

CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES

Venue: Town Hall, Moorgate
Street, Rotherham.

Date: Tuesday, 1 March 2005

Time: 9.00 a.m.

A G E N D A

1. To determine if the following matters are to be considered under the categories suggested in accordance with the Local Government Act 1972.
2. To determine any item which the Chairman is of the opinion should be considered as a matter of urgency.
3. Minutes of Previous Meetings (Pages 1 - 8)
4. Tourism Panel (Pages 9 - 12)
5. Intensifying Support Programme (ISP) (Pages 13 - 20)
- to inform members of the progress and impact of the intensifying support programme now operating in ten primary schools
6. 2004 A2 and AS Level Examination Results (Pages 21 - 35)
- to inform of A2 and AS Level examination results for 2004
7. GCSE Examination Results 2004 (Pages 36 - 44)
- to inform of GCSE examination results for 2004
8. The Future of Ofsted Inspections - September 2005 and Beyond (Pages 45 - 48)
- to inform of proposed framework for Ofsted inspections from September, 2005 and beyond
9. Audit of Governing Body Effectiveness (Pages 49 - 51)
- to inform of revised OFSTED framework
10. Nomination - Hospital Teaching and Home Tuition Service
- to seek a nomination to attend the Management Group
11. Exclusion of the press and public
The following item is likely to be considered in the absence of the press and public as being exempt under Paragraph 8 of Part 1 of Schedule 12A to the Local Government Act 1972:-

12. Payment of Consultancy Support - Grange Park Golf Course (Pages 52 - 53)
- **to request approval to invoke Standing Order 35 given the specific circumstances outlined**

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

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

142. CHRISTMAS CARNIVAL CO-ORDINATING GROUP

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

143. SANTA'S GROTTTO

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

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

144. ROTHERHAM SCHOOLS FORUM

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

145. MATTER ARISING

Free School Meals

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

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

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

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

146. EDUCATION OF LOOKED AFTER CHILDREN

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

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

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

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

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

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

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

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

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

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

(2) That Ward Members be kept fully informed.

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

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

**CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES
TUESDAY, 8TH FEBRUARY, 2005**

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

Councillor Thirlwall was also in attendance.

148. SCHOOL ORGANISATION COMMITTEE

Resolved:- That the minutes of a meeting of the School Organisation Committee held on 20th January, 2005 be received.

149. GROUNDS MAINTENANCE CONTRACT

The meeting considered Minute No. 158 of the meeting of the Cabinet Member for Economic and Development Services held on 12th January, 2005 relating to the negotiations between the Head of Streetpride and Ringway Highway Services Ltd in respect of the reduced contract value for the delivery of grounds maintenance service.

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

(2) That the Green Spaces Manager and Acting Strategic Leader, Resources and Information discuss with the Streetpride Landscape Manager (a) service delivery in terms of flexibility within the Contract to maintain green spaces and playing pitches and (2) the increased charges and impact on schools' budgets.

(3) That the suggestion of a Members' Seminar be raised with Economic and Development Services.

(4) That a further report be submitted to a future meeting on the outcome of (2) above.

150. BUDGET MONITORING REPORT AS AT DECEMBER, 2004

Consideration was given to the seventh Budget Monitoring Report for the Programme Area in 2004/05, with a current forecast to overspend against budget for the financial year by £553k (0.35%).

This relates to budget pressures in both Culture and Leisure Services (£485k) and Education Services (£68k).

A detailed variance analysis is included in the attached appendices.

The Culture and Leisure Services overspend primarily relates to continued pressure on sport and recreational facility budgets, as experienced in previous years.

In addition, Culture and Heritage forecast an overspend of £121k mainly due to a shortfall in income, due in part to a loss of room hire income at the Arts Centre due to the utilisation of the room as a call centre and the temporary closure of Clifton Park Museum.

The Culture and Leisure overspend is partly offset by a saving on the Library Service budget resulting from a moratorium on procurement spending and slippage in staff recruitment (£68k).

The Education Services' forecast overspend relates to net overspends in Strategic Management (£37k), Access to Education (£96k), Non-schools funding (£35k) and the under-recovery of income on the schools' HR contract with RBT (£70k). These are partly offset by savings in Special Education (£170k) mainly due to slippage on the implementation of the new Greasborough PRU due to difficulties in staff recruitment, and which is now operational.

The forecast outturn as at December (£553k) shows an increase of £156k from the overspend reported in November.

All possible action, as detailed in the report, is being taken to minimise overspending in the Programme Area.

The meeting debated a number of factors in terms of the most appropriate way of resolving longstanding budgetary pressures.

These included:-

- loss of room hire income at the Arts Centre
- hire charges at the Arts Centre
- under-recovery of income on the schools' HR contract with RBT
- overspend on sport and recreational facility budgets
- accumulative budget pressures/impact on 2006/07 budget

Resolved:- (1) That the forecast outturn for 2004/05 based on actual costs to 31st December and forecast costs to the end of March 2005 be noted.

(2) That a report be submitted to a future meeting after the commencement of the Base Budget Review exercise in March, 2005.

(3) That the concern raised regarding the schools' HR contract with RBT be drawn to the attention of the RBT Liaison Group.

(4) That a copy of this Minute be forwarded to the Scrutiny Adviser responsible for the Democratic and Resources Scrutiny Panel and the Executive Director, Resources in order to draw attention to the need to reconsider the retention of risk and consequent budget overspend in relation to the schools' HR contract with RBT.

151. CULTURE AND LEISURE SERVICES: PRICING AND ACCESS ISSUES AND PROPOSALS FOR 2005-06

Consideration was given to a report of the Strategic Leader, Culture, Leisure and Lifelong Learning on Pricing and Access Issues and Proposals for 2005/06.

Budget management considerations have brought into perspective a number of longstanding pricing and access issues within the service which are contributing to pressures on budgets across the service area generally but particularly within the Leisure and Green Spaces Service.

The report proposes a revised Schedule of Fees and Charges for Culture & Leisure Services which reflect inflation price increases for implementation in April, 2005, together with some proposed changes to pricing structures for implementation at the same time.

The report set out background information, a prediction of the impact on service income arising from each measure, sensitivity analysis, benchmarking work, and assessment of the likelihood and impact of different levels of customer fall-off.

