CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES

Venue:	**Town Hall, Moorgate Street, Rotherham.**	**Date:**	**Tuesday, 14 December 2004**
		Time:	**8.30 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. DfES Five Year Strategy: Consultation on Proposals for Foundation Schools, Expanding Popular and Successful Schools and Adding Sixth Forms (Pages 1 - 4)
   - to consider the response to the DfES consultation

4. Proposal to Amalgamate Redscope Infant and Junior Schools (Pages 5 - 17)
   - to approve the publishing of Statutory Notices containing proposals, as outlined

5. Performance Indicators Report (Pages 18 - 30)
   - to receive the Performance Report and approve the Consolidated Action Plan

6. Schools PFI Project Update: Autumn Term 2004 (Pages 31 - 39)
   - to note progress made on Schools PFI Project

7. Strategic Area Review of South Yorkshire 2004 Findings, Recommendations and Consultation Response (Pages 40 - 56)
   - to consider the proposed responses to the consultation questions

8. Summer 2004 Foundation and Key Stages 1 and 2 Assessment Results (Pages 57 - 64)
   - to inform of the attainment in Rotherham Primary Schools in 2004

9. Date and Time of Next Meeting

Agenda Item 3

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1.	**Meeting:**	ECALS Cabinet Member and Advisers
2.	**Date:**	14th December 2004
3.	**Title:**	DfES Five Year Strategy: Consultation on Proposals for Foundation Schools, Expanding Popular and Successful Schools and Adding Sixth Forms (No specific Wards affected)
4.	**Programme Area:**	ECALS

5. **Summary:** The DfES is consulting on proposed changes to regulations and guidance in line with the content of its Five Year Strategy, particularly in relation to secondary schools having 'a greater independence'.

6. **Recommendations: That:**

   i) **The report be received.**

   ii) **A response be made to the DfES consultation as outlined at the end of Section 7 to this report, and**

   iii) **This report be forwarded to the School Organisation Committee for information.**

7.   **Proposals and Details:** The DfES' Five Year Strategy document includes a section (Chapter 4) on Independent Specialist Schools with stated goals of more choice for parents/pupils and independence for schools.

The strategy offers a system where there will be (amongst other things):-

- Freedom for all secondary schools to own their land and buildings, manage their assets, employ their staff, improve their governing bodies, and forge partnerships with outside sponsors and educational foundations.

- More places in popular schools.

In order to facilitate the above, the DfES is proposing changes to existing regulations and guidance. There will be new regulations, which will amend and add to three existing sets of regulations:

The Education (Change of Category of Maintained Schools) (England) Regulations 2000 (and subsequent amendments);

The School Governance (Constitution) (England) Regulations 2003;

The Education (School Organisation Proposals) (England) Regulations 1999 (and subsequent amendments);

There will also be changes to the guidance, which the DfES issues (particularly to School Organisation Committees) in respect of school organisation proposals.

Foundation Schools

The 'freedoms' listed earlier relate, in the main, to the potential for schools to change category to Foundation Schools. It should be noted that the Governors of Community Schools, already have the power to publish proposals to change category (including to foundation schools). This is not, therefore, new.

However, the DfES believes that the current process for changing category of school to foundation is often seen by schools as onerous and that it acts as a disincentive to change.

The current procedure (in common with other change proposals) includes consultation, publication of proposals, production of prescribed information, a six week period for representation and decision by the SOC (or adjudicator, if a decision is not made or is not unanimous).

The DfES' new proposals are for no prior consultation, publication of proposals (but for a reduced period of 4 weeks), greatly reduced prescribed information and for the governing body of the school to determine its own proposals, even when there may be objections.

The lack of consultation and the ability of the proposers (governing body) to determine the proposals, even where there are objections, gives cause for concern. The process completely excludes the School Organisation Committee (SOC), which contradicts all previous DfES thinking on the nature of consultation and decision making. Also, the need for 'fast tracking' these proposals is considered to be both questionable and unnecessary.

Changes to the School Governance Regulations will seek to encourage foundation secondary schools to acquire foundations, which will then be able to appoint the majority of the governing body of the school (similar to the position in Voluntary Aided schools).

<u>Expanding Popular and Successful Schools and Adding Sixth Forms</u>

Once again, it should be noted that the power to publish such proposals does already exist. The main changes to the regulations proposed by the DfES are:

i)   'Fast tracking' the proposals – representation period reduced from 6 to 4 weeks and the period after the expiry of which such proposals must be referred to the Adjudicator, if appropriate, from two months to six weeks;

ii)   Allowing the governing body bringing forward proposals to attend the School Organisation Committee (SOC) to make representations; and

iii)   Allowing <u>all</u> schools (rather than just popular schools) proposing expansion or the addition of a sixth form to appeal to the Adjudicator, if proposals are rejected by the SOC.

As with the proposals for foundation schools, the need to 'fast track' the procedures is questionable, particularly since such changes are likely to have consequences for other schools/FE institutions. Although the SOC maintains a role here, the extension of the right of appeal to the Adjudicator again signals a possible diminution of the role/power of the SOC. This can also be inferred from the guidance which is proposed to be issued by the DfES to Decision Makers in respect of such proposals. This will 'reinforce the existing strong presumption that expansion proposals will be agreed' and 'strengthen the presumption in favour of agreeing proposals for sixth forms ….'. Under these circumstances, the SOC will almost be obliged to agree proposals which will, in effect, leave it with little more than a 'rubber stamping' role.

In terms of the expansion of popular schools, for instance, the guidance will state that 'the existence of surplus capacity in neighbouring less-popular schools should not in itself be sufficient to prevent this expansion, but if appropriate, in the light of local concerns, the Decision Makers (SOC) should ask the LEA how they plan to tackle any consequences for other schools. The Decision Maker should only turn down proposals for successful and popular schools to expand if there is compelling objective evidence that expansion would have a damaging effect on standards overall in the area, which cannot be avoided by LEA action'.

In response to the consultation the LEA might, therefore, question:-

a)   The rationale behind the proposals themselves. Does the desire to expand popular schools with little or no regard to any other institution seriously undermine both the LEAs planning role and also its role in driving up standards? Is the move to more foundation schools based on any sound evidence?

b)   The need to fast track any of these changes,

c)   The lack of consultation for school proposals in respect of changes of category, and

d)   The diminution (and exclusion in the case of foundation schools) of the role of the School Organisation Committee as detailed above.

8.   Finance: There are no financial implications in this report.

9.   Risks and Uncertainties: Following the recommended action would not entail any risk. However, if the proposals within the consultation are enacted, the LEAs planning and improvement role may be at risk.

10.   Policy and Performance Agenda Implications: There are none in respect of the recommended action. However, the proposed DfES changes could have consequences for the future in terms of raising standards, performance indicators (surplus places), equalities and sustainability (transport etc), which might not be enhanced by, for instance, the expansion of popular schools, where this is not done within a whole LEA strategy.

11.   Background Papers and Consultation: This is specific consultation by the DfES.   Full   details   can   be   found   on   the   DfES   web   site www.dfes.gov.uk/consultation.   Current   regulations   are   as   detailed   under Section 7. Rotherham's Schools Organisation Plan 2003/04 – 2007/08 is available on Rotherham's internet site.

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	ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS	

1.	**Meeting:**	Education Culture & Leisure Cabinet Member and Policy Advisers
2.	**Date:**	14TH December, 2004
3.	**Title:**	Proposals to 'amalgamate' Redscope Infant and Junior Schools - Ward No. 8 (Keppel)
4.	**Programme Area:**	ECaLS

5. Summary

Members agreed to pre statutory consultation on the proposals on 2 November, 2004. Since then, meetings have taken place between officers and advisers of the Programme Area and local ward members, the relevant governing bodies, staff and parents. Minutes and Notes of the meetings are enclosed as Appendix B. Appendix A shows the information given to consultees.

6. Recommendations

It is recommended that statutory notices are published containing the proposals as outlined in Section 1 of Appendix A on 5 January, 2005.

7. Proposals and Details

The proposal to be consulted on is:-

It is proposed to make a prescribed alteration to Redscope Infant and Junior Schools from April 2005. Redscope Junior School will be closed and there will be a change in the age range of Redscope Infant School from its existing 3-7 years to 3-11 years.

The School would have <u>420</u> places (R-Y6) with a nursery of up to 52 places (26 FTE). This would mean an admission number of 60.

The principal objectives of amalgamation are:

      i)   to provide a continuous primary entitlement across the key stages; and

      ii)   to produce financial savings to deploy elsewhere within the Education Services Budget.

Considerations for amalgamation are described in the School Organisation Plan in Section 4, 'LEA Policies and Principles'. (These are described in **Appendix A**)

8. Finance

Potential savings are shown in Section 5 of Appendix A. They compare the pupil driven elements of the budget of the separate schools to that of one junior and infant primary school. The 'amalgamated' schools retain those savings in the first year of 'amalgamation', which is why the figure for 2005/06 is in brackets

9. Risks and Uncertainties

This includes those identified as disadvantages to amalgamation in **Appendix A**.

10. Policy and Performance Agenda Implications

The major theme supported by the proposal is 'to ensure that everyone has access to skills, knowledge and information to enable them to play their part in society'. The principal advantages of amalgamation arise from the continuous primary education entitlement:
- removal of the school transfer at the end of key stage 1;
- provision of a whole school curriculum across the primary age range;
- a unified management structure with a single school ethos;
- the potential to remodel the staffing structure and to safeguard the staffing establishment when pupil numbers change across the key stages;

a whole school approach to staff development across the primary phase; more efficient and effective use of resources, especially accommodation, when numbers fluctuate across the infant and junior phases.

11.   Background Papers and Consultation

As described in the Summary above and in the considerations for amalgamation as described in the School Organisation Plan.

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ROTHERHAM METROPOLITAN BOROUGH COUNCIL

EDUCATION, CULTURE AND LEISURE SERVICES

Proposal to 'amalgamate' Redscope Infant and Redscope Junior Schools

1   **The Proposal and its Purpose**

It is proposed to make a prescribed alteration to Redscope Infant and Junior Schools from April 2005. Redscope Junior School will be closed and there will be a change in the age range of Redscope Infant School from its existing 3-7 years to 3-11 years.

The School would have <u>420</u> places (R-Y6) with a nursery of up to 52 places (26 FTE). This would mean an admission number of 60.

The principal objectives of amalgamation are:

i)   to provide a continuous primary entitlement across the key stages; and
ii)   to produce financial savings to deploy elsewhere within the Education Services Budget.

Considerations for amalgamation are described in the School Organisation Plan in Section 4, 'LEA Policies and Principles'. These are where:-

1)   It is possible to accommodate all of the children on one site, thereby removing surplus places (if applicable).

2)   The admission limit is already no more than 60, or can be reduced to no more than 60, by the associated removal of surplus places.

3)   Both Key Stages are on the same site.

4)   There is a vacancy for one or both head teacher posts (and possibly deputy head teachers also) as a result of retirement or resignation.

2   **Existing Situation: Numbers on roll and Capacity**

2.1   Redscope Infant School

Net Capacity	=	180
Admission Limit	=	60
Number on Roll (2002) (NOR)	=	162
Surplus Places	=	18

2.2   Redscope Junior School

Net Capacity	=	240
Admission Number	=	60
Number on Roll (2002) (NOR)	=	247
Surplus Places	=	-7

3   **Development of Numbers on Roll**

Year	2003/04	2004/05	2005/06	2006/07	2007/08
Infant	162	164	164	168	162
Junior	247	244	239	226	222
Total	409	408	403	394	384

4   **Advantages and Disadvantages**

The principal ADVANTAGES of amalgamation arise from the continuous primary education entitlement:

- removal of the school transfer at the end of key stage 1;
- provision of a whole school curriculum across the primary age range;
- a unified management structure with a single school ethos;
- the potential to remodel the staffing structure and to safeguard the staffing establishment when pupil numbers change across the key stages;
- a whole school approach to staff development across the primary phase;
- more efficient and effective use of resources, especially accommodation, when numbers fluctuate across the infant and junior phases.

The principal DISADVANTAGES of amalgamation are:

- the loss of the Headteacher of one of the schools which could impact upon accessibility to staff, parents and pupils (this may have particular relevance where schools serve areas of social and economic disadvantage);
- potential difficulties in bringing together two different sets of working practice;
- possible fear of and resistance to change amongst staff, governors and parents;
- in some (but by no means all) cases, a lack of staff expertise in teaching and management across the two key stages.

