

CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES

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

Date: Tuesday, 15 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 a previous meeting (Pages 1 - 6)
- to receive minutes
4. Standing Advisory Council for Religious Education (Pages 7 - 9)
- to receive minutes
5. Admissions to Schools 2006/07 - Consultation Report (Pages 10 - 22)
- to discuss issues that have arisen as a result of the annual consultation exercise
6. ECALS 2004/05 Performance Indicator 3rd Quarter Report (Pages 23 - 32)
- to outline performance at the end of the 3rd Quarter 2004/05
7. The 'amalgamation' of Redscope Infant and Junior Schools (Pages 33 - 44)
- to consider determination of a school amalgamation
8. Programme Area ICT Action Plan 2004/05 - End of Year Progress Report (Pages 45 - 49)
- to consider end of year progress report against ICT Action Plan
9. Date and Time of Next Meeting

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

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

Apologies for absence were received from Councillors Rushforth.

160. MINUTES OF PREVIOUS MEETINGS

Resolved:- That the minutes of meetings of the Cabinet Member, Education, Culture and Leisure Services held on 1st and 8th February, 2005 be received.

161. TOURISM PANEL

The minutes of a meeting of the Tourism Panel held on 7th February, 2005 were received.

162. INTENSIFYING SUPPORT PROGRAMME (ISP)

Consideration was given to a report of the Strategic Leader School Improvement regarding 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 mathematics.

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.

The report set out the following:-

- Aims of the programme
- How schools were identified
- Amount and nature of support
- Evaluation of support and success of the programme

The Programme is supported through the Standards Fund and this funding will continue at the same level for a second year (2005/06) to ensure that progress is maintained.

In addition, those primary schools causing the LEA most concern, 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.

The meeting was informed of the work taking place within the LEA in order to ensure new systems are implemented in schools, and the challenges the work posed for schools.

The benefits of raising the attainment of children in all year groups and schools was beginning to emerge.

A model of curriculum target setting is being encouraged for use by all schools.

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

(2) 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.

(2) That a copy of the final report and improvement actions be placed on a future termly agenda of Governing Body meetings.

(4) That the attention of Members of the Lifelong Learning Opportunities Scrutiny Panel be drawn to the excellent work that is taking place within Rotherham schools to raise the attainment of pupils.

163. 2004 A2 AND AS LEVEL EXAMINATION RESULTS

Consideration was given to a report of the Strategic Leader School Improvement containing details of A2 and AS Level examination results for 2004 and how they compare to previous years, national averages and the results of Statistical Neighbours.

Eight out of the sixteen secondary schools make provision for post 16 students. Schools offer two types of course; Advanced Level General Certificate of Education (GCE) and Vocational Courses. The report covers the schools' achievements in GCE Advanced Level examinations.

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 in order 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.

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.

The report gave details on the following areas:-

- Results Overall
- Results by Entry
- Results by gender
- Additional information by school and subject

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

164. GCSE EXAMINATION RESULTS 2004

Consideration was given to a report of the Strategic Leader School Improvement which contained details of the GCSE examination results for 2004 and how they compare to previous years, the national average and the results of statistical neighbours.

The presentation of GCSE results is complicated by the different ways in which the results are expressed.

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.

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.

Resolved:- That the report be received.

165. THE FUTURE OF OFSTED INSPECTIONS - SEPTEMBER 2005 AND BEYOND

Consideration was given to a report of the Strategic Leader School Improvement on the proposed framework for Ofsted Inspections from September 2005 and beyond.

The report drew attention to the following:-

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

The report set out the following information:-

- Outline of Proposals
- Children's Services agenda
- Pilot School's Experience
- School Evaluation Form (SEF)
- Current strengths in schools' self evaluation
- Necessary developments in schools' present self-evaluation

Features of the pilot school's experience were highlighted.

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

(2) That the implications for both the schools and the Council of the proposed framework be noted.

166. AUDIT OF GOVERNING BODY EFFECTIVENESS

Consideration was given to a report of the Strategic Leader School Improvement on the revised OFSTED Framework which is scheduled to be introduced from September 2005,

The revised framework will place a much greater emphasis on school self-evaluation and on the governing body playing a critical role in that process in terms of how well they know their school's strengths and weaknesses and of the leadership and management of their school.

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 it is expected 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.

How the Audit is completed has to be determined by each governing body.

The report contained a number of options available for consideration, however, the governing body can determine another option if this meets their needs more effectively.

Action Plans will be drawn up at the conclusion of the Audit exercise.

It was suggested that two key elements of this exercise are in strengthening the role of key Governor, and LEA Governor training.

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

(2) That the introduction and use of the "Audit of Governing Body Effectiveness" be supported.

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

167. NOMINATION - HOSPITAL TEACHING AND HOME TUITION SERVICE

A nomination was sought for the Management Group of the Hospital Teaching and Home Tuition Service.

Resolved:- That consideration be given for a Member of the Council to fulfil this role.

168. EXCLUSION OF THE PRESS AND PUBLIC

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

169. PAYMENT OF CONSULTANCY SUPPORT - GRANGE PARK GOLF COURSE

Consideration was given to a report of the Strategic Leader Culture, Leisure and Lifelong Learning regarding the need to invoke Standing Order 35, given the specific circumstances outlined in the report, in order to allow consultants that have been used to support the selection of management partners for Grange Park Golf Course to be paid additional expenses.