The meeting was asked to recognise that a number of issues underlie current budget pressures in Culture & Leisure. The recommendations outlined in the report will contribute to easing those pressures, though many other factors are involved, including the poor physical condition of many buildings, the point being made that adjustments to pricing and access mechanisms will not in themselves eliminate the whole of the present budget pressure.

The Cabinet Member referred to the existing policy in respect of the concessionary use of Culture & Leisure services and facilities, and reaffirmed that policy on charging for the use of those facilities should be strictly adhered to. In particular, requests for the use of facilities to host events in support of the Mayor's Charity should be supported only on the basis that all costs associated with making staff and facilities available, including loss of income where relevant, were recovered by Culture & Leisure from the event sponsor.

This led to a discussion on the following issues:-

- staff costs associated with free use of rooms
- possible savings on Special Events Budget within Democratic Services and potential for this to fund events for the Mayor's Charity
- criteria/model to be applied following a request for concessionary use – i.e. must contribute to features within the Cultural Strategy or Sport & Recreation Plan

The meeting was reminded that this was the first pricing review since the inspection by the Audit Commission in 2004 who had criticised the Authority for not targeting its resources more effectively.

Resolved:- (1) That, in respect of Standard rate pricing, a general price increase of 3% with effect from 1st April 2005, or the commencement of the spring/summer season, whichever is the sooner, be approved.

(2) That, in respect of Age-related concessionary pricing, the revision of discounts for under-16s and over-60s from 50% to 35%, be approved.

(3) That, in respect of Income-related concessionary pricing, the revision of discounts for Rothercard holders from 50% to 35%, with Junior Rothercard continuing to apply to those services and activities for which it currently offers eligibility, but at a standardised rate of 10% further discount on full Rothercard rates, be approved.

(4) That, in respect of underpricing of key services, a revised pricing structure for a small number of specific services and activities be approved.

(5) That, in respect of requests for free or concessionary use of Culture & Leisure services and facilities, a revised pricing tariff for meeting rooms and other spaces providing for an amended discount of 35% for concessionary use within existing criteria be approved with effect from 1st April, 2005; and that a more detailed report be submitted to a future meeting with a view to the introduction of a consistent and more sustainable concessionary use policy across Culture & Leisure from September, 2005.

(6) That, in respect of peak time activity, the current policy of not restricting concessionary access to facilities to off-peak times, be confirmed.

(7) That block payment for activity courses remains the main payment option, with the introduction of a weekly payment option for Rothercard holders only from 1st April 2005.

(8) That the key principles agreed through the above resolutions, form the basis of negotiations with bidders in connection with the pricing and access requirements which will form part of the Sport & Leisure/Joint Service Centre PFI/PPP programme.

(9) That a further report detailing recent examples of costs incurred by the Service in respect of free use for fundraising events for the Mayor's Charity be submitted to a future meeting.

152. ST. ANN'S PRIMARY SCHOOL - REQUEST TO NAME PART OF A SCHOOL BUILDING

Consideration was given to a report of the Acting Strategic Leader, Resources and Information regarding a request received from the school's governing body of St. Ann's Primary School for permission to name the new theatre building at the school to the 'Malvyn Butler Theatre' in order to commemorate the late chair of governors.

Resolved:- (1) That the request to name part of the St. Ann's Primary school to the 'Malvyn Butler Theatre' be approved.

(2) That the Head Teacher be informed accordingly.

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

153. CLIFTON PARK MUSEUM

The Manager, Libraries, Museums and Arts gave a verbal report on the recent success of the opening of Clifton Park Museum.

Approximately seven thousand people had visited the Museum in the previous week and both the Café and Shop had been very popular.

Resolved:- That the verbal report be noted with pleasure.

154. EXCLUSION OF THE PRESS AND PUBLIC

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

155. GRANGE PARK GOLF COURSE - PREFERRED PARTNERS

Consideration was given to a report of the Strategic Leader, Culture, Leisure and Lifelong Learning regarding the process of selecting a partner to carry out the future management and operation of Grange Park Golf Course, which has now reached a stage where it is necessary to enter into detailed negotiations with a preferred partner.

The meeting discussing the following issues:-

- Lease term
- Marketing
- Security

Resolved:- (1) That detailed negotiations with the preferred partner, as agreed by the interview panel at the bidders presentation meeting on 24th January, 2005, be approved.

(2) That detailed negotiations with the second suitable partner be entered into, if those with the preferred partner do not lead to a satisfactory outcome.

(3) That a report be submitted to a future meeting upon the conclusion of the detailed negotiations.

(4) That a further Appendix summarising the responses to questions raised be forwarded to the Cabinet Member and Advisors, Education, Culture and Leisure Services.

(Exempt under Paragraph 7 of the Act – information relating to the financial or business affairs of any particular person).

156. OPENING OF TENDERS - EDUCATION, CULTURE & LEISURE SERVICES, SOCIAL SERVICES

The Cabinet Member opened two tenders received for a Contract for the Supply of Milk, Dairy and Bakery Products for the Education Catering Services and Adult Services.

Resolved:- That RBT-Procurement, together with Officers from Social Services and Education, Culture and Leisure Services, evaluate and accept the appropriate tender in accordance with delegated powers.

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

**TOURISM PANEL
MONDAY, 7TH FEBRUARY, 2005**

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

together with:-

Mr. Colin Scott, Rotherham Chamber of Trade

And the following officers:-

Julie Roberts	Town Centre & Markets Manager
Joanne Edley	Tourism Manager
Dawn Runciman	Events & Promotions
Marie Hayes	Commercial & Promotional Manager, ECALS
Emily Knowles	Twinning Officer

19. APOLOGIES FOR ABSENCE

Apologies were received from:-

Councillor Smith	G. Cabinet Member, Economic and Development Services
Guy Kilminster	Manager, Libraries, Museum and Arts

20. MINUTES OF THE PREVIOUS MEETING HELD ON 20TH DECEMBER, 2004

Resolved:- That the minutes of the previous meeting of the Tourism Panel held on Monday, 20th December, 2004, be approved as a correct record.

21. MATTERS ARISING

There were no matters arising not covered on the agenda.