5   **Financial Implications**

	2004/05 £	2005/06 £	2006/07 £	200/08 £
Total Saving	(44,000)	44,000	44,000	44,000
Cumulative	nil	44,000	88,000	132,000

The financial savings are savings on staffing, which arise from the loss of a Head Teacher's post from the school's budget. The 'Minimum Funding Guarantee' procedures protect the school budget in 2005-06 and an additional +5% is added to the budget of an amalgamated school. (The savings on a Head Teacher's salary are therefore negated in the first year.) Guidance on 'Minimum Funding Guarantee' for future years has not yet been issued and the projected savings are based on the cumulative loss of a Head Teacher's salary.

6   **Consultation Timetable**

Cabinet Member to agree to consultation   2nd November 2004

Pre statutory consultation period, including meetings with governors, staff and parents   until 2nd December 2004

Report to the Cabinet	16th December 2004
Publication of statutory notices	5th January 2005
2 month period for representations and objections closes	16th February 2005
LEA/School Organisation Committee decision	March 2005
Implementation	1st April 2005

ROTHERHAM METROPOLITAN BOROUGH COUNCIL

EDUCATION, CULTURE AND LEISURE SERVICES

Redscope Infant and Junior Schools Proposed Amalgamation

Joint Meeting with Governors of Redscope Infant and Junior Schools on Thursday 18th November, 2004 at 6.00 pm in the Infant School Hall

Present: David Hill, Graham Sinclair, Paul Fitzpatrick, Willie Ryan and Ann Hercock (LEA)
Governors of Redscope Infant and Junior Schools
Claire Sneath (Head of Infant), Paula Dobbin (Deputy Head of Infant) and Alan Tasker (Acting Head of Junior)

David Hill outlined the proposal to close the junior school and change the age range of the infant school from 3-7 years to 3-11 years. He spoke about existing and predicted numbers on roll, financial implications and the advantages and disadvantages of amalgamation. A summary of the information had been distributed prior to the meeting, which also included a timetable for the consultation process.

He then invited questions and comments which were as follows:

The final decision on the proposal is timetabled for March 2005. Given that the amalgamation would be effective from April 2005, how are necessary building work and alterations going to be completed on time?

Officers from the LEA met with Claire Sneath, Alan Tasker and Paula Dobbin on Monday 15th November and building matters were discussed.

If the views of Governors on the proposed amalgamation were favourable tonight along with those of staff and parents at their meetings on 23rd November, then an assumption could be made that the amalgamation will go ahead. If, on the other hand, there were significant objections it would be unwise to proceed with any building work.

Alterations and building work would be targeted to start during the February half-term break. Work to be undertaken included alterations to office accommodation, staffroom(s), the creation of a corridor between the infant and junior schools and a new toilet suite.

A plan was circulated which detailed the building work required.

One Governor said the possibility of amalgamation had been discussed for some time at their meetings. Would this provide an opportunity to share governing body meetings?

There should be space for all the junior school governors on a new shared Governing Body. However, there could be too many staff governors and not enough parents. The Governing Body could re-constitute to be bigger if required. New parent governors should be encouraged. The two Clerks to Governors would have to reduce to one.

What are the views of the parent governors on the proposals?

Parent governors agreed it was a positive step forward and there were no reasons not to go ahead. It was felt that the children would benefit from being educated in a through-primary school in a 'one culture' environment.

Staff governors were supportive and keen to go ahead with the proposals but there were anxieties.

There could be issues with support staff. Paul Fitzpatrick said he would be meeting Claire Sneath on 25th November to discuss this and other staffing matters.

Paul stressed that part of his role was to support staff and there would be sufficient time to look at and resolve problems.

The Deputy Heads were aware of their situation and had spoken to Paul. It would be beneficial to the school to have 2 Deputy Heads during the 4-year protection period. After this, Governors could decide to retain 2 Deputy Heads if they wished and the budget managed accordingly.

SMSAs would not be directly affected by the proposed amalgamation and the two schools already shared a Caretaker.

If anyone had any other concerns they could speak directly to Claire, Alan, David or Paul who would be happy to help.

There were no further questions.

ROTHERHAM METROPOLITAN BOROUGH COUNCIL

EDUCATION, CULTURE AND LEISURE SERVICES

Redscope Infant and Junior Schools Proposed Amalgamation

Meeting with Staff of Redscope Infant and Junior Schools on Tuesday 23rd
November, 2004 at 3.30 pm in the Infant School Hall

Present: David Hill, Graham Sinclair, Paul Fitzpatrick, Willie Ryan and
             Ann Hercock (LEA)
             Staff of Redscope Infant and Junior Schools
             Claire Sneath (Head of Infant), Paula Dobbin (Deputy Head of
             Infant) and Alan Tasker (Acting Head of Junior)
             David Ridgeway (UNISON), Viv St. John (NAHT) and John
             Dalton (NUT)

David Hill outlined the amalgamation proposal to close the junior school and
change the age range of the infant school from 3-7 years to 3-11 years. He
spoke about existing and predicted numbers on roll, financial implications and
the advantages and disadvantages of amalgamation. A summary of the
information had been distributed prior to the meeting, which also included a
timetable for the consultation process.

Graham Sinclair explained that there would not be a loss of any teaching
posts due to the proposed amalgamation. The only reason for this to happen
would be if there was a decline in pupil numbers which was outside the scope
of amalgamation.

The internal structure of the new school was the responsibility of the
Headteacher, senior management team and governors. Paul Fitzpatrick said
he would be meeting Claire Sneath on 25th November to discuss staffing
issues. A model structure would be drawn up and shared with staff before the
final decision on the proposal is made in March. If there were any issues they
would be resolved before April.

The only staff who could be affected were clerical and support staff and
Deputy Heads. Paul Fitzpatrick said that clerical and support staff would be
discussed at his meeting with Claire on 25th November. Paul stressed that
part of his role was to support staff and there would be sufficient time to look
at and resolve problems.

The Deputy Heads were aware of their situation and had spoken to Paul. It
would be beneficial to the school to have 2 Deputy Heads in the initial period
of amalgamation. There would be a 4-year protection period for the school
budget. After this, governors would need to decide whether or not to retain
the deputy post.

SMSAs would not be directly affected by the proposed amalgamation and the
two schools already shared a caretaker.

Copies of any proposed structure would be made available to union representatives.

Questions and comments were then invited from staff present and were as follows:

One member of staff felt it was difficult to comment until a structure was available.

Was there any funding available to physically amalgamate the two schools?

David Hill explained that building issues had already been discussed with Claire and a surveyor had already visited the schools.

The priorities were office accommodation and a joint staffroom and the creation of a corridor between the infant and junior departments.

There was a need to feel like one school before the amalgamation.

Alterations and building work would probably begin during the February half-term break. Some work could mean moving some children around but this would be resolved before any work was carried out.

If anyone had any other concerns they should speak directly to Claire, Alan, David or Paul who would be happy to help.

There were no further questions.

ROTHERHAM METROPOLITAN BOROUGH COUNCIL

<u>EDUCATION, CULTURE AND LEISURE SERVICES</u>

<u>Redscope Infant and Junior Schools Proposed Amalgamation</u>

<u>Meeting with Parents of Redscope Infant and Junior School Pupils on
Tuesday 23rd November, 2004 at 5.30 pm in the Infant School Hall</u>

Present: David Hill, Graham Sinclair, Paul Fitzpatrick, Willie Ryan and
             Ann Hercock (LEA)
             Claire Sneath (Head of Infant) and Alan Tasker (Acting Head of
             Junior)
             Parents of Redscope Infant and Junior pupils

David Hill outlined the amalgamation proposal to close the junior school and change the age range of the infant school from 3-7 years to 3-11 years. He spoke about existing and predicted numbers on roll, financial implications and the advantages and disadvantages of amalgamation. A summary of the information had been distributed prior to the meeting, which also included a timetable for the consultation process.

Paul Fitzpatrick explained that the proposed amalgamation would not mean any loss of teaching posts. SMSAs would not be directly affected and the schools already shared a caretaker. There could be issues with clerical and support staff and this and other staffing matters were going to be discussed with Claire Sneath on 25th November. He stressed that part of his role was to support staff and there would be sufficient time to look at and resolve problems.

Parents were then invited to ask questions or comment on the proposals which were as follows:

<u>It was a good idea to amalgamate the two schools</u>

Willie Ryan said research had shown that children cope much better with the transition from the infant to the junior phase in a through-primary school.

<u>What is the timescale for the building work?</u>

Alterations and building work would have to begin during the February half-term break, if this is possible.

<u>Would playtimes be changed?</u>

Claire said a decision would have to be made on this. There were all kinds of possibilities.

It would be a good idea to have mixed playtimes. The infant children could mix with juniors and also become familiar with junior department teachers.

The junior playground does need some development. It could be made more interesting and exciting.

Willie Ryan said there were other possibilities for older children to work alongside younger pupils. There are many benefits; older children can develop their caring skills when working with young children who in turn can become less intimidated by larger, older pupils.

Would there be joint school productions eg Christmas plays?

Yes, there are many opportunities for joint working.

Will there be any liaising with Roughwood Primary?

Roughwood was the most recent amalgamation. Claire said she intended to visit Roughwood and other amalgamated schools to ask about their experiences.

I have always thought of Redscope as one school.

I think it is daunting for children in separate infant and junior schools.

Younger children see the older juniors and are a little anxious but if it is already one school the transition from Y2 to Y3 is easier.

If everyone works together there are many positives.

How does the Headteacher feel?

Claire said she was looking forward to it very much and was excited by the challenge.

What about Deputy Heads – will there be one or two?

Two Deputy Heads.

Will the school gain any money for losing one Headteacher?

Graham Sinclair explained that the school would gain for the first year but the budget was ultimately dependant on the number of pupils. Any savings would be used for the benefit of all schools. Redscope's share would be appropriate to its size.

It was mentioned earlier that the amalgamation could affect admin staff.

Paul said if any admin staff were affected they would be supported in line with the Council policy The important thing for the children was that there would not be a reduction in provision in terms of what parents see.

Will there be any new roles created?

This would be up to the Headteacher and the Governors. There is more scope in bigger schools. The LEA is also keen to work with other agencies to create more coherence.

When are the children going to be told?

It is not a secret although it is just a proposal at this stage. It is likely that it will happen but will not be definite until approved by the Cabinet.

Do the Governors support the proposal?

Yes.

If anyone had any other concerns they could speak directly to Claire or Alan.

There were no further questions.

Agenda Item 5

	ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1.	**Meeting:**	Cabinet Member and Advisers, Education, Culture and Leisure Services
2.	**Date:**	14th December 2004
3.	**Title:**	**Performance Indicators** ▪ **Appendix A - ECALS 2004/05 Performance Indicator 2nd Quarter Report** ▪ **Appendix B - Performance Indicator Consolidated Action Plan** [Wards affected – All]
4.	**Programme Area:**	Education, Culture and Leisure Services

5. Summary

Appendix A outlines performance at the end of the 2nd quarter 2004/05 against targets with comparisons against 2003/04 actuals and 2002/03 All England top quartile authorities.

Appendix B provides members with updated summary information regarding action being taken to address performance in areas where there is a significant shortfall against targets.

6. Recommendations

1. **That the Performance Report be received**
2. **That the Consolidated Action Plan to be approved**

7. Proposals and Details

Twenty-four Performance Indicators are currently reported quarterly for Education, Culture and Leisure Services.

In the second quarter it has been possible to project the year-end outturn performance of 21 ECALS indicators, which are then broken down into 31 component parts, [e.g. a, b, c].

Members' attention is drawn to the "Risk" column, representing the probability of these components meeting their 2004/05 published target.

Where risk is highlighted as "High" action plans to address performance are in place. Appendix B - Performance Indicator Consolidated Action Plan provides members with a 2nd quarter update against original action plans.

