organisation of scrutiny in light of the proposed Cabinet Portfolios. (All scrutiny panel members to be invited to the meeting)

PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE
15th April, 2005

Present:- Councillor Stonebridge (in the Chair); Councillors Clarke, Hall, Hussain, License, R. S. Russell and Sangster.

Also in attendance were Councillors Austen, Darby, Davies, Gosling, Littleboy, P. A. Russell, Senior, Thirlwall and Turner.

Apologies for absence were received from The Mayor (Councillor F. Wright), Hodgkiss, Pickering, G. A. Russell, St.John and Whelbourn.

138. SCRUTINY ARRANGEMENTS

The Chairman welcomed everyone to the meeting and introduced proposals for the consideration of scrutiny arrangements in light of changing Cabinet Portfolios and the changing agenda in relation to children's services amongst other drivers for change.

It was noted that all scrutiny panel members had been invited to the meeting and facility had been made for comment from those Members unable to attend.

Members considered a number of options including examples from other authorities. Members divided into three groups and carried out a "SWOT" analysis looking at the strengths, weaknesses, opportunities and threats of the current arrangements and also considered a "SWOT" analysis of the options put forward.

The general consensus from the meeting was that Option 1 (Performance and Scrutiny Overview Committee plus five scrutiny panels based to a great extent on the proposed Cabinet Portfolios) be the preferred option. However, some Members felt that a second option should be considered which would result in the Performance and Scrutiny Overview Committee plus six scrutiny panels. The sixth scrutiny panel would consider scrutiny of external organisations/agencies.

Discussion ensued on the responsibilities under each of the proposed scrutiny panels as outlined in Option 1 and amendments were suggested.

Resolved:- That the two options now discussed be worked up for consideration as the proposed future organisation of scrutiny.

CHILDREN AND YOUNG PEOPLES SUB-GROUP
19th April, 2005

Present:- Councillor Gosling (in the Chair) and Councillor Boyes.

Mary Smith, Early Year and Childcare Strategy Manager, School Improvement Section.

Paula Williams, Training and Quality Assurance Co-ordinator, Education, Culture & Leisure Services.

Rachel Clarke, Social Services.

Julie Bates, Co-ordinator, Play & Learn Bus Charity.

Steve Chapman, Project Manager, Rotherham Children's Inclusion and Support Services.

Apologies were received from Councillors Austen, Jack, Littleboy and Robinson.

8. MINUTES OF THE PREVIOUS MEETING HELD ON 28TH FEBRUARY, 2005

Resolved:- That the minutes of the above meeting be received and agreed.

9. EXTENDED SCHOOLS

The Early Years and Childcare Strategy Manager, School Improvement Section, introduced a report by the Extended Schools Co-ordinator relating to a change to the Education Act 2002 to allow School Governors to provide activities and services to children, young people, parents/carers and the wider community. Schools would be encouraged, in consultation with users and partners, to take the lead in co-ordinating activities such as childcare, sports, arts, study support, adult learning, family learning and the integration and co-location of other specialist workers on a school site.

The report set out proposals and details as follows:-

Extended Schools

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

Across the country many schools are already providing some extended services including adult education, study support, ICT facilities and community sports programmes.

Schools and their partners can build on existing provision and consider what additional services or activities schools might provide, or how they could be organised. Working with local partners, schools can develop as little or as much provision as they think suitable for their own community.

Other activities and services schools could provide

- Childcare – including breakfast clubs, after-school clubs, holiday and weekend activity.
- Community Learning, such as adult, family learning and study support.
- Health and Social Care – health promotion/co-location of services/early intervention.
- Sports and Arts development.
- Parenting/Family support.
- Greater community use of School buildings and grounds.

The Role of School Governors

The Governing Body has ultimate responsibility for deciding whether the school should offer additional activities and services and what form these should take.

Before making decisions, Governors need to be aware of any additional responsibilities that may result from providing additional services through the school. As with existing school activities, Governing Bodies can delegate the practical delivery of services to others, but they will keep ultimate legal responsibility.

Progress in Rotherham

The Government has provided funding to Local Authorities over recent years to nominate a school which will become a 'full-service school'. This means that they have to deliver a prescribed range of services and activities for their pupils, parents/carers and the wider community. Rawmarsh Community School was nominated and is in the 2nd year of a 3 year programme. They deliver successfully against all the identified strands and attainment levels have increased on the previous year.

In April, 2005 the Local Authority received a Standard's Fund one year grant of £418,000 to support the central and school co-ordination of Extended Schools. We have produced an electronic audit for all schools to complete which will indicate:

- what activities and services are already taking place
- who the users of the activities and services are
- who is delivering them
- when they are being delivered (after school/during holidays etc)

- the involvement of pupils, parents/carers, governors in the planning
- whether extended activities and services are included in the School Improvement Plan
- whether schools wish to develop new activities and services.
- the schools training needs on Extended Schools
- what other establishments are within walking distance of each school, e.g. Children's Centres, Libraries, Community Centres etc.