22. TOURISM PROJECTS

The Tourism Manager reported on the following:-

- (i) Visitor Guide – a new guide was being prepared to be published in March 2005.
- (ii) Group Travel Folder – this was being prepared to take to the Group Travel Exhibition on 26th February, 2005 in Bolton.
- (iii) Locations for Coach Parking – following negotiations with SYPTE, RUFC, Magna, Liquid/Diva etc several sites had been identified that could be used for coach parking subject to the sites' own requirements.

The Tourism Office would operate as a central booking system and it was proposed to monitor demand.

Members commented that drop-off points in the town centre needed to be identified so that businesses were aware of these locations. There also needed to be liaison with the Traffic Wardens.

Resolved:- That a progress report be submitted to the Tourism Panel in six months time.

(iv) Tourism Plan – the Tourism Manager was currently visiting providers of tourism services and in discussion with other sections within the Council connected with tourism.

(v) Conference – “Fitness for Purpose” – ideas had been gained about how to take the quality of the accommodation product further in conjunction with health and safety, fire and environmental health services etc in order to ensure they met the legal requirements.

(vi) DMO for South Yorkshire – there were on-going discussions with partners, and the draft marketing strategy had been sent to the Tourism Manager for the Council to comment on.

23. EVENTS PROGRAMME - UPDATE

The Events and Promotions Officer reported on the following:-

(i) Ice Magic – 12th to 19th February, 2005

The British Champion would be at the opening. Marketing material had already been placed around the town and information distributed.

(ii) Continental Market – discussions were taking place to find a new operator to provide the best product and best value.

Members discussed linkages with Town Twinning, Rotherham Show and the Rotherham Festival.

Reference was made to the objectives, logistics, timing etc. and it was pointed out that a cost/benefit analysis would need to be carried out.

The view was expressed that there could be further linkages with schools through sport.

Resolved:- That the Town Centre and Markets Manager, the Tourism Manager, the Events and Promotions Officer, the Commercial and Promotions Manager (ECALS) and the Town Twinning Officer meet to discuss the feasibility of this proposal.

24. EXCLUSION OF THE PRESS AND PUBLIC

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

25. YES PROJECT - UPDATE

The Town Centre and Markets Manager reported on the progress of the above national project.

It was reported that an outline planning application had been submitted by Oak Holdings for an entertainment resort.

It was pointed out that in view of the designation of the site within the Unitary Development Plan the application was likely to be a controversial issue and would go to public inquiry.

Members referred to the employment and skills issue and to anticipated objection from a neighbouring local authority over the theatres element.

It was agreed that a presentation should be made to the Council.

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

(2) That the advice of the Head of Planning and Transportation Service be sought regarding a presentation to the Council.

26. ANY OTHER BUSINESS

The following issues were reported:-

(i) Re-opening of Clifton Park Museum

It was reported that the Museum had been re-opened on 29th January, 2005 and to date had received 7,000 visitors.

The opening had received good press coverage.

The Libraries, Museum and Arts Manager would present a report to the next meeting of the Panel.

(ii) Yorkshire and Humberside Tourist Board

This organisation was stressing the importance of culture, heritage and leisure in the development of tourism.

It was reported that a meeting was to be held with the Libraries, Museum

and Arts Manager to discuss this issue.

(iii) South Yorkshire Destination Management Organisation

The proposals for the establishment of the above were being discussed by the South Yorkshire Leaders and the outcome of their meeting was awaited.

(iv) Adverse Publicity

An instance of adverse publicity was reported. An appropriate response had been provided by the Communications Manager, RiDO.

27. DATE, TIME AND VENUE FOR THE NEXT MEETING

Resolved:- That the next meeting of the Tourism Panel be held at the Town Hall, Rotherham on Monday, 7th March, 2005 at 2.00 p.m. at the Town Hall.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Cabinet Members for Education and Advisers
2.	Date:	1st March 2005
3.	Title:	Intensifying Support Programme (ISP)
4.	Programme Area:	ECALS

5. Summary: To inform members of the progress and impact of the Intensifying Support Programme now operating in ten primary schools. The intended purpose of this programme is to raise attainment in those schools with results consistently below the DfES floor target of 65% of pupils achieving Level 4 or above at the end of Key Stage 2 for English and/or maths.

6. Recommendations:

- i) **That the reports be received**
- ii) **That, subject to continued funding, the programme is sustained in all schools presently on the programme until standards improve and the school leadership has the capacity to sustain that improvement.**

7. **Proposals and Details:** The Intensifying Support Programme, which arose out of and builds upon the work of the National Literacy and Numeracy Strategies, was initially piloted in 2002 in thirteen LEAs to support low-achieving schools. As a result of this successful pilot the programme was extended in 2004 to a further seventy six LEAs including Rotherham.

Aims of the programme

- to raise attainment in English and mathematics in schools with results consistently below the DfES floor target of 65% L4+ at the end of Key Stage 2;
- to improve the quality of teaching and learning in English and mathematics;
- to improve the leadership and management of English and mathematics;
- to narrow the attainment range at the end of KS2 across schools in the participating LEAs.

How schools were identified

Ten schools, which met all three of the following criteria, were invited to take part in the programme:

1. trend of low attainment over a four year period;
2. attainment below 65% in English and/or mathematics (2003 SATs outcomes);
3. 2003 results 10% below Fischer Family Trust estimates.

Amount and nature of support

Each school receives £2,500 from a Standards Fund grant to support the programme. This can be used to release staff to fulfil their responsibilities within the programme. Additionally, the school can access support from a range of school improvement professionals including primary consultants. The level of support for each school varies according to the needs and size of the school and their ability to utilise it effectively. Initially, the school undertakes an audit related to the known features of effective schools. From this starting point a termly Raising Attainment Plan (RAP) is formulated by the school in conjunction with the ISP Adviser and the School Improvement Adviser outlining priorities to be addressed and identifying LEA support for the term. RAPs are reviewed mid term to ensure that the pace of implementation is maintained and any emerging barriers to progress are overcome or minimised.

Evaluation of support and success of the programme

All ten schools have found the pace of ISP to be challenging but most now report that, as they gain experience and see that children are making better progress, their confidence in the programme is growing. Early indications show that the majority of schools have responded positively to involvement in ISP but some schools are making better progress than others. An essential element in a school's rate of progress is the commitment of the Headteacher to ensuring that ISP is a high priority within the school and that everyone implements the agreed actions. Additionally, when ISP is seen as the central priority around which all other initiatives must fit then faster and more secure progress is made. After just two terms it is too early to say what impact the programme may have on the end of Key Stage 2 tests in 2005. The processes and systems presently being put in place may take more than one year to develop and embed before standards begin to rise significantly. (This was the case in the pilot LEAs.)