Summaries of the risk assessments are shown below;

Low Risk	**64.5%**	**20 components**
No.3	% half days missed to absence – Secondary	BVPI 45
No.4	% half days missed to absence – Primary	BVPI 46
No. 6	% excluded pupils supplied with alternative tuition	BVPI 159 a,b,c,d
No.7	Average number of hours alternative tuition	SLTPI 12
No. 9	Number of childcare places created	SLTPI 22 a, b, c
No.10	Truancy patrols	SLTPI 1
No.11	Referrals to non- attendance panel	SLTPI 2
No.12	Meetings of pupil Discipline Committee attended	SLTPI 4
No.13	Contact by Exclusions Officer	SLTPI 5
No.15	Take up of free school meals	SLTPI 16
No.18	Number of swims	SLTPI 6a
No.20	Playgrounds conforming to national standards	SLTPI 9 a, b, c
No.21	Number of playgrounds provided	IDEA 37

Medium Risk	**25.8%**	**8 components**
No.1	SEN statements issued	BVPI 43 a, b
No.5	Schools with special measures	BVPI 48
No.8	% of schools with Serious Weakness	SLTPI 14
No.14	% of pupils with statements of SEN	SLTPI 15
No.17	Museum usage	BVPI 170 a, b, c

High Risk	**9.7%**	**3 components**
No.2	Permanent exclusions	BVPI 44
No.16	Visits to libraries	BVPI 117
No.19	No of books issued	SLTPI 8

In addition members attention is drawn to the following table which compares the 2004/05 2nd Quarter risk assessment percentages against the 2004/05 1st Quarter position.

Performance Indicator Components by Risk Category
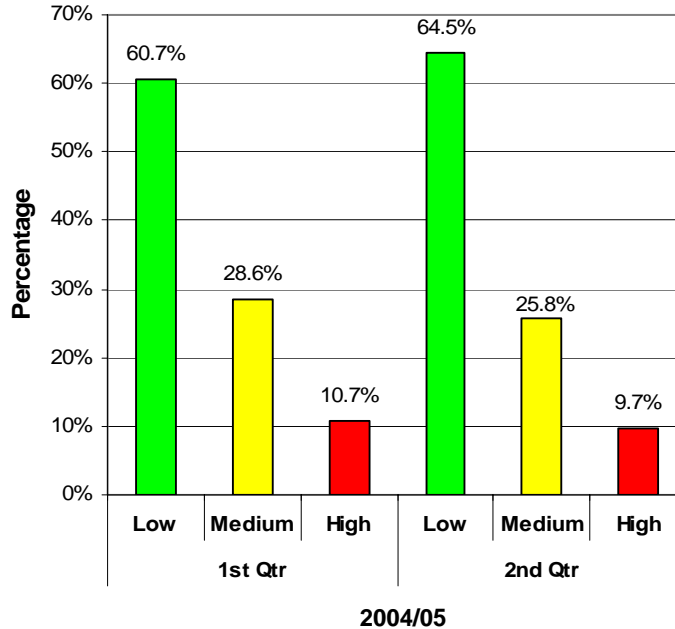
8. Finance
There are no financial implications to this report. The relevant Service Leader and Budget Holder will address financial implications of the Action Plans. Members will be consulted where appropriate.

9. Risks and Uncertainties
In line with Corporate guidance all our performance indicators have a category of risk applied to them. The categories are High, Medium and Low reflecting the corporate traffic light system of Red, Amber and Green.

Risk is assessed by PI managers' projection of year-end performance, taking into account of any known internal or external influences, and comparing against published 2004/05 targets.

Action plans are in place to address performance where risk is High. These plans are progressed within teams and updates of progress will be presented to Members at the end of the second quarter.

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

A number of Performance Indicator's support and have an influence on inspections including OFSTED and the Comprehensive Performance Assessment. Members can

identify these indicators through the 'Links' column where coding references the appropriate alignments.

11. Background Papers and Consultation
- 2003/04 Education Culture & Leisure Performance Indicator Outturn Report
- ECALS Consolidated Action Plans 2004/05
- Best Value Performance Plan 2004/05

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ECALS - 2004/05 Performance Indicator 2nd Quarter Report

Appendix A

No	Definition	Ref.	Links	02/03 Top Quartile	03/04 Actual	1st Qtr FIXED	1st Qtr CULM.	2nd Qtr FIXED	2nd Qtr CULM.	3rd Qtr FIXED	3rd Qtr CULM.	4th Qtr FIXED	4th Qtr CULM.	Year End Proj.	04/05 Target	On Target	Qtr Direction	Risk H/M/L	Action Plan	Comments
1	% SEN statements in 18 weeks	BVPI 43	CPA RPI LPSA KPI															M		We have continued to exceed both parts of this target. Continued progress with this target has enabled us to maintain the 100% position for (a) and to further improve the target for (b). Work is still on-going with Health colleagues to improve the time taken to submit advice.
a	excluding exceptions			99%	82.3%	100%	100%	100%	100%					90%	90%	✓	↔		✓	
b	including exceptions [Marium Haque]			80%	58.3%	61.5%	61.5%	83.3%	68.4%					50%	50%	✓	←		✓	
2	Permanent Exclusions per 1000 pupils [Catherine Ratcliffe]	BVPI 44	CPA KPI RPI	0.9	0.97	2.2	2.2	1.34	1.61					1.34	1.10	✗	←	H	✓	Increase in exclusions from secondary schools, plans for targets to be set and action plan to address to be implemented.
3	% 1/2 days missed to absence – secondary [Catherine Ratcliffe]	BVPI 45	CPA KPI	8.00%	8.7%	8.4%	8.4%	8.4%	8.4%					8.4%	8.4%	✓	↔	L	✗	
4	% 1/2 days missed to absence – primary [Catherine Ratcliffe]	BVPI 46	CPA KPI	5.50%	6.2%	6.1%	6.1%	5.7%	5.7%					5.7%	6.1%	✓	←	L	✗	
5	% schools with special measures [Steve Walch]	BVPI 48	CPA KPI	0%	0%	0.7%	0.7%	0.7%	0.7%					0.7%	0%	✗	↔	M	✓	1Secondary School, Both School and LEA have produced Post OfSTED Action Plans
6	% permanently excluded pupils provided with	BVPI 159	CPA KPI															L		Unable to provide accurate predictions for the end of year. Q2 - Year end likely to be within target
a	less than 6hrs tuition			2%		0%	0%	0%	0%					N/A	0%	✓	↔		✗	
b	6 to 12hrs tuition			3%	1%	6%	6%	7%	7%					N/A	2%	✓	→		✗	
c	13-19 hrs tuition			7%	11%	4%	4%	5%	7%					N/A	10%	✓	→		✗	
d	20hrs or more tuition [Ann Clegg]			75%	88%	90%	90%	88%	86%					N/A	88%	✓	→		✗	
7	Weekly average No. of hrs alternative tuition provided [Ann Clegg]	SLTPI 12		N/A	24.4	24.8	24.8	24.4	24.7					N/A	22.5	✓	→	L	✗	Unable to provide accurate predictions for the end of year. Q2 - Year end likely to be within target

*Top Quartile relates to All England performance.
Codes for Links: CPA – Comprehensive Performance Assessment, LSPA – Local Public Service Agreement; RPI – Rotherham Priority Indicator; KPI – Key Performance Indicator

KEY TO RISK LEVEL: L Low   M Medium   H High   Not Applicable - Corporate Indicator

Appendix A

ECALS - 2004/05 Performance Indicator Quarterly Report

No	Definition	Ref.	Links	02/03 Top Quartile	03/04 Actual	1st Qtr FIXED	1st Qtr CULM.	2nd Qtr FIXED	2nd Qtr CULM.	3rd Qtr FIXED	3rd Qtr CULM.	4th Qtr FIXED	4th Qtr CULM.	Year End Proj.	04/05 Target	On Target	Qtr Direction	Risk H/M/L	Action Plan	Comments
8	% of schools with Serious Weakness [Steve Walch]	SLTPI 14		N/A	1.4%	2.1%	2.1%	1.4%	1.4%					1.4%	0.7%	X	↑	M	✓	1 secondary school now removed due to closure, leaving 2 Primaries. Both LEA and Schools have produced Post OfSTED Actiojn Plans.
9	No. of childcare places created by	SLTPI 22		N/A	N/A													L		2004-05 Targets are extremely challenging but set inline with 2yr Government Funding Targets 2003-05.
a	Childminding places					79	79	39	118					240	240	X	→		X	Section (b) also includes "392" carry-over from 2003-04.
b	Out of school places					24	24	64	88					200	200	X	←		X	Targets introduced 2nd qtr, represent 04/05
c	Children Centre Places [Sue Walker]					0	0	0	0					50	50	X	↔		X	
10	No. of Truancy Patrols [Catherine Ratcliffe]	SLTPI 1		N/A	52	2	2	22	24					36	32	✓	↑	L	X	Government advises on additional patrol dates. Targets reflect LEA patrols.
11	No. of referrals to non-school attendance panel [Catherine Ratcliffe]	SLTPI 2		N/A	144	50	50	6	56					102	102	✓	←	L	X	
12	% of meetings of the Pupil Discipline Committee attended by the Director's representative for permanently excluded pupils [Catherine Ratcliffe]	SLTPI 4		N/A	100%	100%	100%	100%	100%					100%	100%	✓	↔	L	X	
13	% of contacts made by the Exclusions Officer to parents in the cases of permanent exclusions [Catherine Ratcliffe]	SLTPI 5		N/A	100%	100%	100%	100%	100%					100%	98%	✓	↔	L	X	

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KEY TO RISK LEVEL: L Low   M Medium   H High   Not Applicable - Corporate Indicator

Appendix A

ECALS - 2004/05 Performance Indicator Quarterly Report

No	Definition	Ref.	Links	02/03 Top Quartile	03/04 Actual	1st Qtr FIXED	1st Qtr CULM.	2nd Qtr FIXED	2nd Qtr CULM.	3rd Qtr FIXED	3rd Qtr CULM.	4th Qtr FIXED	4th Qtr CULM.	Year End Proj.	04/05 Target	On Target	Qtr Direction	Risk H/M/L	Action Plan	Comments
14	Pupils with statements of Special Educational Needs as a percentage of all children [Marium Haque]	SLTPI 15	KPI	N/A	3.09%	3.05%	N/A % of current postion	2.72%	N/A % of current postion					2.60%	2.60%	✓	↑	M	✓	As expected a significant drop in the numbers of Statements has occurred during the Summer holidays and coupled with the reduced numbers of new Statements being produced has led to a good improvement on this target. It is anticipated that whilst progress will slow over the coming months due to fewer statements being ceased, this target will still be met.
15	Take up of free school meals by those eligible [Ron Parry]	SLTPI 16	KPI	N/A	72.05%	70.17% [est.]	70.17% [est.]	66.78% [est.]	68.94% [est.]					73%	73%	✓	→	L	X	Estimated figures used. Overall total will increase when actual figures are complete. Initial figures – 2003/2004 63.63% final figure72.37%
16	No. of physical visits per 1,000 population to public library premises. [G. Kilminster]	BVPI 117	CPA KPI	6,295	4966	1040	1040	1060	2100					5000	6,000	X	↑	H	✓	Year end projection based on 2nd quarter figures. Target figure is based on public library standard now acknowledged by DCMS as being set too high. Usage trend is upwards & action plan identifies further initiatives to increase usage
17a	No. of visits to/usage's of museums per 1,000 population	BVPI 170	CPA a)KPI	744	257	65	65	80	145					320	420	X	↑	M	X	Clifton Park Museum closed for refurbishment.
b	No. of those visits that were in person per 1,000 population			522	232	59	59	59	118					236	400	X	↔		X	Opening delayed so targets now unachievable as based on longer opening period.
c	No. of pupils visiting museums & galleries in organised school groups [G. Kilminster]			N/A	261	0	0	0	0					0	2500	X	↔		X	Targets to be reviewed 2nd Qtr. Proposed revisions: a) 320 b) 236 c) 0
18	The No. of swims and other visits per 1,000 population [Mark Humphreys]	SLTPI 6a		N/A	3293	803	803	861	1664					3300	3300	✓	↑	L	✓	Improvement programme being implemented to review programming to increase participation

*Top Quartile relates to All England performance.
Codes for Links: CPA – Comprehensive Performance Assessment, LSPA – Local Public Service Agreement; RPI – Rotherham Priority Indicator; KPI – Key Performance Indicator