A summary of the findings of the audit will be retained by each school, and the analysis will be available for all schools to access in order that they may plan together and benchmark against other schools. The audit will also support the Council's strategy for supporting all schools to co-ordinate extended services and activities.

A Toolkit for Schools was being developed to support their Extended School developments. A model 'partnership agreement' is being developed for schools to use with the providers of services. We are awaiting some final Government Guidance and will then arrange for Schools staff and Governor training in localities across Rotherham.

The strategy to date has been to raise awareness with all stakeholders, to promote an approach which involves pupils and parents/carers in the shaping of the provision, and partner organisations in contributing to the cohesive planning and delivery.

An Extended Schools Steering Group has been established which has representation from stakeholders and supports the strategy in Rotherham.

Funding is already available through a variety of sources to provide extended schools services and activities, such as Surestart, Neighbourhood Renewal Fund and Learning and Skills Council. A Standard's Fund Grant of £416,000 is allocated to support both central and school co-ordination of Extended Schools, however it is unclear whether this funding will be continued beyond 2005-2006.

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

(2) That the Extended Schools Strategy in Rotherham be welcomed and that every support be given to Governing Bodies where there is minimum capacity within the school.

10. SOUTH YORKSHIRE CHILDCARE SECTOR BROKERAGE

The Training and Quality Assurance Co-ordinator submitted a report about the proposal for a South Yorkshire Childcare Sector Brokerage. The proposal was for the four South Yorkshire Training Officers from the Early Years and Childcare Services to take on this role and form the

management committee working alongside the Learning Skills Council (LSC) and Action 4 Employment (Managing Agent for Invest in Skills).

The proposals and details set out in the report were :-

The South Yorkshire brokerage will have a borough wide role across Barnsley, Doncaster, Sheffield and Rotherham covering two main strands:

- New entrants to the Early Years, Childcare and Playwork sector workforce
- Existing Early Years, Childcare and Playwork sector workforce

Within these strands the key activities will be:

- Work with strategic partners, LSC, Managing Agent (A4E Consult), Colleges/SYFEC, 0-19 Partnership/Children and Young Peoples Partnerships, to influence access to funding at a strategic level and meet identified training needs
- Identify issues at local level to feed into the wider strategic workforce development agenda across the local authority and wider sub-region of South Yorkshire
- Advocate, influence and monitor the quality of provision to ensure training providers are delivering the training required to meet the needs of the sector
- Collection, collation and analysis of training needs/workforce data
- Matching people with training opportunities
- Identify and match funding to people

Each local authority (LA) has Government targets relating to qualification levels within the early years and childcare sector and progress towards these are monitored at local level through an audit process. The introduction of a brokerage role will allow a more consistent approach across the sub-region to be adopted leading to more comprehensive information being gathered. This information will identify skills needs and shortages within the sector to feed into the local LSC enabling each LA to address local priorities to inform strategic planning decisions and enhance current practices.

The improved research across the sub-region will identify skills needs in much more detail. This will enable each LA to develop an annual delivery plan encompassing LA targets and LSC specific targets relating to basic skills, employability, leadership and management skills thus supporting the development of a more responsive training provider base across the sub-region.

Delivery Arrangements

The four local authorities with responsibility for the South Yorkshire Childcare Workforce Development Programme will tender for Sector

Brokerage for the Early Years and Childcare sector. Barnsley, Doncaster, Rotherham and Sheffield, will provide the brokerage service with Barnsley acting as the lead authority on behalf of all four Authorities for contracting the service directly with the LSC.

Each local authority will work through a local Early Years Development and Childcare Partnership (EYDCP) or Children and Young People's Partnership, consisting of representatives from childcare providers, parents, social services, education and health services, maintained schools, private and voluntary training providers, colleges, special educational needs groups, Job Centre Plus, New Deal Partnerships, local LSC, and Objective 1.

The Training Coordinators in consultation with their EYDCP or Children and Young People's Partnerships support employers in this sector through training, business support, business start-up, assistance with developing quality provision, and recruitment. Links are also made with employers outside the Early Years and Childcare sector to promote worklife balance practices to enable people, particularly women, to return to work by ensuring there is good quality childcare available.

All four local authorities are responsible for managing the Sure Start Workforce Development Grant. In addition Sheffield draws down LSC (FE) funding for their NVQ programme.

Representatives from the four Local Authorities, alongside other stakeholders, will form the Steering Group for the Brokerage Service, thus allowing equality and fair management of the service.

It was also reported that the total amount of funding available for this role within Rotherham was £16,000. Funding would be supported through Objective 1 but the identified risks were that funding may be withdrawn if the Brokerage Role was unsuccessful in stimulating demand for the Invest in Skills training fund.