Establishing curricular targets for pupils and establishing systems for tracking their progress are essential elements of the programme and have been the focus of much of the LEA support for all ten schools. Three schools are becoming leaders in curricular target setting and this is having a positive impact, not only on attainment but also on the learning culture of the school. The involvement of pupils in evaluating their learning is a growing feature in some of the schools. Schools are beginning to develop new ways of using the classroom environment to support children's learning: the notion of 'working walls' is a growing feature.

In one school progress has been hindered because of the poor behaviour of some of the pupils. In this particular school, which is involved in the Behaviour Improvement Programme (BIP), support was diverted into addressing behavioural issues. Consequently the pace of literacy and numeracy support slowed.

At LEA level involvement in the programme has led to greater team work between Consultants and School Improvement Advisers, a more co-ordinated approach to the provision of support and a more rigorous evaluation of impact. Additionally, a range of curricular materials have been developed and these are now not only being used in ISP schools but are also being disseminated in other schools across the Borough.

Recent visits from the Regional Director (ISP) and HMI have judged the LEA to be supporting schools well and making good progress with the implementation of the programme.

- 8. Finance:** The Programme is supported through the Standards Fund and this funding will continue at the same level for a second year (2005/6) to ensure that progress is maintained. However, since this group of schools contains within it some of those primary schools causing the LEA most concern, they also draw significantly on additional support from the School Improvement Service and across the Programme Area. It is anticipated that the focus within the programme on improving leadership and management will enable these schools to become more autonomous and need less support in the future.
- 9. Risks and Uncertainties:** Schools with this level of under attainment could, should they be inspected, be at risk of falling into one of OFSTED's categories of concern. Should this happen, this would impact on the Council's Comprehensive Performance Assessment (CPA) grading and could have a negative impact on the public image of Rotherham's education provision.
- 10. Policy and Performance Agenda Implications:** Any plans arising from an analysis of in this 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:**
HMI monitoring Report 12th December 2004

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12 December 2004

Mrs D Bullock
Norfolk House, Walker Place
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Dear Mrs Bullock

HMI evaluation of the Intensifying Support Programme (ISP) in Rotherham

Thank you for organising my visits to Rotherham schools during November and December and for arranging discussions with headteachers, consultants and staff. This written feedback summarises the verbal feedback given at the end of each visit. Please remember that the evidence base for this evaluation is restricted: I held discussions with yourself and other officers of Rotherham Local Education Authority (LEA) involved in the ISP; scrutinised documentation; and made visits to four schools, during which I observed a professional development meeting (PDM), the work of consultants, and held discussions with headteachers, consultants and co-ordinators.

Overall, the LEA is providing a good level of support and challenge for schools in the ISP. Although it is too early to be confident that standards are rising, many positive improvements in teaching and learning, the conditions for effective learning, and the development of schools as professional learning communities are evident. In general, headteachers welcome the programme and value the support they receive. Collectively, schools in the ISP face significant barriers to raising attainment in their communities, but morale is high and staff are rising to the challenges. The LEA has adopted an unusual approach to the leadership of the ISP, appointing an adviser to head up the programme rather than a consultant. This approach is proving effective and is contributing positively to the rate of improvement in schools.

It is too early to say for sure whether pupils' standards are rising because of the ISP. However, headteachers are tracking progress more rigorously than before and are therefore well placed to identify gains and slippage. Gains in these schools are hard won and not easily sustained. Although improvement is not always reflected in overall Panda grades, this often masks significant recent improvement in the proportion of Year 6 pupils who attain Level 4 and above.

Improvements in the quality of teaching and learning are clear. The professional development meetings (PDMs), backed up effectively by literacy and numeracy consultant support, are enabling staff to prepare more focused learning objectives for lessons, and to begin setting curriculum targets at three levels, tailored to the needs of pupils. The full involvement of teaching assistants (TAs) and the greater involvement of pupils in their learning targets are significant factors in the success of the ISP to date, although teachers are not yet sufficiently confident in making success criteria for learning as clear as the learning objectives. Individual development plans for teachers, on the whole, are proving ineffective, and in some cases, counter-productive.

In nearly all the visits, learning was very well supported by classrooms that contained functional display, where pupils refer to targets and objectives and are beginning to measure their progress against what is expected for their age, and where they could independently access resources of good quality. Notably, the improvement in the conditions for learning was often observable in all classrooms, and not just those that had benefited from consultant support. This suggests that whole staffs are taking on the messages of ISP, and that the PDMs are effective in improving practice throughout a school.

The development of schools as professional learning communities is good. Most schools have shaken off any concern about their connection with the programme, and have fully embraced the opportunities it presents to raise standards and improve the teachers' core professional business of teaching and learning. The challenge schools receive from the ISP adviser and the support they receive from the consultants are important factors in winning them over. Apart from the engagement of headteachers and teachers, great strides have been made in involving TAs and pupils. The TAs are providing

an increasingly valuable and professional level of support and pupils show a real interest in achieving and exceeding their targets. The involvement of parents has not been neglected and several of the schools will be sites for children's centres or are actively seeking to become extended schools.

The leadership and management of the ISP are good. The combination of challenge and support is proving effective. Headteachers feel the status of the programme has been raised by the ISP adviser, who has recent and relevant experience, that the PDMs carry more professional clout as a consequence of the involvement of senior officers, and that hard messages are more authoritative. The first round of raising attainment plans (RAPs), largely directed by the ISP adviser, have proved effective, and relentlessly focused on outcomes for pupils. English and mathematics co-ordinators, in particular, greatly value the support provided by the literacy and numeracy consultants. This is of a high quality. It is providing a very effective bridge between the PDMs and classroom practice. Teamwork and line management within the ISP is strong. It is underpinned by good data management, consistent messages, and effective communications at all levels.