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KEY TO RISK LEVEL: L Low   M Medium   H High   Not Applicable - Corporate Indicator

Appendix A

ECALS - 2004/05 Performance Indicator Quarterly Report

No	Definition	Ref.	Links	02/03 Top Quartile	03/04 Actual	1st Qtr FIXED	1st Qtr CULM.	2nd Qtr FIXED	2nd Qtr CULM.	3rd Qtr FIXED	3rd Qtr CULM.	4th Qtr FIXED	4th Qtr CULM.	Year End Proj.	04/05 Target	On Target	Qtr Direction	Risk H/M/L	Action Plan	Comments
19	No. of books and other items issued by the Authority's Libraries per head of population [G. Kilminster]	SLTPI 8		N/A	4.9	1.2	1.2	1.3	2.5					5.2	6.5	X	←	H	✓	Action plan identifies further initiatives to increase book issues. Year end projection based on 2nd quarter
20	% of playgrounds which conform to national standards for local; [Peter Cunningham]	SLTPI 9																		Method of calculation has changed, not comparable with 03/04
a	unequipped play areas			N/A	62.50%	12.66%	12.66%	12.5%	12.5%					13.75%	12.82%	✓	→	L	X	1 play area re-categorised from LEAP to NEAP. This may mean that we may not now meet the target for LEAP's, but will probably be over the target for NEAP's. However, as a NEAP is a bigger play area, this should not be seen as being detrimental
b	equipped play areas			N/A	23.08%	16.46%	16.46%	15%	15%					17.50%	19.23%	✓	→		X	
c	Larger neighbourhood equipped play areas			N/A	40.00%	5.06%	5.06%	8.75%	8.75%					10.0%	8.97%	✓	←		X	
21	No. of playgrounds and play areas provided by the Council per 1,000 children under 12 [Peter Cunningham]	IDEA 37		N/A	1.98	1.90	1.90	1.92	1.92					1.92	1.98	✓	←	L	X	
22	Waiting times for people: [Kirsty Booth]	Corp 1																		Calculated by random sample.
a	With appointments					90%	90%	N/A	N/A					95%	95%	✓	N/A		X	Reception Service provided by RBT.
b	Without appointments					91%	91%	N/A	N/A					95%	95%	✓	N/A		X	
23	Replies to letters from members of the public within 10 working days [Kirsty Booth]	Corp 2				N/A [please see comment]	N/A [please see comment]	100%	100%					100%	100%	✓	N/A		X	Calculated by random sample. No letters from members of the public received in the sample week chosen by Corporate, [week commencing 15TH March].
24	Ave. no of working days lost to staff absence per FTE employee. [Sarah Stead]	Corp 3				3.18	3.18	3.14	6.32					12.64	9.9	X	←		X	Target not particularly stringent at present. Work is planned to introduce much more support for Managers in this area and the target will come down significantly next time

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Codes for Links: CPA – Comprehensive Performance Assessment, LSPA – Local Public Service Agreement; RPI – Rotherham Priority Indicator; KPI – Key Performance Indicator

KEY TO RISK LEVEL: L Low   M Medium   H High   Not Applicable - Corporate Indicator

ECALS - 2004/05 Performance Indicator 2nd Quarter Report

The following Performance Indicators are reported annually.

Investing in People

BVPI 34	% of primary schools with 25% places unfilled
BVPI 38	5 or more GCSEs A*-C inc. English & maths
BVPI 39	5 or more GCSE's A*-G inc. English and Maths
BVPI 40	Level 4 in Key stage 2 – Maths
BVPI 41	Level 4 in Key stage 2 – English
BVP 192a	Average days access to relevant training per practioner delivering foundation stage education
BVPI 192b	Average No. of QTS teachers per 10 non-maintained settings
BVPI 181	14 year olds achieving level 5 Key Stage 3
BVPI 194	% of pupils in schools maintained by the LEA achieving level 5 or above in key stage 2
SLTPI 10	Adults (19+) engaging in learning activities
SLTPI 13	Participation rates of 16-18 year olds in education, training and employment
SLTPI 18	% of 3yr olds receiving a good quality, free, early years education - of those 3yr olds whose parents wish them to access a place
SLTPI 20	Average points score for KS1
SLTPI 22	No. of childcare places available per 1,000 population of children under 5 not in early education

Place which cares

SLTPI 3	The % of pupils in excess of school capacity in Secondary Schools
IDEA 24	% school pupils who received drugs education during the year
IDEA 80	% of schools that have a drug education programme

Place for Enjoyment

SLTPI 21	The adoption by the authority of a local culture strategy [Ex BVPI 114]
BVPI 118	% of library user satisfaction [Triennial Survey]
BVPI 119	% of residents satisfied with the Local Authority Cultural services [Triennial Survey]
IDEA 36	% area of the Authority's parks and open spaces which are accredited with a Green Flag Award.
IDEA 38	No. of sports pitches available to the public per 1,000 population
IDEA 39	Area of parks and green spaces per 1,000 head of population
IDEA 94	Area of Local Nature Reserve per 1,000 head of population

Quality Service Provider

BVPI 33	Net Youth service expend per head age 13-19]
BVPI 193a	Schools' budget as a % of the funding assessment
193b	Increase on previous year schools' budget as a % of the increase in the schools' funding assessment
SLTPI 6b	Swimming Pools and sports centres - The net cost per swim/visit
SLTPI 7	The net cost per museum visit/use
SLTPI 17	Expenditure per pupil in LEA schools
SLTPI 19	Cost of Physical visit to public libraries
IDEA 40	Total net spending per head of population on parks and open spaces

Appendix B

Education, Culture & Leisure Services
Performance Indicator Consolidated Action Plan – 2004/05 2nd Quarter Update

Performance Indicator	Data	Action required	Links	Risks	Action Manager	Resource	Target Date	Outcome	Update
Number: Ref: **1** **BVPI 43a, b**		• New Service structure to be implemented	SEN Assess. Services Business plan	Structure to be in place	Marium Haque	Staff time	June 04	Effective & efficient service delivery.	Service re-structured and in place.
Definition: % of statements of SEN prepared within 18 weeks a) Excluding	2003/04 Target: a) 85% b) 45%	• Training to schools on implications of delegation and the reduction in referrals for Assessment.	SEN Strategic Plan Schools	Increase in referrals – reduction in performance	Marium Haque	Staff time	November 04	Increased knowledge on delegation with reduction in numbers of referrals.	Training booked for 8th November. All schools informed
b) Including those affected by exceptions	2003/04 Actual: a) 82.3% b) 58.3%	• Timeline alert system on EMS to be backed up with weekly alert system.	SEN Strategic Plan Capita	Alerts to improve performance in timescale	Marium Haque with SEN Officers	Staff time	July 04	Increased knowledge & awareness of assessments reaching deadlines.	Timeline alerts in place and in use
PI Manager: Marium Haque	2004/05 Target: a) 90% b) 50%	• Reduction in overall caseloads for Case Officers via ceasing of high incidence statements.	SEN Strategic Plan Schools Parents	Lack of reduction leading to poor performance	Marium Haque with SEN Officers	Staff time – saving on E08	April 05	Ability to improve quality of remaining statements & time to attend Annual Reviews providing guidance.	Numbers of statements have fallen by about 300. It is anticipated that this will continue.
Action Plan Manager: Marium Haque	2002/03 Top Quartile: a) 99% b) 80%	• Continued alert system for Health & education services producing advice	Every Child Matters SEN Strategic Plan NHS Schools EPS	Alert system to ensure advice on time and improving performance	Marium Haque with SEN Officers	Staff time	On-going	Improved performance with fewer statements considered as exceptions	Alerts given to EPS and Health colleagues. Training input to Health to be delivered at end of November.
Number: Ref: **16** **BVPI 117**	2003/04 Target: 5,500	Actions to increase usage of libraries identified in Annual Library Position Statement and Cultural Services Service Improvement Plan March 2004	Community Strategy Corporate Plan	As detailed in Cultural Services - Service Improvement Plan	Elenore Fisher Manager Library and Information Service	£90,000 to increase opening hours to meet Public Library Standard	Increased usage reported year end 2004/05	Increased numbers of people quality of life improved through accessing:	Significant efforts being made to sustain last year's improvement trend.
Definition: The number of physical visits per 1000 population to public library premises	2003/04 Actual: 4,945	• Recommendations 8,9,10,11,12 Actions 1a & 1b	Cultural Strategy					▪ Learning resources ▪ ICT	National marketing campaign to start 2005
PI Manager: Guy Kilminster	2004/05 Target: 6,000	• Recommendation 1c Actions 1& 2	CPA				Sustained/improved customer satisfaction rates year	▪ Entertainment ▪ Enjoyment	Chartermark achieved and to be used for local marketing purposes
Action	2002/03 Top Quartile: 6,295	• Recommendation 1d Action 1	RPA					▪ Community information ▪ Contact with RMBC at their local libraries	
Guy Kilminster		• Recommendation 1e	Framework						

Performance Indicator	Data		Action required	Links	Risks	Action Manager	Resource	Target Date	Outcome	Update
Plan Manager:				for the Future (DCMS)				end 2004/05		
Number: Ref: 17 BVPI 170	2003/04 Target:	a) 100 b) 90 c) 0	▪ Re-opening of refurbished Clifton Park Museum in October 2004	Community Strategy Corporate Plan	Delayed re-opening	Steve Blackbourn	Refurbishment costs met by Heritage	Year end 2004/05	Increased numbers of visitors of all ages improving their quality of life through	Re-opening delayed to January 2005 due to problems with drainage.
Definition: a) the number of visits to/usage's of museums per 1,000 population	2003/04 Actual:	a) 257 b) 232 c) 261	▪ Programme of activities/events. ▪ Improved resources for schools	Cultural Strategy CPA RPA		Principal Officer Museums, Galleries and Heritage	Lottery Fund and RMBC	170a 420 170b 400 170c 2,500	learning, entertainment and enjoyment visiting the Museum.	Targets will not be met and are to be revised
b) the number of those visits that were in person	2004/05 Target:	a) 420 b) 400 c) 2500								
c) the number of pupils visiting museums/galleries in organised school groups										
PI Manager: Guy Kilminster	2002/03 Top Quartile:	a) 744 b) 522 c) n/a								
Action Plan Manager: Guy Kilminster										
Number: Ref: 18 SLTPI 6a	2003/04 Target:	3,400	▪ Improvement in participation levels to all users.	Community Plan Cultural Strategy	Failure to improve on performance levels	Mark Humphreys	Financial cost of improved marketing and promotional material	3200	Reduce decline in participation levels	▪ Draft Target groups and indicators established. ▪
Definition: Swimming pools and sports centres: The number of swims and other visits per 1,000 population	2003/04 Actual:	3,293	▪ Establish target groups for focused development work	Leisure and Green Spaces Business plan/improvement plan				Some key indicators still to be set on target groups		Work on base line information in progress in 3rd Qrt
	2004/05 Target:	3,300	▪ With appropriate performance indicators				Cost of engaging marketing company			▪ Review of water based programming complete. Changes to be implemented through 3rd/4th Qrt
PI Manager: Mark Humphries	2002/03 Top Quartile:	n/a	▪ Establish more effective customer focused							

Performance Indicator	Data		Action required	Links	Risks	Action Manager	Resource	Target Date	Outcome	Update
Action Plan Manager: Mark Humphries			programming. ▪ Establish more effective marketing and promotional activities to support							▪ Draft Marketing strategy/plan produced with external company. Under review
Number: Ref: 19 SLTPI 8			Actions to increase usage of libraries identified in Annual Library Position Statement and Cultural Services Service Improvement Plan March 2004	Community Strategy	National trend of less borrowing of books	Elenore Fisher Manager Library and Information Service	Sustained materials fund to allow investment in new book stock	Year end 2004/05	Increased numbers of library users borrowing books for learning and enjoyment	Continued efforts being made to encourage increased borrowing.
Definition: Number of books and other items issued by the Authority's libraries per head of population	2003/04 Target:	6.0		Corporate Plan				Target 6.5	More children engaged with the pleasure of reading	National marketing campaign to take place 2005
	2003/04 Actual:	4.9	▪ Recommendations 1a & 1b Actions 8,9,10,11,12	Cultural Strategy					Improved literacy skills	Significant progress made win engaging children
	2004/05 Target:	6.5	▪ Recommendation 1c Actions 1 & 2	CPA RPA						
PI Manager: Guy Kilminster	2002/03 Top Quartile:	n/a	▪ Recommendation 1d Action 1 ▪ Recommendation 1e Actions 1-4	Framework for the Future (DCMS)						
Action Plan Manager: Guy Kilminster			▪ Recommendation 5 Actions 1-3 ▪ Recommendation 6 Actions 1&2 ▪ Recommendation 7 Action 1	Education Development Plan						
Number: Ref: 2 BVPI 44	2003/04 Target:	1.15	Individual contact with senior management of high excluding schools	Behaviour Support Service Education Welfare Service Inclusion Services	HIGH	AC / HL	All reduction will decrease pressure on interim tuition	On going	Ideally lower exclusions – since headteachers have the right in law to permanently exclude we cannot be prescriptivE	Not applicable – new action plan to address 2nd quarter performance issues.
Definition: Number of pupils permanently excluded per 1,000 pupils	2003/04 Actual:	0.97								
PI Manager: Catharine Ratcliffe	2004/05 Target:	1.1	Implementation of new DfES guidance on hard to place Pupils (published 18.11.04)	As above plus Admissions	LOW	AC/ CR/ HL	Unknown at this point	September 2005	More equitable sharing of excluded pupils between secondary schools may result in fewer exclusions	As above.
PI Manager: Catharine Ratcliffe	2002/03 Top Quartile:	0.9	Implementation of Parenting Orders/Contracts (The Education (Parenting Orders)(England) Regulations 2004	Education Welfare Service		AC/ CR/ HL	Unknown at this point	March 2005	Further strategies to reduce the rate of permanent exclusion	As above.