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

(2) That the invoking of Standing Order 35 be agreed to enable an additional payment to be made to GDG Acornbridge as a consequence of the circumstances outlined in the report submitted, and having regard to the representation of the Officer.

**STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION
23rd February, 2005**

Present:-

Group 1

Rev. Myerscough
Mr. P. Buckley
Captain Bainbridge

Group 2

Rev. N. Elliott

Group 3

Mr. D. Homer
Mr. T. Pinto

Group 4

Councillor Littleboy
(Chairman)

Also in attendance were Mr. K. Robinson and Ms Helen Longland.

1. APOLOGIES

Apologies for absence were received from Councillors Austen, Burke and Sharman, Mrs. Chandra and Mr. M. Gillam.

2. INTRODUCTION OF NEW MEMBERS

The Chairman formally welcomed to the meeting the following new members :-

Rev. N. Elliott
Mr. D. Homer
Mr. T. Pinto

3. MINUTES OF PREVIOUS MEETING

Resolved:- That the minutes of the meeting held on the 9th February, 2005 be received as a correct record.

**4. REQUEST FOR DETERMINATION ON COLLECTIVE WORKSHOP
OAKWOOD TECHNOLOGY COLLEGE**

Further to the meeting held on 25th November, 2005, members present, acting as the Determination Sub-Committee, considered the following :-

- the legal issues/requirements
- advice by OFSTED regarding collective worship
- advice by OFSTED when making a judgement on school governors
- the Rotherham SACRE position statement on Collective Worship and advice to schools
- extract from recent report on the work of SACREs by OFSTED
- the percentage of non-Christian pupils

Particular discussion took place on the provision presently made at Oakwood where the school takes a multi-faith approach because of the faith backgrounds of the pupils. This means that, though it contributed to spiritual and moral development and maintained the values of Christian belief it was not strictly legal without a determination..

The reasons for the school for requiring a Determination were outlined.

Members present split into their groups for voting on the request.

Resolved:- That members present, acting as the Determination Sub-Committee, accept the application from Oakwood Technology College for a Determination to modify the Daily Act of Collective Worship.

5. SYLLABUS CONFERENCE – CONSIDERATION OF AGREED SYLLABUS OF RELIGIOUS EDUCATION 2004

Kevin Robinson outlined the background to the draft Rotherham Agreed Syllabus of RE., a copy of which had been considered by members.

In preparing the draft, consideration had been given to guidance and content as contained in the non-statutory national framework prepared by the QCA on behalf of the DfES.

The various elements contained in the draft Syllabus for each Key Stage were referred to by Kevin Robinson with particular reference being made to objectives, targets and activities together with the breadth of study required at each Key Stage.

Consultation had taken place on the content of the draft document and with regard to early years, whilst the goals were satisfactory, the examples in the draft were to be replaced.

Discussion took place on publicising the document, making it available on the Authority's website, Rotherham Grid for Learning, and involving the Publicity Office.

It was felt that there should be an official launch as it would help to raise the profile of RE.

It was noted that the Agreed Syllabus for RE was not binding on church schools.

Resolved:- (a) That the Rotherham Agreed Syllabus of Religious Education 2004 be accepted subject to the points raised being incorporated.

(b) That the final document, when amended be submitted to all schools and publicised as appropriate.

6. NASACRE NEWSLETTER

Members present were given a copy of SACRE News for information, Kevin Robinson making brief reference to its content.

7. RESIGNATION OF MEMBER

Captain Bainbridge informed the meeting of his forthcoming move from Rotherham and would therefore be resigning as a member of Rotherham SACRE.

SACRE members expressed their thanks and appreciation to Captain Bainbridge for his work on behalf of SACRE.

8. DATE OF NEXT MEETING

It was noted that the next meeting of SACRE would be held on Wednesday 22nd June, 2005 at 4.00 p.m.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	ECALS Cabinet Member and Advisers
2.	Date:	15 th March 2005
3.	Title:	Admissions to Schools 2006/07 – Consultation Report (All Wards)
4.	Programme Area:	ECALS

- 5. Summary:** This report covers issues that have arisen as a result of the annual consultation exercise with and between schools and other LEAs.
- 6. Recommendations: That:**
- i) the proposed admission numbers contained within Annex 1 for community and controlled schools be confirmed for 2006/07, subject to the clarifications / amendments contained in Annex 2.
 - ii) the admissions criteria for community and controlled schools for 2006/07 (as shown at Annex 1) be confirmed,
 - iii) the changes shown at Annex 2 for voluntary aided schools be noted.
 - iv) the appropriate notice be published in respect of the proposed admission numbers for schools named in Annex 2 where the admission number will be less than that currently indicated by the net capacity calculation.
 - v) the co-ordinated admissions schemes for both Primary and Secondary schools be confirmed and forwarded to the Secretary of State as required,
 - vi) this report be forwarded to the Local Admissions Forum for consideration at its next meeting.

- 7. Proposals and Details:** Annex 1 shows details of the LEA's consultation document relating to community and controlled schools. The admissions criteria are unchanged from the previous year and there has been no specific feedback from consultees on this.

Proposed admission numbers for community and controlled schools have, in the main been agreed by school governing bodies. There has been some feedback and details are indicated at Annex 2.

Aided schools have also been taking part in the consultation and for this year, this has been facilitated by use of the LEA's internet site. Details of aided schools proposed admission number and admissions criteria have been included on the site.