In addition to the evaluation above, we discussed the following points during the visits:

- The central importance of the role of the headteacher in implementing the ISP. Where the headteacher is fully committed to the programme, the school generally makes good progress, and the ISP team's job is positive and supportive. However, where the headteacher is not fully committed, antipathy is communicated to staff, and the ISP team's work necessarily contains challenge as well as support, and progress is harder won. It was noticeable in the limited number of visits undertaken that headteachers who came fresh to the schools were less likely to accept low aspirations and educational expectations of pupils and parents, although this may not be typical.
- A recognition that schools in the ISP need time to assimilate and consolidate the gains that they are making. Partly, this is because they face significant (although different) challenges, and because they are more vulnerable than most schools to setbacks, such as in the loss or absence of key staff, and the occurrence of difficult cohorts of lower than normal ability.

- Although the ISP has got off to a good start, and, notwithstanding the overall good quality of the RAPs, the quality of evaluation is a weakness in the current plans, and in school's evaluation of teaching effectiveness, because it is often confused with monitoring. In the second round of RAPs there is a need for some differentiation between schools, to reflect their different progress.
- Consultants' time requires careful management. They often work with teachers who need support most, and the very good exemplar they provide is leading to definite improvement in teaching skills. However, they are a valuable resource, and to make best use of their skills, each partnership in a school between teacher and consultant requires an exit strategy, and a point where the consultant moves on.

Once again, thank you for your help in supporting our evaluation of the ISP.

Yours sincerely

Brian Padgett
Her Majesty's Inspector

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Cabinet Members and Advisers
2.	Date:	1st March 2005
3.	Title:	2004 A2 and AS Level Examination Results.
4.	Programme Area:	ECALS

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

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

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

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

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

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

Results Overall (Appendix A)

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

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

Results by entry .

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

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

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

Results by gender. (See Appendix B)

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

Additional information by school and subject

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

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

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

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

10. Policy and Performance Agenda Implications: Any plans arising from an analysis of these outcomes will be consistent with the Community Strategy and Corporate Plan. The improvement actions will address the Corporate Priorities for:

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

11. Background Papers and Consultation:

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

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

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

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Appendix A:

Average Point Score

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

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

Appendix B:

Average Point Score by Gender

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

Appendix 1:

Year 13 A level results by school

GCE A Level New Y13 2004

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

Appendix 2:

Year 13 A Level results by subject across the LEA

LEA 2004 Y13 A Level Results

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

Science: Geology	3	1	2	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	100.0%
Sociology	78	11	15	25	19	8		33.3%	66.7%	0.0%	32.1%	24.4%	10.3%	100.0%
Spanish	17	2	6	3	2	4		11.8%	35.3%	17.6%	11.8%	23.5%	100.0%	
Sport/P.E. Studies	60	5	10	22	14	9		8.3%	16.7%	36.7%	23.3%	15.0%	100.0%	
LEA	1785	223	396	438	428	267		12.5%	22.2%	24.5%	24.0%	15.0%	98.2%	

Appendix 3a:

Year 12 AS Level results by subject

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

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

Appendix 3b:

Year 13 AS Level results by subject

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

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

Appendix 4a:

Year 12 AS Level results by school

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

Appendix 4b:

Year 13 AS Level results by school

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

Appendix 5:

Vocational A Level results

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

2004 Vocational A-Level (6 Unit)

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

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1.	Meeting:	Cabinet Members and Advisers
2.	Date:	1st March 2005
3.	Title:	GCSE Examination Results, 2004.
4.	Programme Area:	ECALS

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

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

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

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

Results Overall

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

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

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

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

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

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

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

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

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

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

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

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

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

LEA Statistics for individual schools (against the year cohort)

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

8. Finance: N/A

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

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

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

Regeneration	- improving the image of Rotherham; - providing sustainable neighbourhoods of quality, choice and aspiration.
Equalities	- promoting equality; - promoting good community relations.

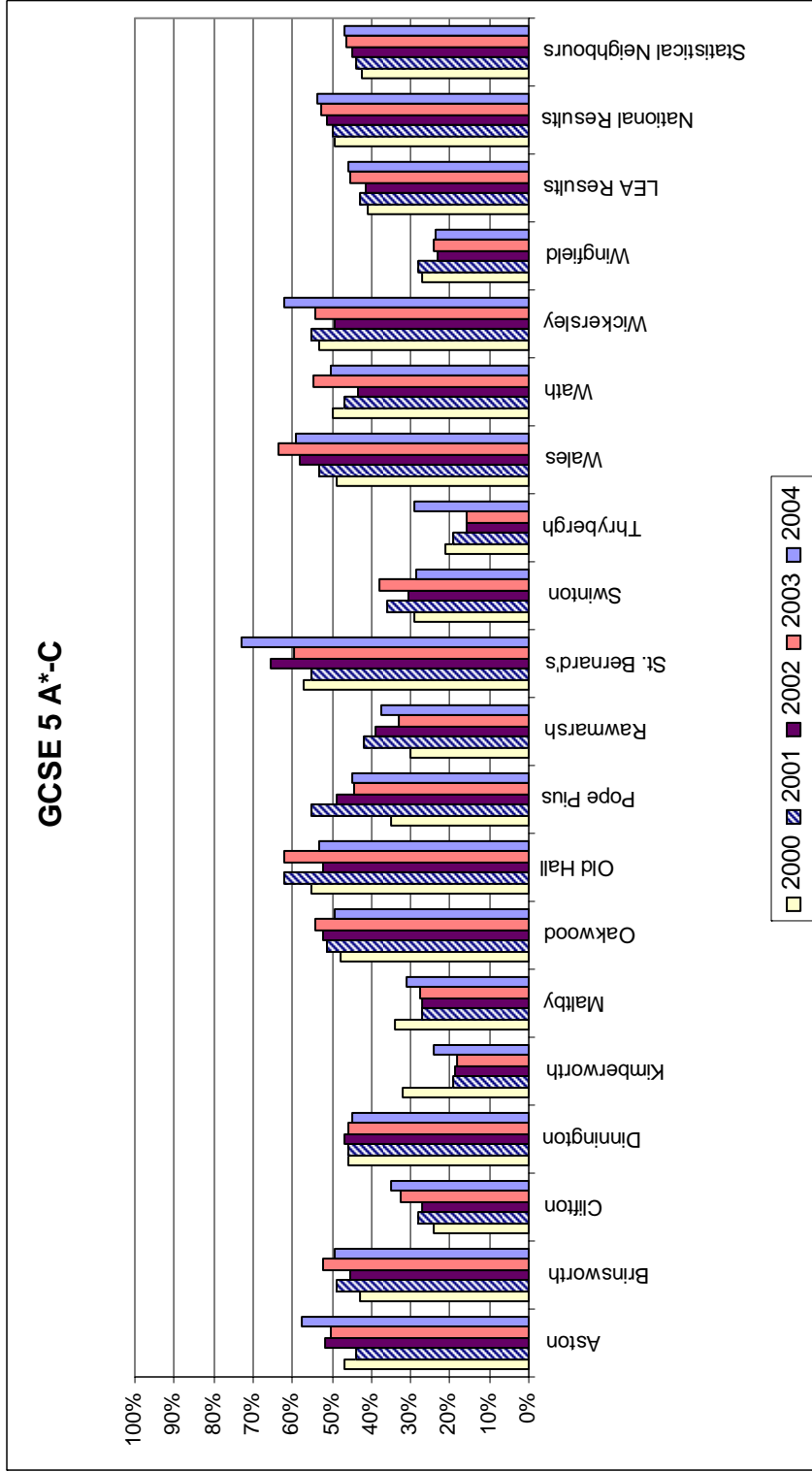
Sustainability - improving quality of life;
 - increasing employment opportunities for local people.