ECALS - 2004/05 Performance Indicator Quarterly Report

Appendix B

Performance Indicator	Data	Action required	Links	Risks	Action Manager	Resource	Target Date	Outcome	Update
		Increased training opportunities for staff and governors on processes and expectations of schools in relation to management of pupils	Behaviour Support Service Education Welfare Service Inclusion Services		CR	Unknown at this point	Ongoing	Fully trained personnel involved in decision making process relation to exclusion.	Not applicable – new action plan to address 2nd quarter performance issues.

Agenda Item 6

	ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS	

1.	**Meeting:**	**Cabinet Member and Advisers, Education, Culture and Leisure Services** **Lifelong Learning Opportunities Scrutiny Committee**
2.	**Date:**	**14th December 2004 and 20th December 2004 respectively**
3.	**Title:**	**Schools PFI Project Update: Autumn Term 04**
4.	**Programme Area:**	Education, Culture and Leisure Services

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

By December 2006, there will be new schools for Coleridge, Ferham, Kimberworth, Maltby Crags Infant, Maltby Crags Junior, Meadowhall and Thornhill Primaries; and Winterhill, Wingfield and Wath Secondaries.

Additionally, new key Young Person's Centres will be provided at Thornhill Primary and Wath Secondary; and significantly refurbished centres at Wingfield, Clifton, Thrybergh and Winterhill Secondary schools.

6.   **Recommendations:**

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

7. **Proposals and Details:** The appendix describe progress with the Construction Facilities Management and Building Learning Communities, the Not for Profit Company.

8. **Finance:** The Council was awarded £71.4m of PFI credits from the DfES as a contribution towards the costs of the scheme. The remainder of the funding derives from the premises related parts of the schools delegated budgets and the Council itself. Transform Schools receives a monthly unitary payment from the Council which began in April '04. However the payment is based on the schools reaching full services availability, and the full unitary payment will not be reached until 2007/08 when all the schools will be complete and operational.

9. **Risks and Uncertainties:** The risks and uncertainties relate both to any delays in the actual construction process and also lack of service quality/delivery in the facilities management operation of the schools.

10. **Policy and Performance Agenda Implications:** The policy is key to the priority of investing in people.

   The new and exciting built environment will support the raising of standards of achievement of a significant number of our young people.

   Key cross cutting issues of sustainable development, equalities and diversity, regeneration and health are all supported by the project:

   • Sustainable development by the provision of modern, energy efficient buildings, maintained to a clear output specification
   • Equalities and diversity through the provision of areas designed many and varied needs with all of the schools being fully accessible.
   • Regeneration in that the schools are beacons in terms of their aesthetic quality, financial investment and community focus as well as improving educational standards
   • Health by the provision of safe, dry and warm buildings with the promotion also of excellent catering facilities

11. **Background Papers and Consultation:** Cabinet Member and Advisers, Education, Culture and Leisure Services, 30th September 2003, 16th March 2004, 6th July 2004

   Lifelong Learning Opportunities Scrutiny Committee 22nd March 2004, 26th July 2004

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Appendix – Schools PFI Project – Autumn Term 2004

Construction

Transform Schools (Rotherham) Ltd sub contract the construction work Rotherham Schools Joint Venture, a partnership between 2 Balfour Beatty companies (Balfour Beatty Construction and Balfour Kilpatrick). Construction work continues to make excellent progress. It should be noted that all new buildings will have defect lists. These are being managed by the Joint Venture and they have appointed an After Care Manager to deal specifically with post handover issues. Progress is described below.

Thornhill

This is a full service school with pupils, young people and staff enjoying the building since 18th April 2004. The building itself includes the school, Key Young Persons Centre and Sure Start. All works should now be complete with the old school having been demolished by the end of November.

Ferham

The Ferham Centre is a combination of school, sure start centre and Space for Sports and Arts and opened in full service in June 2004. The demolition of the old school is now complete with good progress on other external works such as the community car park, streetlighting and perimeter fencing.

Clifton

Phase 1 opened to the pupils in September 2004. Including its already highly acclaimed dining area, performing arts and technology areas.

Phase 2 is already making good progress as the photograph shows. This includes the Administration and Humanities new block alongside the refurbishment of the existing main building.

Winterhill

Phase 1 will be complete in December 2004, including superb hall, learning resource and social areas. Additional temporary classrooms are being brought on to site so that the whole school will be together from January 2005. The next phase will then begin by demolishing the remainder of the old school and adding new build up to and incorporating the CLC.

Wath

This project is on target for completion before April 2005, when all of the pupils will begin to enjoy the new school. This will be the first secondary school to be completed in total and the building itself looks quite stunning.

Wingfield

This will be the second complete secondary school in September 2005. It is making good progress with roof, vertical cladding, internal blockwork and window installation substantially complete in the majority of areas. Of special interest to the school and the community is the refurbishment of the sports hall. With a new roof and floor, it should be ready to hand over to the school at Christmas 2004.

Wickersley

Construction at this school will be over a longer period of time (until Autumn 2006) and it is also well on target. New build and refurbishment are ongoing, simultaneously, all making good progress and on time. The new build administration, and classrooms are making a big impact at the front of the school as Wickersley, traditionally has always had poor facilities in this area. It replaces the 30+ temporary classrooms, which provided some of the poorest accommodation in Rotherhams Schools.

Also complete are the refurbishment of the sports hall and one of the teaching blocks.

Maltby Crags Junior and Infant

The superstructure of the building is nearly complete with good progress also in the mechanical and electrical work inside the building. The photograph shows a very distinctive, innovative building, which will be ready for the children in April 2005.

Thrybergh

Again, the photograph shows excellent progress with the new build science and hall extension. Refurbishment is also ongoing in a school, which will be completed in September 2006.

Design Development

Ten schools are described above. For the other five, Coleridge, East Dene, Kimberworth, Meadowhall and Wath Central, design development has either begun or will begin shortly.

The Council itself is suggesting some significant changes to the Coleridge and Kimberworth buildings, transforming these into Children's and multi agency Centres. This reflects one of the prime criteria of the partnership – that Balfour Beatty had to be flexible if changes were being suggested through Council and Government Initiatives. This far there has been a very positive response from our partner.

Facilities Management

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

Interim Services to all schools with the exception of Thornhill and Ferham, include reactive maintenance and repairs and the provision of soft services. The latter include caretaking, catering, cleaning, waste management, pest control, and grounds maintenance.

Full services are provided to Thornhill and Ferham Primary Schools. This means there is a regime of both planned and reactive maintenance, which keeps the schools in a condition similar to that which was handed over to the Council.

The helpdesk is now operating for all 15 schools and is logging over 400 calls per month. The majority of these calls are for fabric repairs, often carried out by the caretakers on site. The latter are now Haden employees, transferred under TUPE from 1st April 2004. Cleaning and catering are provided by the Council's own in house organisations, Premises Support services and Education Catering Services. Additionally, Haden has sub contracted grounds maintenance to Mitchell and Struthers.

Especially pleasing are the significant increases in meal take up in all 3 of the new provisions at Thornhill, Ferham and Clifton. Cashless catering is also being introduced at all secondary schools and Clifton is the first to see this is operation.

The service is still bedding in and the Council is giving as much support as possible to the schools in relation to a client function.

Firstly each school has a nominated project manager from Economic and Development Services to assist in construction matters. In those schools in full service he will still assist to ensure all defects are remedied and that the impact on the day to day running of the school is minimised.

For facilities management, the Council has identified a nominated Building Manager. He will support schools to ensure that Haden are fulfilling the key performance indicators of the output specification. A minimum of 1 monthly visit will be made to each school to receive feedback on Hadens performance and to follow up on issues.

An overview is maintained by the Councils Strategic Resources Team members who meet weekly with their Balfour Beatty partners.

Additionally, there are 2 monthly meetings which ensure the project is kept on track; the Project Liaison Group with representatives from the schools as well as the Council and Balfour Beatty; and the Facilities Management Group, which monitors specific progress with a special emphasis on the payment and performance mechanism.

This support mechanism is additional to everything Balfour Beatty has put in place themselves to deliver the project and which has been described in previous reports. The risk for the success of this project is firmly with Balfour Beatty but that success can only be assured with the significant support as described above.

We should acknowledge the considerable time and effort sustained by the staff in the schools themselves, without which the whole project could not be possible. It is more intense during construction but there is still monitoring role during the ongoing period of facilities management.

Building Learning Communities

Responsibility for community provision, including lettings is now with a not for profit company, 'Building Learning Communities'. The company should be incorporated by Christmas and will be run by a Board supported by Pete Dickson, the General Manager. The Board's first 3 directors will be Councillor Boyes (LEA), Richard Benfield (Transform) and Steve Hawkins (PCT). They will then nominate further members up to 16.

The General Manager is bringing together four Management Development Groups representing the schools and other groups in those areas of the Borough, where the project is located. They will be key in informing the future direction of the Company. It is intended that future reports will chart the progress of the company.

Agenda Item 7

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1.	**Meeting:**	Cabinet Member and Advisers
2.	**Date:**	14th December 2004
3.	**Title:**	Strategic Area Review of South Yorkshire 2004: Findings, Recommendations and Consultation Response
4.	**Programme Area:**	Education Culture and Leisure Services

5. **Summary:** Strategic Area Reviews (StAR) are a key element of the Government' strategy for reforming non-higher post-16 education and training. It is the responsibility of the Learning and Skills Council South Yorkshire (LSC SY) to undertake this review in South Yorkshire.

The main purpose of the StAR is to make sure that the mix of education and training provision being supported by LSC SY meets the needs and improves the choices of learners, employers and the wider community.

LSC SY have, over the past year, been working with a number of key partners to examine: current non-higher post 16 education and training delivery patterns to identify likely future demand and; changes that will need to be made to make sure that future delivery best meets the needs identified and improves the choices available.

This work has resulted in the publication of a draft report *Strategic Area Review of South Yorkshire 2004 – a consultation document.* The consultation is to be undertaken during November and December 2004 with a closing date of 31st December 2004.

6. **Recommendations**

- **That the report be received**

- **That Members consider the proposed responses to the consultation questions (Appendix B), with a view to approving their submission to LSC as the formal response from Rotherham Council.**

7. **Proposals and Details:** The StAR report covers the four local authority areas of Barnsley, Doncaster, Rotherham and Sheffield and was undertaken by the Learning and Skills Council South Yorkshire as part of the Government's strategy to reform non-higher post-16 education and training.

    Appendix A to this report draws directly from the StAR consultation report and covers:

    A. Specific issues relating to Rotherham;
    B. Specific issues relating to the Dearne Valley Partnership and;
    C. General issues having implications for Rotherham not covered in (i) and (ii) above.