There has been no specific feedback on the consultation regarding the co-ordinated admission schemes. The period for consultation ended on 1st March and determinations by admission authorities must be made by 15th April 2005.

The Local Admissions Forum also needs to consider this report.

- 8. Finance:** There are no specific financial consequences related to the recommendations of this report, although numbers on roll do have an effect on school budgets.
- 9. Risks and Uncertainties:** All consultees must be informed of any determination and it is possible for objections to be made to the Adjudicator.
- 10. Policy and Performance Agenda Implications:** The recommended action has no specific consequences in terms of policy and performance agenda implications.
- 11. Background Papers and Consultation:** This is an annual consultation exercise undertaken by reference to statutory regulations and associated guidance – School Standards and Framework Act 1998, Education Act 2002 and subsequent regulations; DfES' School Admissions Code of Practice.

Contact Name: *Martin Harrop, PO Forward Planning, 01709 822415*
e-mail: martin.harrop@rotherham.gov.uk

**ROTHERHAM METROPOLITAN BOROUGH COUNCIL
REPORT TO GOVERNING BODIES – AUTUMN TERM 2004**

CONSULTATION ON ADMISSION ARRANGEMENTS FOR THE ADMISSION YEAR 2006/07

i) Admission Numbers and Admissions Criteria

This item gives governors the opportunity to consider the admission arrangements (criteria and admission number), which will apply for admission in 2006/07. The Local Admission Forum has previously considered the requirements for consultation and has agreed that the LEA should facilitate this, as far as possible, by use of the Authority's Internet site.

The timetable for the year is:-

Autumn Term 2004	Governing bodies consider the arrangements which will apply.
By 14 th January 2005	All relevant details to be forwarded to the LEA.
18 th January – 1 st March 2005	Period of consultation via the LEA's website.
By end of March	LEA and the Local Admission Forum consider any changes and forward any comments to appropriate Admission Authority(ies).
By 15 th April 2005	All admission authorities to determine their arrangements and notify those consulted.

Community and Controlled Schools

For these schools, the LEA is the admission authority. The proposed admissions criteria remain the same as those determined for 2005/06. Admission numbers for 2005/06 and proposed numbers for 2006/07 are as shown in the Appendix.

Action: If the governing body consider that a different number would be more appropriate for the school, then details should be forwarded to Martin Harrop, 1st Floor, Norfolk House, as soon as possible and no later than **14th January 2005**.

Voluntary Aided Schools

The governing body is the admission authority. Governing Bodies of Church of England schools should consult their Diocesan Board before consulting anyone else. Governing bodies to consider any changes to their admission criteria and/or admission number.

Action: Full details of the admissions criteria and admissions number to be forwarded to the LEA by 14th January 2005 in order for the full consultation with all the appropriate consultees to be carried out via the Internet. This should be done by e-mail to martin.harrop@rotherham.gov.uk It should be noted that if the full consultation is carried out appropriately for all admission authorities within the 'relevant area' (ie Rotherham), then the requirement to consult will only apply every other year for voluntary aided schools where no change to the arrangements are proposed. This could, therefore, apply for 2007/08, if full consultation is done for all schools for 2006/07.

Further General Points

All admission numbers should now be set by reference to the indicated admission number (IAN) deriving from the net capacity calculation.

An admission number higher than the IAN can be set, subject to the necessary consultation, feedback and determination.

An admission number lower than the IAN can be set, subject to the above, but would also require the publication of a notice with provision for objection to the Adjudicator.

All infant, J&I, Primary schools need to continue to be mindful of the need to maintain classes from R to Y2 at 30 or less.

If you require any further information or would wish to discuss any matters relating to admission numbers/criteria/net capacity, please contact Martin Harrop on 01709 822415.

ii) Co-ordinated Admission Arrangements

Schemes for the co-ordination of admission arrangements for Primary and Secondary schools were agreed for 2005/06.

For 2006/07, the LEA intends to amend the scheme for Secondary preferences, but only in respect of extending the existing arrangements applying to all LEAs in South Yorkshire to include Nottinghamshire and Derbyshire. Both these LEAs are happy to agree this arrangement in order to avoid the possibility of some pupils receiving more than one offer of a school place.

Action: Governing Bodies to note and to forward any comments, if any, to the LEA marked for the attention of Martin Harrop.

Admission Criteria for community and controlled schools – 2006/07

Primary Reception

Places will be allocated in the following order of priority

- i) Children with a Statement of Special Educational Needs will gain a place at the school stipulated in the Statement.
- ii) Children in Public Care will gain a place at the catchment area/local school or the school deemed most appropriate by the Authority as part of the child's personal education plan.
- iii) Children living in the catchment area of the school as defined by the Authority.
- iv) Those children who live outside the catchment area whose older brothers or sisters will be on the roll of the preferred school or its associated junior school at the time of their admission.
- v) Children who have a specific medical reason confirmed by a medical practitioner which the Authority is satisfied makes attendance **at that particular school essential**.
- vi) Children with a compelling social reason which the Authority is satisfied makes attendance **at that particular school essential**. The kinds of overriding social reasons which could be accepted are where there is evidence that the pupil's education would be seriously impaired if he or she did not attend the preferred school.
- vii) Children who live nearest to the school measured in a straight line on a horizontal plane (as the crow flies).