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

(2) That officers be thanked for the good work undertaken so far and that a progress report be submitted to the July meeting of this Sub-Group.

(3) That a report be submitted to The Rotherham Children and Young People's Board at the appropriate time.

11. ROTHERHAM "QUALITY IN ACTION - INVESTORS IN CHILDREN" ENDORSED QUALITY ASSURANCE SCHEME

The Training and Quality Assurance Co-ordinator submitted a report about the launch of Quality in Action, a locally produced quality assurance scheme which had been successful in gaining endorsement through the National Investors in Children Award Scheme.

The proposals and details set out in the report were:-

The development of high quality early education and childcare services is a key element of the Sure Start agenda. An important route towards improving quality is supporting childcare providers to undertake a Quality Assurance scheme. Quality Assurance schemes enable childcare providers and childminders to develop and achieve high standards of care and early education which exceed the minimum standards set by Ofsted in the National Daycare Standards. The schemes support practitioners through mentoring, advice and self - reflection about the services they offer and how they could improve.

To support the expansion of quality assurance the Sure Start Unit developed "Investors in Children" to endorse quality assurance schemes that meet ten rigorous criteria. Investors in Children endorsement enables childcare providers to choose a good quality assurance scheme and helps parents to identify good quality nurseries, childminders, after school clubs, crèches and playgroups.

"Quality in Action" Rotherham's early years education curriculum guidance document was revised in to include the childcare quality assurance element and submitted to the Sure Start Unit for endorsement. Successful endorsement has been achieved enabling Rotherham's high quality early years and childcare provision to be recognised and accredited through "Quality in Action" an "Investors in Children" endorsed scheme.

In March, 2005 the scheme was officially launched at Hellaby Hall. All Foundation stage units and early education funded settings were given a free copy of the new pack. The pack can be used as a tool for raising quality or to support the setting to undertake the accreditation process.

The Sub-Group welcomed the excellent work done so far on this scheme and expressed the view that the scheme merited some good publicity . It was noted that arrangements were in hand for an article to be published the Partnership Matters Newsletter and a leaflet was being produced for parents. .

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

(2) That an article about the Investors in Children endorsed Quality Assurance Scheme be put in Council Matters and that the Head of Communications be asked to do a suitable Press Release.

12. **CREATING MORE BALANCE PROJECT**

The Early Years and Childcare Strategy Manager, School Improvement Section, submitted a report on Rotherham's progress, in partnership with Sheffield, Doncaster and Barnsley, towards the promotion of flexible working and childcare options to employers in the area.

The proposals and details set out in the report were :-

The Early Years and Childcare Service has worked in partnership with the Early Years and Childcare Services of Doncaster and Barnsley and the Children's Information Service in Sheffield to successfully access funding from Objective 1 to promote work life balance and family friendly policies to employers in South Yorkshire. This has enabled each authority to employ a project officer to support this role as part of the Creating More Balance (CMB) project.

The project supports the vision in the Government's 10 year strategy for childcare published in December, 2004: *to ensure that every child gets the best start in life and to give parents more choice about how to balance work and family life.*

The remit of the project is to provide 35 hours of free consultancy support to employers. This can include support on any aspect of work life balance/family friendly policies including developing work life balance policies and practice, supporting employers to offer childcare vouchers to staff, provision of information to parents and development of links with childcare providers. Since August, 2004, 236 employers have contacted and are currently working with 56 of these.

One of the key tools used to support the work life balance initiative is the promotion of childcare vouchers and the benefits for parents. The project officer is currently raising awareness of childcare vouchers to parents, childcare providers and employers across Rotherham.

The remit of the CMB project allows time for the project officer to promote the benefits of the childcare voucher scheme within RMBC and offers a direct contact for employees who have any queries about the scheme and how it can benefit them. The parent fact-sheet sent out to RMBC employees recently highlighting the changes for April, 2005 attracted over 35 enquiries, a large number from school-based staff, and has resulted in additional people signing up to the scheme.

The use of childcare vouchers to pay for high quality childcare encourages the use of childcare provision within Rotherham contributing towards the sustainability of local childcare provision. This will impact on the economy as a whole as it assists people who have childcare requirements with the costs enabling them to return to work. It also plays a key role in supporting the retention of existing staff.

March, 2005 saw the official launch of the CMB project, and was attended by 62 delegates from 47 companies based throughout South Yorkshire. Additional companies who registered and were unable to attend on the day are currently being contacted to follow-up their interest in the project. The project also carried out a survey with all childcare providers to find out what sustainability issues local providers face.

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

(2) That any feedback from employers on the work life balance policies and practice be reported to this Sub-Group at the appropriate time.

13. DATE OF NEXT MEETING

Resolved:- That the next meeting of this Sub-Group be held on Tuesday, 19th July, 2005 at 11 a.m.