    Appendix B gives the list of consultation questions. The proposed responses to these questions are submitted for Members consideration, with a view to forwarding them to LSC SY as the Council's formal response to the consultation.

    The consultation period covers November and December 2004 with a closing date of 31st December 2004.

8. **Finance:** The additional capital financial implications are largely for the LSC SY and are currently the subject of a proposal made by the Learning Spoke of the Local Strategic Partnership. There is, however, a desire to align the opportunities for capital funding (Building Schools of the Future, PFI, Single Pot) to ensure coherence and cost effectiveness resulting in an efficient and high quality learning environment for children and young people post-16.

    Other sources of external funding will be aligned to the core funded activity to create new and exciting learning opportunities linked to the needs of the individual and will form part of the strategy to regenerate the area.

9. **Risks and Uncertainties:** The Council has a statutory responsibility to ensure the quality of education for all children educated in maintained schools. It is also a key player in the Local Strategic Partnership (LSP) for both the Learning strand and activities related to the regeneration of the area.

    Education and training plays a significant role in ensuring that young people are able to progress in to the work place with the highest level of qualifications and skills in order for them to play a full role in contributing to the re-generation agenda.

    The StAR report, and more importantly the response to it, should form the agenda for the changes that are necessary and need to take place to raise the achievement and attainment levels of young people; attract investment; and deliver the vision.

10. **Policy and Performance Agenda Implications:** The action plan arising from the StAR report, should be consistent with the Community Strategy and Corporate Plan. The improvement actions should address the Corporate Priorities for:

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

11. **Background Papers and Consultation:** Strategic Area Review of South Yorkshire 2004 (www.lsc.gov.uk/southyorkshire)

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Strategic Area Review of South Yorkshire 2004

The following key points have been extracted from the consultation report and follow the structure of this report.

A. Specific issues relating to Rotherham

a) Context

i) Economic and Social

The sub-region of Rotherham has the highest proportion of employees in manufacturing (20.9%) and skilled and machine operative trades (15.8%). It also has the lowest density of business compared to the working population as a whole. Between 1999 and 2003 there has been an increase in the overall proportion of adults who are economically active.

33% of firms, the highest proportion in the sub-region, state that skills problems inhibit their growth potential. Although the percentage of the population qualified to NVQ 3 and 4 is increasing, it is still below Yorkshire and Humberside and national averages.

ii) Schools, Colleges and Work-Based Learning

Post-16 provision includes two FE Colleges, a 6th Form College and a mix of 11-16 (8) and 11-18 (8) school based provision. Rother Valley College (RVC) has recently merged with Rotherham College of Arts and Technology (RCAT). RCAT has closed its 6th Form provision to enable it to concentrate on its key strength of vocational education and training.

Achievements at GCSE are the highest in the sub region and compare positively with value-added measures and the performance of similar authorities. Staying on rates in schools are, historically, good and recent recruitment to FE provision is improving.

"Some impressive innovations" arising from the Area-Wide Inspection in 2001 are now being consolidated into an "overarching ambitious strategy for 14-19 development"

FE provision is generally improving, with better achievements in each of the last three years. Relationships between providers are strong. The quality of work-based learning has been improving in quality recently.

b) Current Activity

Three Rotherham Excellence Partnerships (REP) are being developed in each of the three parliamentary constituencies, based on the work of the Dearne Valley Partnership (DeVeLoP). DeVeLoP is one of the innovations arising from the Area-Wide Inspection in 2001. Provision within the REPs will be sufficiently flexible to cross both constituency and local authority boundaries. The REPs aim to develop provision to respond to learners needs and increase participation, retention and achievement.

Rather than changing the post-16 school based provision the LEA is looking to: improve collaboration between providers by building on existing, nationally recognised, partnership arrangements created through the Leadership Incentive Grant (LIG); the strategic development of Specialist Schools; the active development of inclusive provision linking specialist Special Needs provision with mainstream providers and; the commitment to link young people with employment opportunities through vocational clusters and joint staff development and the use of the virtual learning environment (VLE) and Rotherham Learning Grid (RLG).

High quality learning opportunities and equipment are offered by significant local employers such as the Music Factory and MET UK. The Council itself, as a major employer, seeks to maximise opportunities for work experience within its departments.

Rotherham Chamber of Commerce will be a key, active partner in a major new initiative, designed to encourage a culture of enterprise across all phases, that is due to start shortly. It aims to feed entrepreneurial qualities into the pre and post-16 sector in the future.

c) Key Outcomes Relating to Rotherham

i) 14-19

- There are some good examples of 14-19 collaboration that now need to be strengthened
- The delay in progressing some of the recommendations of the Area-Wide Inspection Report are now progressing more quickly
- Rotherham has the best GCSE results in South Yorkshire
- Progression to FE has been relatively limited and is seen as an area for further improvement
- A combination of clear leadership and strengthened partnership arrangements now shows significant promise for the future
- The LEA is strongly committed to making progress for the whole 14-19 group through collaborative arrangements
- The Young People's Service has a strong commitment to, and much success in, re-engaging those youngsters who are currently lost within the group not in employment, education or training (NEET)
- The work of the Entry to Employment (E2E) partnership needs to be acknowledged

- The merger of RVC and RCAT should lead to improved planning, coherence and cost-effectiveness
- RCAT will take an increased lead in work-based learning. This is seen as a positive move given this sector's poor record of performance in recent times
- The Centre for New Technologies (CENT) @ Magna is one of a number of excellent 14-19 arrangements
- CENT has attracted national acclaim for its work with creative and digital industries; CAD/CAM; fibre optics; Microsoft vendor qualifications; CISCO Academy and networking qualifications. It draws together Sheffield Hallam University, local Colleges, schools and private and voluntary sector providers
- The plan for the development of REPs is sound but a more detailed analysis of possibilities and changes needed is now imperative. The work is well in hand.

ii) 19+ and the Skills Strategy

- The first inspection of Adult and Community Learning (ACL) criticised the lack of strategic direction and quality. The subsequent re-inspection recognised that significant progress had been made and assessed the direct provision of family learning as good
- The LEA is committed to working with the LSC to ensure a strategic approach to the further development of ACL
- The LEA does not aspire to be a significant direct provider but its responsibility for high levels of funding necessitates improved supervision of the provision for which it pays
- ACL is seen to be integral to the development of Children and Young People's Services
- Key sectors for the improvement of the local economy include construction, retail, ICT technician skills, advanced manufacturing and entrepreneurship

iii) e-learning

- The South Yorkshire e-Learning Project (SYeLP) has benefited mainstream secondary curriculum delivery
- Much innovative work is taking place and works best where e-learning and 14-19 "*Pathways to Success*" initiatives have been integrated
- Rotherham's success in this area has been recognised nationally
- CENT (@ Magna) initiatives are strongly based on e-learning approaches
- Good progress is being maintained which will secure maximum benefit from opportunities afforded by Objective One funding and SYeLP

B. Specific issues relating to Dearne Valley

It was recognised that the Dearne Valley had an unusual combination of a distinct sense of identity and strong economic and social relationships to the rest of the sub-region. For this reason, the StAR Advisory Group felt that the Dearne Valley needed to be treated as a particular sub-set for the whole area and should be involved in the major planning activities of Barnsley, Doncaster and Rotherham. Issues relating to the Dearne Valley and the DeVeLoP activity are listed below. Where these relate to a specific area within the sub-region the area is given in bold after the statement.

Key Outcomes Relating to the Dearne Valley

- 30% of Dearne Valley Colleges (DVC) 16-18 year old recruitments come from the Barnsley area. DVC should be a full partner within the development of the Barnsley post-16 inspection Action Plan
- The DV has been a recent source of new jobs, though this has often lured youngsters away from full-time FE
- DeVeLoP is regarded by most partners as one of the strongest outcomes from the Rotherham inspection (Area-Wide) and the best example of cross-sector working
- DVC is well respected within and beyond the Rotherham boundaries for its work in 14-19
- The success of the project is partly attributable to the fact that DVC is clear about its mission as a community institution, which specialises in vocational education
- The planning and provision should not be limited by the local government boundaries that tend to sit most naturally with schools
- Learndirect provision is strong at DVC
- Doncaster Education City (DEC) planning needs to take account of the overlap in employment and learning provision terms within the DV
- DVC recruits 16 year-olds from all Doncaster schools

C. General issues having implications for Rotherham

a) Work-based Learning

- A large number of providers has achieved lower grades in inspection and provider performance review
- Historically, work-based learning was often regarded as a third choice for youngsters after 6th Form study or full-time FE. There are now clear signs of improvement with better staying on and success rates and rising numbers participating in apprenticeships across a broad range of skill areas
- The E2E programme has been popular, attracting large numbers of young people across all four boroughs
- Good quality work-based learning is an essential part of the offering, which should be made to the 14-19 age-group
- There should be a concerted effort to include work-based learning organisations as equal partners in the large scale developments of the StAR

b) Information, Advice and Guidance; The Connexions Service

- Whilst careers education is a responsibility of all schools, in practice their capacity to deliver it varies significantly
- The Connexion's work with the NEETs group shows positive results in terms of re-engagement with learning but has much reduced the capacity for making a universal service available to all young people
- The absence of dispassionate advice, for some youngsters, on progression is a matter which goes to the heart of some significant inefficiencies and injustices in the post-16 system
- Objective 1 investment has been important in promoting guidance and the relevant partners should consider all other means for supporting more of this

c) 14-19: General Considerations

- The pace of change has been slow and areas identified as a weakness in the Area-Wide Inspection Report are still present
- Attitudes towards post-14 education are still strongly influenced by tradition amongst learners, parents and providers
- There is a tendency to esteem academic 6th Form learning above all other forms of learning provision
- There is unlikely to be substantial additional funding for the 14-19 curriculum or for the skills strategy, and certainly not at the levels which have supported some of the project initiatives of the last three years
- Capital developments have been a substantial incentive to change. These should be maximised during this period. However, demand will certainly outstrip available funds
- Heads and LEAs increasingly see that major improvements with 14-16 year olds will come only as a result of points scored by routes other than GCSE

d) Adult and Community Learning Provision: General Issues

- The voluntary and community sector is a particularly important player in the provision of adult learning opportunities
- Northern College is an important resource for the sub-region
- The combination of budget and programme opportunities has given rise to endless overlap between programmes and some wasteful competition between providers
- There is a need for progress to be made in moving towards a pattern of provision which serves the needs of the local economy, including ensuring that adults with basic skills needs are enabled to take the first step on the ladder of improvement

e) Skills Strategy in LSC SY Area

- The need to match the supply of skills into the labour market with demand was a major force behind the creation of the LSC
- The Government's intentions on workforce development are very strong. StAR will need to show how local LSCs are going to deliver on this complex agenda

- In SY European Objective 1 funding is very significant in skills development
- If we are to compete internationally through high-value added production, it is the skill levels of the workers that will make the most difference in the next 10 years
- Major growth areas are predicted to be in Healthcare and Social Work; Business and Personal Services; Transport; Education; Wholesaling and Hotels and Catering; the Creative and Digital industries; Professional and Finance occupations
- Construction is also an important sector but predicting the likely labour needs is complex
- Further decline in Production-based industries; Metals and Manufacturing; the Food industry and Public Administration
- Currently, Manufacturing, Education, Business Services and Transport have the hardest to fill vacancies

f) Information, Advice and Guidance for Adults (IAG)

- There is a need for better careers guidance for adults
- The StAR evaluation concluded that whilst there are many individual examples of good practice, the service as a whole remained a poor relation in the post-16 constellation
- There is a low level of awareness and understanding of the services available and how they benefit individuals, businesses and the wider community
- The profile of IAG should be raised through a co-ordinated programme of promotion, clarifying the services available and linking them to the newly produced national; entitlement

g) Learners with Learning Difficulties and Disabilities (LLDD)