Year 3

Places in Year 3 at a Junior School will be allocated following receipt of parental preferences according to the following criteria, which are in priority order:-

- i) Children with a Statement of Special Educational Needs will gain a place at the school stipulated in the Statement.
- ii) Children in Public Care will gain a place at the catchment area/local school or the school deemed most appropriate by the Authority as part of the child's personal education plan.
- iii) Children in attendance at Y2 in the associated Infant School.
- iv) Children living in the catchment area of the school as defined by the Authority.
- v) Children whose older brothers or sisters will be on the roll of the school at the time of their admission.

- vi) Children who have a specific medical reason confirmed by a medical practitioner which the Authority is satisfied makes attendance **at that particular school essential**.
- vii) Children with a compelling social reason which the Authority is satisfied makes attendance **at that particular school essential**.
- viii) Children who live nearest to the school measured in a straight line on a horizontal plane (as the crow flies).

Secondary Year 7

Places will be allocated in the following order of priority:-

- i) Children with a Statement of Special Educational Needs will gain a place at the school stipulated in the Statement.
- ii) Children in Public Care will gain a place at the catchment area/local school or the school deemed most appropriate by the Authority as part of the child's personal education plan.
- iii) Children who, on the Allocated Date, are living in the catchment area of the school as defined by the Authority.
- iv) Those children who live outside the catchment area whose older brothers or sisters will be on the roll of the preferred school at the time of their admission.
- v) Children who have a specific medical reason confirmed by a medical practitioner which the Authority is satisfied makes attendance **at that particular school essential**.
- vi) Children with a compelling social reason which the Authority is satisfied make attendance **at that particular school essential**. The kind of overriding social reasons which could be accepted are where there is evidence that the pupil's education would be seriously impaired if he or she did not attend the preferred school.
- vii) Children who, on the allocation date, are on the roll of one of the associated Primary/Junior/Junior and Infant schools as identified by the Authority.
- viii) Children who, on the Allocated Date, live nearest to the school measured by a straight line on a horizontal plan, (commonly known as measurement, "as the crow flies").

NB Places will be allocated in accordance with the LEA's co-ordinated admissions schemes for Primary and Secondary schools. In assessing preferences, the LEA will operate an 'equal preference' system, which means that no priority will be given according to the ranking of the preference, except where a potential offer can be made in respect of more than one school. In that situation, the final offer of a place will be made at the highest ranked of the potential offer schools.

PRIMARY SCHOOLS

School	Net Capacity	Indicated Admission Number	Admission Number 2005/2006	Proposed Admission Number 2006/2007	Comments
Anston Brook Primary	253	36	40	40	
Anston Greenlands J&I	266	38	38	38	
Anston Hillcrest Primary	210	30	30	30	
Anston Park Infant	225	75	75	75	
Anston Park Junior	270	67	75	75(67)	Govs could consider the lower number
Aston CE J&I	210	30	30		
Aston Fence J&I	140	20	20	20	
Aston Hall J&I	210	30	30	30	
Aston Lodge Primary	210	30	30	30	
Aston Springwood Primary	210	30	30	30	
Aughton Primary	195	27	30	30	
Badsley Moor Infant	270	90	90	90	
Badsley Moor Junior	360	90	90	90	
Blackburn Primary	392	56	56	56	
Bramley Grange Primary	280	40	40	40	
Bramley Sunnyside Infant	240	80	80	80	
Bramley Sunnyside Junior	320	80	80	80	
Brampton Cortonwood Infant	115	38	40	40	
Brampton the Ellis CE Infant	120	40	40		
Brampton the Ellis CE Junior	269	67	70		
Brinsworth Howarth J&I	210	30	30	30	
Brinsworth Manor Infant	240	80	80	80	
Brinsworth Manor Junior	320	80	80	80	
Brinsworth Whitehill Primary	296	42	42	42(40)	Govs could consider the lower number
Broom Valley Infant	225	69	75	75	
Broom Valley Junior	272	68	68	68	
Canklow Woods Primary	270	38	40	40(38)	Govs could consider the lower number
Catcliffe Primary	170	24	25	25	
Coleridge Primary	210	30	30	30	
Dalton Foljambe J&I	150	21	30	30	
Dinnington Primary	431	61	52	52	New building in Sept 2004
St Joseph's Catholic Primary (Dinnington)	196	28	28		
East Dene J&I	420	60	60	50	To reduce in line with new build capacity
Ferham Primary	266	38	30	30	New building
Flanderwell Primary	206	29	30	30	
Greasbrough J&I	328	46	50	50	
Harthill Primary	180	25	30	30	
Herringthorpe Infant	210	70	70	70	
Herringthorpe Junior	280	70	70	70	
High Greave Infant	180	60	60	60	
High Greave Junior	240	60	60	60	