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

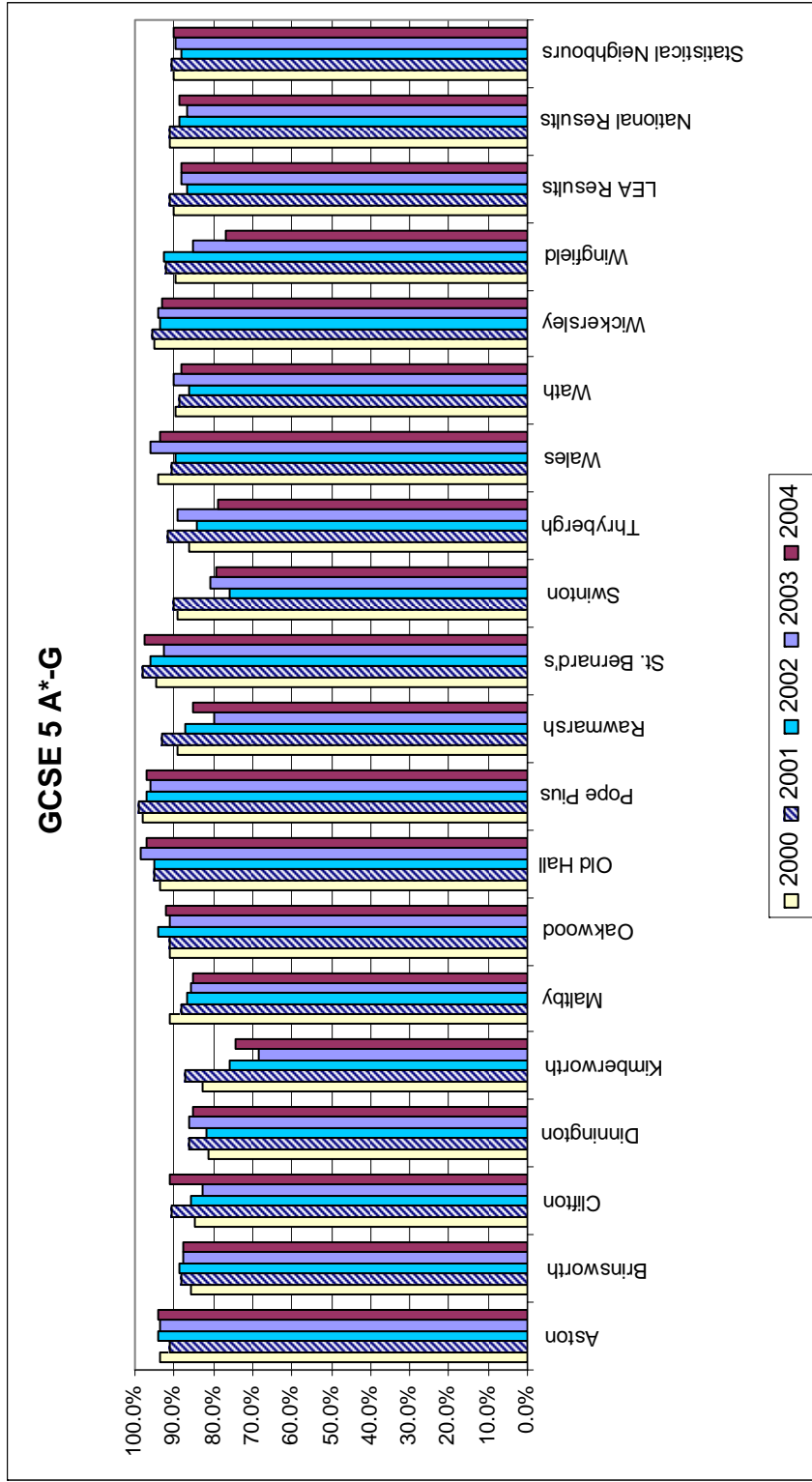
Contact Name : Maggie Donnellan, Principal School Improvement Adviser, tel. 01709 822 529; e-mail maggie.donnellan@rotherham.gov.uk