- Recent legislation makes it unlawful to discriminate against learners with learning difficulties or disabilities and places the onus on agencies and providers to make satisfactory provision as a matter of course rather than as a special concession
- In recent years there has been an increase in the number of LLDD entering post-16 provision. There are approximately 7% of LLDD in FE Colleges, 4.6% in work-based learning and 3% in 6th form colleges
- The main negative influence on young people's destinations in to post-16 provision is the lack of impartial advice at local and sub-regional level and information sharing between agencies at the point of transition
- Transport is a major issue. It is very expensive and currently there is no legislation to ensure that it is adequate to meet the needs of all learners

h) Equality and Diversity for the LSC SY Area as a Whole

- Equality and diversity issues are now seen as an aspect of economic success as well as personal and social justice
- Male participation amongst 16-18 year olds is increasing faster than the participation of females who currently have the greatest rates of participation

- Numbers of BME learners have increased faster than the overall increase in learners. The increase was more marked in FE than in other providers and was greater in Doncaster and Rotherham
- The number of aged 50+ learners has increased by 7% in the last 2 years. Most 50+ FE learners are below the statutory retirement age
- In equality and diversity matters the key challenge is to change mainstream provision
- The LSC SY has indicated its priorities for equality and diversity, with five key indicators that are:
  - To raise the participation of Learners with Learning Difficulties and/or Disabilities in the higher levels of study (level 3) to 8% by 2006
  - To increase participation of Learners with Learning Difficulties and/or Disabilities in work based learning to 8% by 2006
  - To equalise participation in learning between men and women amongst 16-18 year olds by 2006
  - To raise the achievement rates of Black and Minority Ethnic (BME) learners in FE to 83% by 2006
  - To increase participation of older people in learning to 10% by 2010

i) Information and Learning Technologies (ILT)

- The SY e-learning Project is a national leader in the field of information and learning technologies
- Whilst the project is largely school based it also involves colleges, public libraries, work-based learning providers and employers
- There have been particular successes in improving retention and achievement in work-based learning
- Staff development is needed to overcome present barriers to increased usage, to understand more about the potential benefits of ILT and to know how to use it
- In the SY area technical connectivity is not an impediment to use
- SY presents a more uniformly positive picture of usage than most other areas of the country

j) Objective 1 Funding

In most areas it is acknowledged that objective 1 funding has been critical in major developments

Emerging Issues and Recommendations - Summary

A. Rotherham

- There is no current case for any further re-structuring of post 16 provision
- There is a need to progress identified capital investment issues to ensure the availability of first-class learning environments that put the learner first
- The role of Dearne Valley College needs to be more clearly defined in the light of its significance in recruitment across the sub-region

- The viability of smaller 6th Forms needs to be considered as part of the overall plan to develop stronger collaboration across post-16 providers in the area
- There is a welcome recent growth in commitment from most institutions to an improved provision from stronger and more learner-centred collaboration. This now needs to progress to firm agreement in principle and then practice in all three areas
- The successful DeVeLOP initiative is a model which can be adapted and adopted by other areas, drawing particularly on its commitment to level 1 and 2 as well as level 3 learners, and its shared approach to planning and delivery. The experience of the CENT@Magna initiative should be similarly exploited and built upon, as should the opportunities now provided by the Enterprise Skills initiative
- There needs to be detailed analysis of the implications of a partnership plan for provision in all three Excellence Partnership areas, based on predicted learner numbers, the actual range of choice to be offered and how schools of differing status will work together and work with Thomas Rotherham College, Rotherham College of Arts and Technology and Dearne Valley College
- Because of its location between Barnsley, Rotherham and Doncaster particular consideration needs to be given to the Dearne Valley and, in particular, to the role of the College in respect of the "DEC" and "Re-making Barnsley – Remaking Learning" proposals.
- The recent improvement in the quality of the ACL programme needs to be maintained particularly in the direction of making stronger links to the skills strategy, and the development of the Children & Young People's Service.

B. Dearne Valley

- Because of its unusual combination of distinct identity and strong economic and social relationships to the rest of the sub-region, particular regard should be paid to the challenge of planning in the Dearne Valley
- Dearne Valley College should be fully involved in those developments in Barnsley, Rotherham and Doncaster which bear upon its curriculum profile and recruitment

Strategic Area Review of South Yorkshire 2004: Consultation Questions and proposed Responses.

Q1. Do you agree that in Sheffield there is no current case for further structural change in schools or in the FE sector, including the addition of new 6th forms? If not, what further changes would you propose?

Q2. What developments in curriculum, funding, management and governance arrangements will enable "Learning for Life" to improve choice for the whole 14-19 group?

Q3. What should be the key features of a more coherent plan for the various programmes for adults in Sheffield and how should the plan be developed?

Q1 – Q3 relate specifically to Sheffield

Q4. What are the key planning activities to improve Barnsley's currently low levels of achievement at 16 and staying-on beyond 16?

Q5. What are the major practical challenges to the implementation of "Re-making Learning" in Barnsley?

Q6. What are the most effective ways of achieving improvements in basic skills achievements for adults and better progression into further education and work in Barnsley?

Q4 – Q6 relate specifically to Barnsley

Q7. Do you agree that there is no current case for further re-structuring of post 16 education and training provision in Rotherham? If not, what proposals for change would you make?

It is agreed that there is no current case for further re-structuring of the organisation of post-16 education. However, the delivery of post-16 learning will need to change to meet the changing demands of the learners.

Rotherham has a range of excellent practice which has developed within the borough. A key issue for partners is to ensure that this practice is developed across the borough and that learners are not disadvantaged by where they live. There is a need to develop an entitlement for young people which will be delivered where ever learning takes place.

Education in Rotherham serves its young people well, with attainment at 16 and progression into post-16 learning showing a steady trend of improvement that compares well against other areas in the sub region. However there is still room for improvement with specific groups of learners. The current structure obviously contributes to the positive profile within the borough, however Rotherham has developed a culture of aspiration which demands more of the system. The Excellence Partnership model, based on true collaboration and partnership, does demand that the current system operates in an improved way.

Q8. Is collaborative working between schools, colleges and work-based learning providers in Excellence Partnerships the right basis for improved 14-19 delivery? If so, what are the practical challenges to effective delivery within the partnerships, and how can they be overcome?

Collaborative working between schools, colleges and work-based learning providers in Excellence Partnerships is the right basis for improved 14-19 delivery. There are already strong examples of the effectiveness of working and the enhanced benefits gained by the learners and the providers.

Rotherham seeks to develop a more coherent 14-19 phase of learning, to encourage young people to stay in learning and to increase their attainment. This can only be achieved by all providers of 14-19 learning working together to ensure that young people have access to a wide range of attractive, high quality, relevant learning opportunities. The practical challenges to delivery will include:

a) Transport
A transport strategy needs to be developed. We need innovative ways of ensuring that pupils are not disadvantaged by the lack of transport between different learning sites.

b) Development of e-learning opportunities
The SYeLP has given the borough a real focus on e-learning. This now needs to be built on and good practice developed.

c) Terms and conditions of service of different staff working in different sectors
This is a national issue that needs to be addressed.

d) Funding 14-19
The 14-19 phase of learning has a plethora of different initiatives and short term funding. Whilst this has help to develop a range of good practice and facilitated new ways of working, it does require rationalisation and incorporation into core budgets if partnership arrangements and the delivery of enhanced vocational opportunities are to be successful.

Q9. Do you agree that, within the overall aim of improving the quality of the ACL programme in Rotherham, the particular challenges are to make stronger links to the Skills Strategy and the Children and Young People's Service? Are there other priorities which are equally important?

It is agreed that the immediate agenda for ACL is consolidation of the significant improvements made in the last 12-18 months, particularly in the management of the quality assurance procedures within the subcontracted provider organisations, in particular raising the qualification levels of the workforce. The Service in Rotherham is moving towards more of a "commissioning" model of delivery, to ensure funding for provision that widens the curriculum range and demonstrates a closer strategic fit with the priorities emerging in the development of the Children and Young People's Service.
There are two new priorities that need consideration. One is the case for the local authority to develop as a direct deliver of basic skills, particularly to address the needs of the internal workforce. The second is to look at the role community learning could play in the Community Leadership and Workforce Remodelling initiatives.

Q10. How can the practical delivery imperatives for DEC of funding provision, governance, management and detail of curriculum delivery best be tackled? What other action can be taken immediately to improve staying-on rates and achievement levels for 16 year olds?
Q11. What aspects of provision for adults should now be prioritised by DEC to increase adult participation and achievement?
Q12. Do you agree that there is no current case for closing 6th forms in Doncaster but that their viability should be reviewed as the planned movement into area campuses takes effect? If not, what other proposals for change would you make?

Q10 – Q12 relate specifically to Doncaster

Q13. Do you agree that the Dearne Valley should have a particular status within the overall borough planning arrangements of Rotherham, Barnsley and Doncaster, and, if so, what issues are especially relevant?

The Dearne Valley should have a particular status as the young people who live in the area frequently cross borough boundaries to go to school, college, training or work.
The DeVeLoP project has highlighted issues such as the coherence of initiatives across the boroughs and; working with employers. If these are not considered as Dearne Valley issues, i.e. equally relevant to Barnsley, Doncaster and Rotherham, this could have a negative impact on opportunities and experiences for learners.

Q14. Do you agree that these are the key 14-19 issues to be tackled in all areas? If not, what others are there?

The issues highlighted in the StAR describe the major challenges the sub region faces in developing provision 14-19.
Two areas which do not feature in the list are:
- the engagement and development of the role of employers in 14-19 provision – a critical element of the widening opportunities and quality experience agenda.
- the engagement and involvement of parents/carers – again critical if learning opportunities post-16 e.g. academic, vocational or work-related are to be seen as of equal value.

Q15. What must be done to reconcile StAR planning with the new proposals of the DfES 5-year plan, including the introduction of new academies and the possibility of new 6th forms being opened in 11-16 schools?

The key element that needs to be in place is effective partnerships that focus on the needs of the learner. The Rotherham Excellence Partnership (REP) proposal has partnership and collaboration at its heart and builds on the good practice already established through the Leadership Incentive Grant (LIG) work in secondary schools.
The key to effective partnerships is the total acceptance, by all partners, that we all share responsibility for all Rotherham's learners and that no one provider or organisation can meet these needs. Partnerships should, therefore, have shared ownership of targets/outcomes and access to funding should be managed by them collectively.

Q16. What more can be done to lift the contribution of work-based learning to improve provision for 14-19 year olds?

Work based learning does not have a positive profile with many learners and parents /carers. It is important that the key issues under pinning this are addressed.
The work based learning route <u>must</u> be developed as a potential route for <u>all</u> learners. Currently it is all too often seen as a negative choice.
The Young Apprenticeship Pilot, currently being developed in Rotherham, is an example of how this route can be developed for a wider range of young people.
Strong links need to be made between traditional pre and post-16 routes to encourage learners to follow the work based route. This could include Sixth Form learners, following Advanced level studies, undertaking work based qualifications at the same time. This is why a critical element to the success would be the engagement of employers and parents/carers (see Q14).

Q17. How can the various offerings in adult and community learning be planned more coherently to deliver the goals described above?

The current national debate around a new framework for the funding of ACL, provides a platform for more coherent planning for delivery across all providers in the spirit of *Success for All*. It is an opportunity to clarify the roles and the discrete provision amongst the various ACL learning deliverers and to rationalise the interface between different funding streams (NLDC, Learning Net, ACL, LSC and FE, etc.). For example, the local authority's priory is the first step, widening participation agenda, particularly engaging learners with qualifications below level 2.

This would enable clearer information and more transparent progression routes for the learner, and reduce duplication and competition for the same client groups. A particular issue is the lack of employer engagement in the ACL strategic planning forums which potentially leaves gaps between the needs of the local economy and provision on offer.

Q18. What can be done to improve the achievement levels from basic skills provision?

The key to achieving the basic skills targets is employer engagement. It is known that a high percentage of individuals with basic skills needs are in employment. The model that is beginning to develop in the local authority, on an "entitlement" to support for basic skills provision for employees, could be extended across a range of employers.
Other issue are:
- Developing a network of community based test centres that are accessible for reluctant learners;
- Developing the capacity of the local authority to deliver skills in literacy and numeracy directly, as a potentially positive drive towards raising achievements and;
- Resources put into ICT should be developed as a new strand of skill for life.

Q19. Do you agree that the current inter-agency working on the skills strategy in South Yorkshire is effective and that the right employment, sector and cluster priorities have been identified? If not, what proposals would you make for improving the ways of working or for changing the key sectors and clusters?