School	Net Capacity	Indicated Admission Number	Admission Number 2005/2006	Proposed Admission Number 2006/2007	Comments
Kilnhurst Primary	168	28	28	28	
Kimberworth Primary	210	30	N/A	30	New school will have capacity of 210 (R-Y6)
Kiveton Park Infant	150	50	50	50	
Kiveton Park Meadows Junior	200	50	59	59	
Laughton CE Primary	105	15	15		
Laughton J&I	145	20	24	24	
Lilly Hall Junior	268	67	67	67	
Listerdale J&I	210	30	30	30	
Maltby Craggs Infant	240	80	70	70	Will be based on capacity of new buildings – 210
Maltby Craggs Junior	320	80	70	70	Will be based on capacity of new buildings - 280
Maltby Hall Infant	178	59	60	60	
Maltby Manor Infant	180	60	60	60	
Maltby Manor Junior	243	60	60	60	
Maltby Redwood J&I	315	45	45	45	
St Mary's Catholic Primary (Maltby)	208	29	30		
Meadowhall Primary	350	50	N/A	50	New school will have capacity for 350 (R-Y6)
Ravenfield Primary	210	30	30	30	
Rawmarsh Ashwood J&I	210	30	30	30	
Rawmarsh St Mary's CE Primary	131	18	30		
Rawmarsh Monkwood Infant	173	57	60	60	
Rawmarsh Monkwood Junior	240	60	60	60	
Rawmarsh Rosehill Junior	240	60	60	60	
Rawmarsh Ryecroft Infant	180	60	60	60	
Rawmarsh Sandhill Primary	209	29	30	30	
Rawmarsh St Joseph's Catholic Primary	196	28	28		
Rawmarsh Thorogate J&I	210	30	30	30	
Redscope Infant	180	60	60	60	
Redscope Junior	240	60	60	60	
Rockingham J&I	390	55	56	56	
Roughwood Primary	392	56	56	56	
Sitwell Infant	228	76	76	76	
Sitwell Junior	300	75	76	76	
St Ann's J&I	345	57	60	60	
St Bede's Catholic Primary	280	40	40		
St Mary's Catholic Primary (Herr)	208	29	30		

School	Net Capacity	Indicated Admission Number	Admission Number 2005/2006	Proposed Admission Number 2006/2007	Comments
St Thomas' CE Primary (Kiln)	180	25	30	30(25)	Govs could consider the lower number
Swallownest Primary	210	30	30	30	
Swinton Brookfield Primary	347	49	50	50	
Swinton Fitzwilliam Infant	150	50	50	50	
Swinton Fitzwilliam Junior	200	50	60	60	
Swinton Queen Primary	315	45	45	45	
Thornhill Primary	231	33	30	30	New building
Thorpe Hesley Infant	210	70	80	70	
Thorpe Hesley Junior	324	81	81	81	
Thrybergh Fullerton CE Primary	105	15	15		
Thrybergh Primary	315	45	50	50	
St Gerard's Catholic Primary	140	20	20		
Thurcroft Infant	180	60	60	60	
Thurcroft Junior	355	88	70	70	
Todwick J&I	210	30	30	30	
Treeton CE Primary	259	37	37		
Trinity Croft CE J&I	112	16	16		
Wales Primary	171	24	30	30	
Wath CE Primary	210	30	30		
Wath Central Junior *	240	60	60	60	
Our Lady & St Joseph's Catholic Primary	175	25	30		
Wath Park Infant *	180	60	60	60	
Wath Victoria J&I	240	34	40	40	
Wentworth CE J&I	104	14	14	14	
West Melton J&I	140	20	28	28(20)	Govs could consider the lower number
Whiston J&I	210	30	30	30	
Whiston Worrygoose J&I	210	30	30	30	
Wickersley Northfield Primary	419	59	60	60	
St Alban's CE Primary	210	30	30		
Woodsetts J&I	176	29	30	30	

* Schools will amalgamate with a net capacity of 420 and admission limit of 60.

SECONDARY SCHOOLS

School	Net Capacity Figure	Indicated Admission Number	Admission Number 2005/2006	Proposed Admission Number 2006/2007	Comments
Aston Comprehensive School, A Specialist School in Maths and Computing	1833	313	319	319	
Brinsworth Comprehensive School	1487	255	255	255	
Clifton Comprehensive	1433	286	250	250	
Dinnington Comprehensive School	1444	252	252	252	
Maltby Comprehensive School	1639	290	290	290	
Oakwood Technology College	1050	210	210	210	
Rawmarsh School, A Sports College	1112	222	217	222	
Swinton Community School, A Maths & Computing College	1320	226	241	241(226)	Govs could consider the lower number
Thrybergh Comprehensive	704	140	140	140	Net capacity should be 700 for 2006
Wales High School	1520	248	248	248	
Wath Comprehensive A Language College	1740	290	300	300	Net capacity should be 1800 for 2006
Wickersley School and Sports College	1725	279	300	300	Net capacity should be 1850 for 2006
Wingfield Comprehensive	845	169	170	170	Net capacity should be 850 for 2006
Winterhill	1128 (for Old Hall)	225	320	320	Net capacity should be 1600 with new build
St Bernard's Catholic High, Specialist School for the Arts	664	132	132		
Pope Pius X Catholic High	650	130	130		

ADMISSION NUMBER FOR SIXTH FORMS

School Name	Admission Number for Y7-Y11	Proposed Admission Number for Y12 2006/07 *
Aston Comprehensive School, A Specialist School in Maths and Computing	319	47
Brinsworth Comprehensive School	255	38
Dinnington Comprehensive School	252	37
Maltby Comprehensive School	290	43
Swinton Community School, A Maths & Computing College	241	36
Wales High School	248	37
Wath Comprehensive A Language College	300	45
Wickersley Schools and Sports College	300	45

* This number is 15% of the admission number for Y7.