APPENDIX B

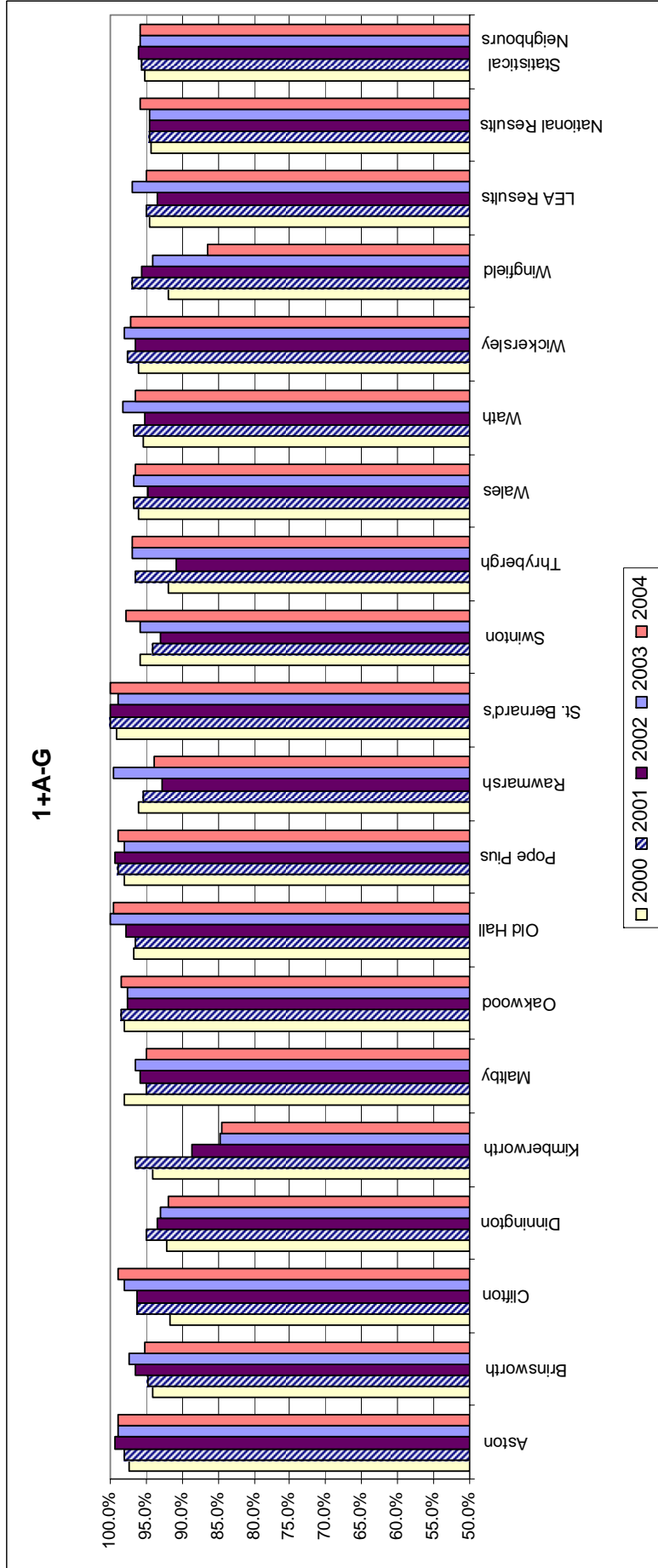
GCSE 5+ A*-C PASS RATES – ROTHERHAM COMPREHENSIVE SCHOOLS 2000-2004



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



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



ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Cabinet member and Advisers
2.	Date:	1st March 2005
3.	Title:	The Future of Ofsted Inspections – September 2005 and beyond
4.	Programme Area:	ECALS

5. **Summary:** The purpose of this report is to inform Members of the proposed framework for Ofsted Inspections from September 2005 and beyond.

Summary of implications for schools of the proposed framework:

- Minimal notice of forthcoming inspection – two to three days
- Maximum period between inspections will be three years to provide more up to date reports on every school
- Reduced inspection days
- Need for schools to be prepared for inspection at all times
- Critical role of School Self Evaluation (S.E.F.)

Summary of implications for the Council of the proposed framework:

- Challenge and support will need to be targeted towards schools' self evaluation processes
- Maintain an up to date perspective on schools' capacity for rigorous self evaluation
- Revisions will be needed to the present system for categorising schools to inform level of intervention required
- Increase the number of schools reflecting the characteristics of autonomous self improving school

6. **Recommendations:**

- **That the report be received.**
- **That Members note the implications for schools of the proposed framework.**
- **That Members note the implications for the Council of the proposed framework.**

7. **Proposals and Details:** David Bell, Her Majesties Chief Inspector (HMCI), recently announced his intention to introduce lighter-touch inspections, carried out every three years, which emphasise the importance of school's self assessment. Additionally there will be a much-reduced notice given to schools about an inspection. These changes will take effect from September 2005.

Ofsted undertook a pilot of the proposed arrangements during the last academic year, trialling various models, to inform the new revised Framework for Inspection. HMCI is now equipped to formalise these new arrangements.

Outline of Proposals:

- The maximum period between inspections should be three years and would give parents a more up to date view of the current quality of education in the school.
- Each inspection should be “...a short, sharp review, no longer than two days”.
- There should be “minimal notice” to schools, no more than 5 working days.
- Inspection teams would be led in secondary schools and in some primary schools by HMI and there would be no more than 5 inspectors. Some small primary schools might have just one inspector.
- The number of inspector days in the regular programme would be about half the current figure. However in large secondary schools the allocation might be just ten inspector days – current maximum is 80 inspector days.
- Individual teachers would not receive repeated lesson observations and some teachers may not be observed at all.
- Reports would be much briefer, (no more than four sides of A4) and provide a clearer guide to improvement.
- Inspectors evidence, prior to inspection would largely be the school's Self-evaluation Form (SEF) the School Profile (containing pre-populated data from the DfES) and the school PANDA.
- Present proposals no longer guarantee direct contact between the inspection team and parents or governors.
- Judgements will now be made on a four point scale (Outstanding, Good, Adequate, Inadequate) rather than the present seven point scale.
- The “Special Measures” category will be retained but in place of the present “Serious Weaknesses” and “Underachieving” categories there will be a new category of “Notice to Improve”.

In line with the new Children's Services agenda there will also be:

- a greater emphasis on the attainment, progress and care of individual and groups of pupils, especially vulnerable groups;
- a greater emphasis on the role of the school within the community.

The Pilot School's Experience:

- Less time consuming
- Less bureaucratic for the Inspectors
- Less stressful for staff

- More stressful for Headteachers and Leadership Teams
- No Parents' Meeting
- Possible joint Inspector/headteacher lesson observations
- Limited involvement of Governors
- Most found it a more positive experience

The School Evaluation Form (SEF)

- Replaces present S1, S2, S3 and S4 forms
- To be updated and submitted to Ofsted annually by all schools
- The inspection's judgement on Leadership will be based on the accuracy of the school's self evaluation judgements
- The final report will records the level of accuracy a school demonstrates in its self evaluation

Current strengths in schools' self evaluation:

- Data analysis
- Target setting
- Monitoring of:
 - teaching and learning
 - attendance
 - behaviour

Necessary developments in schools' present self-evaluation

Schools will need to become more systematic in the monitoring and evaluating of:

- the work of the Governors
- parents views and participation
- extended work with and views of the community

David Bell (HMCI) states "the increasing emphasis on self evaluation is no soft touch. It places an even greater premium on school leaders to know their schools and know them well. And this is very important because the school that knows itself well is likely to be achieving well and be best placed to achieve even more in the future."