The strategy is still developing and at this stage it would be difficult to comment with certainty. However, it does have the potential to be very effective, as it brings together all the key partners and appropriate employment sectors.

Q20. How can a closer match be achieved between the needs of the labour market and the provision made in the post-16 sector?

In order to achieve this closer match it must be clear who is responsible for sharing information about the Labour Market and who is monitoring the impact of the response to the information given. The relationship between education and training and employers needs to be developed so that the Labour Market information can be more fully understood and the appropriate response made.

Q21. How can advice and guidance to employers in South Yorkshire be made easily accessible and as effective as possible?

It is essential that a more effective dialogue between employers and education and training is created. In Rotherham the **Investors in Education** development offers an opportunity to have a single conversation with employers about issues related to 14-19 education and training. This development will allow relationships to be developed with employers, and information or advice that they may need can be directed to them as and when they need it. This creates a more bespoke service, rather than the current "one size fits all".

Q22. Are the development needs of the system rightly identified? If not, what other needs would you identify?

The key developmental needs have been identified. The underlying principles that cover other sections of the StAR report are equally applicable to Learners with Learning Difficulties and Disabilities (LLDD). However, the final paragraph recommending a focus group approach to ensure the correct issues have been identified and an action plan developed is an appropriate way forward. The aspiration to ensure all children and young people have a "voice" is even more important with this group of LLDD.

Q23. Beyond those already identified in the impact measures, what other aspects of equality and diversity should be prioritised and what actions will be needed to improve performance in them?

One impact measure not covered in the report is the percentage of LLDD and BME learners moving in to and remaining in employment 16-21. Given that many young people with assessed special educational needs are able to remain at school until they are 19 the age range for calculation purposes needs to be adjusted accordingly.
Lone parents and teenage parents are a further group that needs to be considered when exploring appropriate resourcing for courses. Lack of child care facilities and suitable transport often pose barriers to accessing learning post-16.

Q24. How can the benefits of e-learning be more widely exploited to support mainstream learning and to increase access to learning and choice of learning programmes?

Innovative e-learning techniques have been found to help learners attain better results. These techniques are still in the early stages of development, with many teaching staff still in need of training and a wider group of learners need to gain access to them. Continuation of current programmes will help to address these issues.

It is essential that we are able to demonstrate clearly the relationship between e-learning and pupils progress. Currently we have some positive evidence. However, this needs to be evaluated further, and once confirmed will help to stimulates interest and usage.

Q25. What action is needed to ensure that initiatives and activity funded through Objective 1 will be sustainable subsequently?

Objective 1 funding has supported a wide range of 14-19 developments. This has been successful in extending the curriculum offered to learners and supporting them <u>into</u> learning programmes, <u>through</u> learning programmes and <u>on to</u> their next stage of development. It has also support collaboration between learning providers, employers and other agencies. The key to sustainability is to ensure that the impact and the value of current innovations are recognised and incorporated into mainstream provision. Central to this will be the development, by key partners, of sustainable models of funding for future activity.

The challenge for delivery beyond the Objective 1 programme is to develop an ethos amongst all key stakeholders and partner agencies that recognises the benefit of partnership and collaboration, that is based on the needs of the learner, and that avoids a focus on securing funding, which usually only leads to a competition.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1.	Meeting:	Cabinet Member and Advisers
2.	Date:	14th December 2004
3.	Title:	Summer 2004 Foundation and Key Stages 1 & 2 Assessment Results
4.	Programme Area:	ECALS

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

6. **Recommendations:**

- **That the report be received.**

- **That Members note with concern the emerging declining trends in key stage 1, but is pleased to note the improvements in Key Stage 2, most particularly at L4+.**

- **That Members encourage all schools to improve their results, and particularly those not currently meeting the DfES target of 65%.**

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

2004 FOUNDATION STAGE AND KEY STAGES 1 & 2 ASSESSMENT SUMMARY

a) Foundation Stage:

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

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

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

b) Key Stage 1

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

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

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

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

c) Key Stage 2

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

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

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

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

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

d) 1998-2003 Key Stage 2 Comparisons

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

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

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

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

8.   Finance: N/A

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

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

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

11.   Background Papers and Consultation:
"Key Stage 1 End of key stage assessment Summer Term 2004"
"Key Stage 2 End of key stage assessment Summer Term 2004"
Individual school attainment outcomes for Foundation Stage, Key Stages 1 and 2.
Documents published for all Rotherham primary schools with detailed information on school performance.

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Key Stage 2 aggregate scores 1998 - 2004
Rotherham performance compared with England and local LEA's
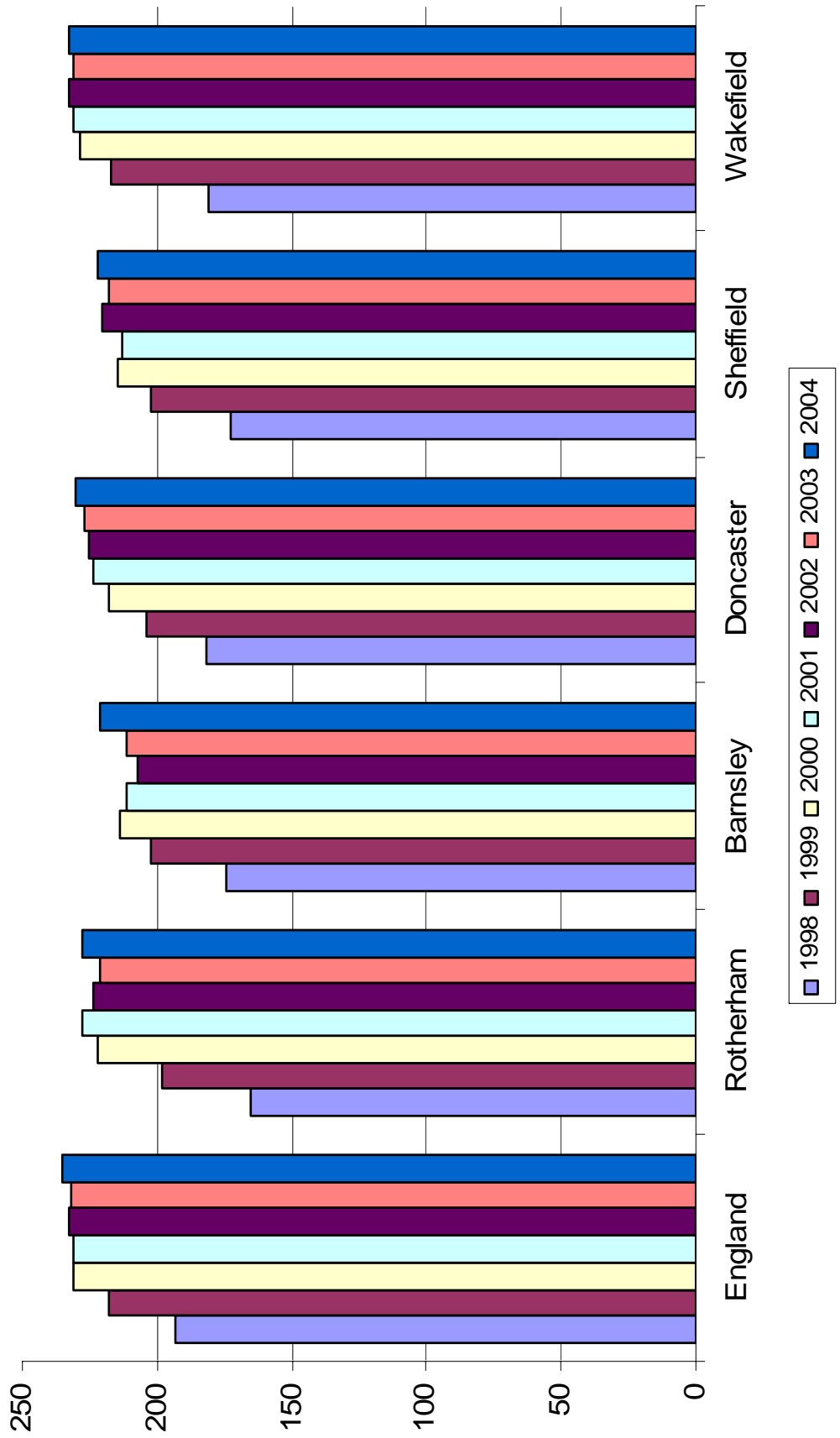
Statistical Neighbours LEA's
Key Stage 2 aggregate scores 1998 - 2004
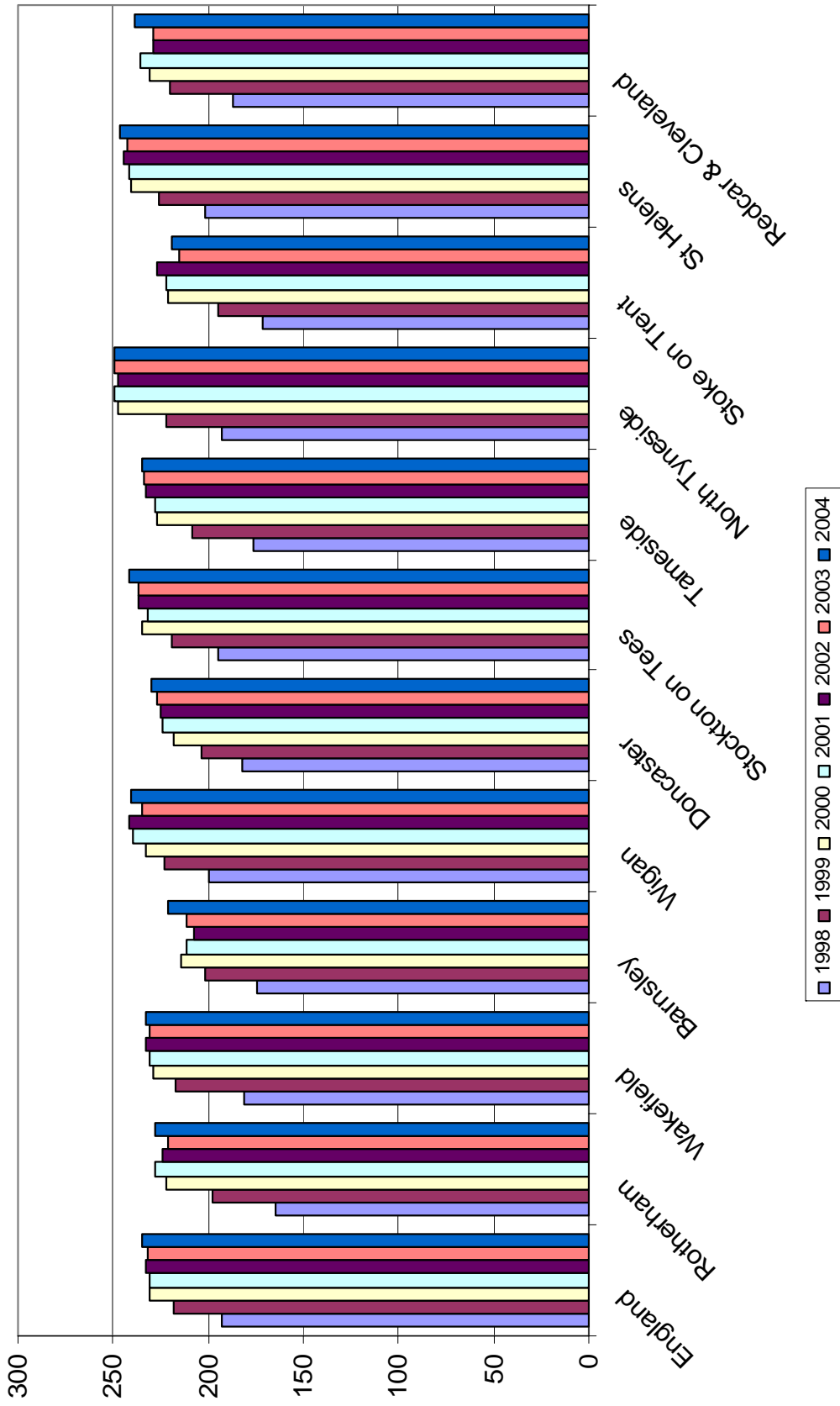
Statistical Neighbout LEA's - aggregate scores
Key Stage 2 Level 4 Percentage points improvement 2003 - 2004