Feedback from the annual admissions consultation**Community and Controlled Schools**

A number of schools were asked to give consideration to an alternative admission number to that already in place for 2005/06. Responses have been as follows:-

School	Possible numbers	Number preferred by Governors
Anston Park Junior	75/67	75
Brinsworth Whitehill	42/40	42
Canklow Woods	40/38	38
St Thomas CE, Kilnhurst	30/25	30
West Melton	28//20	28
Swinton Community, A Maths & Computing College	241/226	226

Additionally, there were other schools where the previous admission number and the indicated admission number deriving from the net capacity were at variance:-

School	Indicated Admission Number	Previous Admission Number	Number preferred by Governors
Lilly Hall Junior	Was 67, now 60	67	60
Swinton Fitzwilliam Jnr	50	60	50
Thorpe Hesley Inf	70	80	80

For all of the above there is no reason why the governors' preferred admission number cannot be agreed for 2006/07.

Voluntary Aided Schools

There is one school where the proposed admission number is different to that which applied for 2005/06. This should be noted:-

School	Indicated Admission Number	Previous Admission Number	Number preferred by Governors
Rawmarsh St Joseph's	28	28	30

At Treeton Primary the proposed number should be 37 (as in 2005/06) rather than 35 as published.

Required publication where an admission number is less than that indicated by the current net capacity calculation for the school

As in previous years, there is now a requirement for a notice to be published should any admission authority wish to have an admission number, which is lower than that indicated by the current net capacity calculation. For 2006/07, this will apply to the following schools:-

School	Change	Comments
Clifton	250 rather than 286	will have changed capacity
Thurcroft Junior	70 rather than 88	large classrooms
Maltby Craggs Infant	70 rather than 80	will have changed capacity
Maltby Craggs Junior	70 rather than 80	will have changed capacity
Meadowhall *	40 rather than 75	will have 7 rather than 4 year groups
Kimberworth	30 rather than 66	will have 7 rather than 3 year groups
East Dene	50 rather than 60	will have changed capacity

* NB This number will now be 40 for 2006/07 rather than 50 (in the original document), which will fit with the net capacity calculation for the new school, following recent discussions.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Cabinet Member and Advisers, Education, Culture and Leisure Services
2.	Date:	15 th March 2005
3.	Title:	Performance Indicators <ul style="list-style-type: none"> ▪ Appendix A - ECALS 2004/05 Performance Indicator 3rd Quarter Report [Wards affected – All]
4.	Programme Area:	Education, Culture and Leisure Services

5. Summary

Appendix A outlines performance at the end of the 3rd quarter 2004/05 against targets with comparisons against 2003/04 actuals and 2003/04 All England top quartile authorities.

6. Recommendations

- **That the Performance Report be received**

7. Proposals and Details

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

In the third 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].

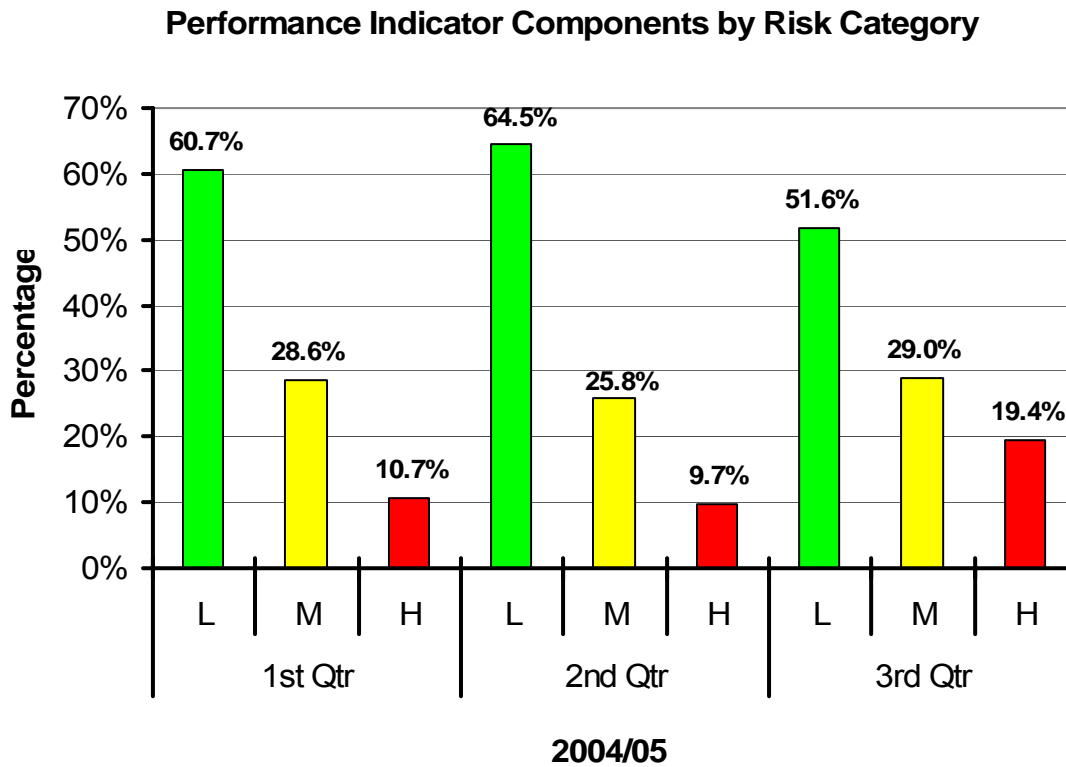
Members' attention is drawn to the addition of the newly published 2003/04 All England Top Quartile performance figures within this report which have assisted in designating risk categories to Performance Indicators.