8. Finance: N/A

9. Risks and Uncertainties: There is always a risk when a new Framework is implemented that an increase in rigour by inspectors, together with new criteria for judgements, will increase the number of school judged as causing concern.

The timescale now for schools to complete their first SEF for September 2005 is very short. There is a risk that some schools will not be as accurate and clear about their own judgements and that their judgements will fail to match those of the inspection team which, again, could lead to more schools being judged as causing concern.

More schools being judged as causing concern would impact on the Council's ability to reach its targets, be awarded a good CPA judgement and, therefore, impact on the reputation of the Council.

- 10. Policy and Performance Agenda Implications:** Any plans and/or policies arising from an analysis of this change will be consistent with the Community Strategy and Corporate Plan. Actions to address these changes will support the Corporate Priorities for:

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

- 11. Background Papers and Consultation:** Draft proposals for the new School Self-evaluation Form (SEF) and guidance on its completion can be found on the OFSTED website.
HMCI's proposals are incorporated into the DFES documents "A New Relationship with Schools" and the Government's "Five Year Plan."

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ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Cabinet Members and Advisers
2.	Date:	1st March 2005
3.	Title:	Audit of Governing Body Effectiveness
4.	Programme Area:	ECALS

5. **Summary:** The revised OFSTED Framework, which is scheduled to be introduced from September 2005, will place a much greater emphasis on school self evaluation and on the governing body playing a critical role in that process. Allied to the reduced notice of inspection, from the present 6-10 weeks to 2-5 days, schools and governing bodies will be unable to use this time to “prepare” for the inspection. It is crucial therefore that schools and governing bodies know their schools well. Equally important however, is the governing body’s ability to assess their own effectiveness because, as studies have shown, an effective governing body will have a direct impact on the success of the school by setting the climate for improvement.

The **Audit of Governing Body Effectiveness** is a tool that has been developed by the Governor Development Service to support governing bodies in assessing their own effectiveness and we would recommend that governing bodies complete this Audit during the Spring Term 2005 and subsequently on an annual basis. The outcomes of this self review process could then feed into the overall school self review process and, where appropriate, the School Improvement Plan.

6. **Recommendations:**

- **That the report be received.**
- **That Members support the introduction and use of the “Audit of Governing Body Effectiveness”.**

- 7. Proposals and Details:** Effective governing bodies have a direct impact on the success of the school by setting the climate for improvement, a fact recognised by OFSTED in the inspection framework. In judging how well a school is led and managed, inspectors are required to evaluate and report on how well the governing body fulfils its statutory responsibilities and accounts for the performance and improvement of the school.

Self evaluation is the process whereby headteachers and governing bodies evaluate how well the school is doing. An ability to assess the effectiveness of the governing body is an integral part of school self review. This will become increasingly important as we move towards the revised OFSTED inspection process, scheduled to be introduced from September 2005. This will place much greater emphasis on schools and governing bodies having a clear understanding of their own strengths and weaknesses.

The *Audit of Governing Body Effectiveness* is a tool that has been developed by the Governor Development Service to support governing bodies as a first step in assessing their own effectiveness. Governing bodies will be asked to complete this checklist as a self-evaluation exercise during the Spring Term 2005 and in future on an annual basis, to highlight areas that the governing body does well or areas for development and training. The outcomes of this self review can then be fed into the School Improvement Planning process in the Summer Term as appropriate.

How the Audit is completed will need to be determined by each governing body. There are a number of options available for consideration; however the governing body can determine another option if this meets their needs more effectively:

- Completed individually by all governors **BEFORE** the governing body meeting with responses discussed and collated together at the meeting
- Completed individually by all governors **BEFORE** the governing body meeting with responses discussed and collated together by an appropriate committee
- Completed **DURING** the governing body meeting following discussion with all governors
- Delegated to an appropriate committee to complete on behalf of the governing body

One completed copy of the Audit should be retained by the governing body, used as a basis for determining their development needs and reviewed during the course of the year as appropriate.

The Governor Development Service would also welcome one copy of the collated responses from each governing body to identify priorities for development within the Service to enable governing bodies to be more effectively supported in fulfilling their roles and responsibilities.

To support governing bodies further in undertaking self review, the Governor Development Service is currently developing more rigorous governing body self evaluation materials which will be launched later in 2005. These materials will be made available for governing bodies to use and will be supported by a small number of awareness raising sessions throughout the borough. Alternatively a session could be facilitated as part of the Service Level Agreement (SLA) 2005/06 for schools purchasing the Governor Development Service Gold Standard.

8. **Finance:** There are no additional costs to either the LEA or schools. However, an outcome of the audit may be that governors identify key priorities for development e.g. central or bespoke training which will need to be funded from their SLA or school budget.
9. **Risks and Uncertainties:** The increasing emphasis on self-evaluation places an even greater premium on school leaders, and that includes governors, to know their schools and know them well. This is very important because the school that knows itself well is likely to be achieving well and be best placed to achieve even more in the future.

Within the new inspection framework, the school has to complete a self-evaluation form – SEF. This document asks the school to judge itself against criteria in a number of areas. Governing bodies will be expected to play a major role in drawing up the SEF through being involved directly in the self-evaluation process, through agreeing the content of the SEF and importantly, in ‘signing it off’.

The Audit of Governing Body Effectiveness will support governors in all schools to be able to carry out their leadership role more successfully.

10. **Policy and Performance Agenda Implications:** The action proposed in this report is consistent with the objectives of 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 quality of life;
- increasing employment opportunities for local people.

11. **Background Papers and Consultation:**

- A Guide to the Law for School Governors
- Roles of Governing Bodies and Headteachers [DfES guidance]
- Reporting to Governors: A Guide for Headteachers of Rotherham Schools
- Guidance on Good Governance 1: Effective Committees and Model Terms of Reference [DfES]

- **Contact Name:**

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

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