The "Risk" column represents 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. These are reported to Members bi-annually.

Summaries of the risk assessments are shown below;

Low Risk		51.6%	16 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
Low Risk [continued]			
No.7	Average number of hours alternative tuition		SLTPI 12
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.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		29%	9 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.15	Take up of free school meals		SLTPI 16
No.17	Museum usage		BVPI 170 a, b, c
High Risk		19.4%	6 components
No.2	Permanent exclusions		BVPI 44
No. 9	Number of childcare places created		SLTPI 22 a, b, c
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 percentage of Performance Indicator components by risk category at each quarter stage.



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.

A category of risk is applied to each Performance Indicator using the PI managers' projection of year-end performance and takes into account any known internal or external influences with comparison against published 2004/05 targets. The quarterly performance report is discussed at the ECALS Performance Management Group, [established December 2004], and collective agreement is reached regarding the appropriate category of risk.

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 bi-annually.

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
- ECALS Performance Management Group - Minutes of meeting 26/01/05

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ECALS - 2004/05 Performance Indicator 3rd Quarter Report

Appendix A

No	Definition	Ref.	Links	03/04 Top Quartile	03/04 Actual	1 st Qtr		2 nd Qtr		3 rd Qtr		4 th Qtr		Year End Proj.	04/05 Target	On Target	Qtr Direction	Risk H/M/L	Action Plan	Comments
						FIXED	CULM.	FIXED	CULM.	FIXED	CULM.	FIXED	CULM.							
1	% SEN statements in 18 weeks	BVPI 43	CPA RPI LPSA KPI	100%	82.3%	100%	100%	100%	100%	100%	100%	100%		100%	✓	↔	M	✓	Progress has continued to exceed both parts of the target. However, due to current staff shortages both parts of this target remain under close scrutiny.	
a	excluding exceptions			83.9%	58.3%	61.5%	83.3%	68.4%	80%	80%	72.4%	72.4%		72.4%	✓	↓		✓		
b	including exceptions			83.9%	58.3%	61.5%	83.3%	68.4%	80%	80%	72.4%	72.4%		72.4%	✓	↓		✓		
	[Marium Haque]			0.84	0.97	2.2	1.34	1.61	1.57	1.57	1.57	1.57		1.31	X	↓	H	✓	Increase in exclusions from secondary schools, plans for targets to be set and action plan to address to be implemented.	
2	Permanent Exclusions per 1000 pupils	BVPI 44	CPA KPI RPI	8.00%	8.7%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%		8.4%	✓	↔	L	X		
	[Catherine Ratcliffe]			8.00%	8.7%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%		8.4%	✓	↔	L	X		
3	% 1/2 days missed to absence – secondary	BVPI 45	CPA KPI	5.4	6.2%	6.1%	5.7%	5.7%	5.7%	5.7%	5.7%	5.7%		5.7%	✓	↔	L	X		
	[Catherine Ratcliffe]			5.4	6.2%	6.1%	5.7%	5.7%	5.7%	5.7%	5.7%	5.7%		5.7%	✓	↔	L	X		
4	% 1/2 days missed to absence – primary	BVPI 46	CPA KPI	0%	0%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%		0.7%	X	↔	M	✓	Positive feedback from recent HMI visit to school concerned.	
	[Catherine Ratcliffe]			0%	0%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%		0.7%	X	↔	M	✓		
5	% schools with special measures	BVPI 48	CPA KPI	N/A	0%	0%	0%	0%	0%	4%	3%	3%		n/a			L	X	Unable to provide accurate predictions for the end of year.	
	[Steve Waich]			N/A	0%	0%	0%	0%	0%	4%	3%	3%		n/a			L	X	Q2 - Year end likely to be within target	
6	% permanently excluded pupils provided with less than 6hrs tuition	BVPI 159	CPA KPI	N/A	1%	6%	7%	7%	2%	2%	4%	4%		n/a			L	X	Q3 – Part a registering above target but overall number of tuition hours exceeds target	
a				N/A	1%	6%	7%	7%	2%	2%	4%	4%		n/a			L	X		
b	6 to 12hrs tuition			N/A	1%	6%	7%	7%	2%	2%	4%	4%		n/a			L	X		
c	13-19 hrs tuition			N/A	11%	4%	5%	7%	0%	0%	3%	3%		n/a			L	X		
d	20hrs or more tuition			93.2%	88%	90%	88%	86%	94%	94%	90%	90%		n/a			L	X		
	[Ann Clegg]			93.2%	88%	90%	88%	86%	94%	94%	90%	90%		n/a			L	X		
7	Weekly average No. of hrs alternative tuition provided	SLTPI 12		N/A	24.4	24.8	24.4	24.7	25	24.8	24.8	24.8		22.5		↑	L	X	Unable to provide accurate predictions for the end of year.	
	[Ann Clegg]			N/A	24.4	24.8	24.4	24.7	25	24.8	24.8	24.8		22.5		↑	L	X	Q2 - Year end likely to be within target Q3 – indicating to exceed 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

ECALS - 2004/05 Performance Indicator 3rd Quarter Report

Appendix A

No	Definition	Ref.	Links	03/04 Top quartile	03/04 Actual	1 st Qtr		2 nd Qtr		3 rd Qtr		4 th Qtr		Year End Proj.	04/05 Target	On Target	Qtr Direction	Risk H/M/L	Action Plan	Comments
						FIXED	CULM.	FIXED	CULM.	FIXED	CULM.	FIXED	CULM.							
8	% of schools with Serious Weakness [Steve Walch]	SLTPI 14		N/A	1.4%	2.1%	2.1%	1.4%	1.4%	1.4%	1.4%			1.4%	0.7%	X	↔	M	✓	Both schools involved had positive feedback from recent external monitoring visits.
9	No. of childcare places created by Childminding places	SLTPI 22		N/A	N/A	79	79	39	118	46	164			212	240	X	↑	H	✓	2004-05 Targets are extremely challenging but set inline with 2yr Government Funding Targets 2004-06.
b	Out of school places					24	24	64	88	74	162			200	200	✓	↑		✓	Section (b) also includes "392" carry-over from 2003-04.
c	Children Centre Places [Sue Walker]					0	0	0	0	4	4			4	50	X	↑		✓	Several potential childminders who have previously attended briefing sessions have not yet completed the Ofsted registration process due to personal circumstances.
10	No. of Truancy Patrols [Catherine Ratcliffe]	SLTPI 1		N/A	52	2	2	22	24	4	28			34	32	✓	↓	L	X	Delays on capital build programme have resulted in no childcare places being opened in Children's Centres.
11	No. of referrals to non-school attendance panel [Catherine Ratcliffe]	SLTPI 2		N/A	144	50	50	6	56	64	120			142	102	✓	↑	L	X	Government advises on additional patrol dates. Targets reflect LEA patrols.
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%			100%	100%	✓	↔	L	X	Increased numbers at the panel are a reflection on the introduction of Fixed Penalty Notices. We agreed a process by which FPN's would be decided by the panel. The number of FPN's include are 70

ECALS - 2004/05 Performance Indicator 3rd Quarter Report

Appendix A

No	Definition	Ref.	Links	03/04 Top quartile	03/04 Actual	1 st Qtr		2 nd Qtr		3 rd Qtr		4 th Qtr		Year End Proj.	04/05 Target	On Target	Qtr Direction	Risk H/M/L	Action Plan	Comments
						FIXED	CULM.	FIXED	CULM.	FIXED	CULM.	FIXED	CULM.							
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%	100%	100%	100%	100%	98%	✓	↔	L	X	
14	Pupils with statements of Special Educational Needs as a percentage of all children	SLTPI 15	KPI	N/A	3.09%	N/A % of current position	2.72%	N/A % of current position	2.54%	N/A % of current position	N/A	N/A	2.54%	2.60%	✓	↑	M	✓	Numbers of Statements have continued to reduce steadily. However, it is expected that this number will remain fairly stagnant over the next quarter as fewer Statements are likely to be ceased. There is also a danger that some ceased Statements may be re-instated via parental appeal to Tribunal but we are working with parents to keep this to a minimum.	
15	Take up of free school meals by those eligible [Ron Parry]	SLTPI 16	KPI	N/A	72.05 %	70.2% [est.]	70.2% [est.]	68.748 % [est.]	69.67 % [est.]	60.81 % [est.]	66.02 % [est.]	73%	73%	73%	✓	↓	M	X	Estimated figures used. Figures show a downward trend due to low number of returns from schools. This is being addressed and it is anticipated that actuals will show an increase.	
16	No. of physical visits per 1,000 population to public library premises. [G. Kilminster]	BVPI 117	CPA KPI	6,605	4966	1040	1040	1060	2100	1082	3182	4328	6,000	X	↑	H	✓	Year end projection based on 3 rd 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 <i>251540 pop figures used</i>		
17a	No. of visits to museums per 1,000 population	BVPI 170	CPA a)KPI	771	257	65	65	80	145	52	197	n/a	320					M	X	Cliffon Park Museum to re open 29 th January 2005
17b	No. of those visits that were in person per 1,000 population			513	232	59	59	59	118	34	152	n/a	236					M	X	Opening delayed so targets now unachievable as based on longer opening period

*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

ECALS - 2004/05 Performance Indicator 3rd Quarter Report

Appendix A

No	Definition	Ref.	Links	03/04 Top quartile	03/04 Actual	1 st Qtr		2 nd Qtr		3 rd Qtr		4 th Qtr		Year End Proj.	04/05 Target	On Target	Qtr Direction	Risk H/M/L	Action Plan	Comments
						FIXED	CULM.	FIXED	CULM.	FIXED	CULM.	FIXED	CULM.							
c	No. of pupils visiting museums & galleries in organised school groups [G. Kilminster]			7294	261	0	0	0	0	0	0	0	0	n/a	0			X	Original targets: a) 420 b) 400 c) 2500	
18	The No. of swims and other visits per 1,000 population [Mark Humphreys]	SLTPI 6a		N/A	3293	803	849	1652	782	2434	3300	3300	3300	3300	3300	✓	↔	L	Improvement programme being implemented to review programming to increase participation. Please note revised figure for 2nd quarter with updated attendance info. [Previously reported Fixed – 851, Culm. – 1664]	
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	1.2	3.7	6.5	4.8	6.5	6.5	6.5	X	↓	H	Action plan identifies further initiatives to increase book issues. Year end projection based on 3 rd quarter 251540 pop figures used	
20	% of playgrounds which conform to national standards for local; a unequipped play areas b equipped play areas c Larger neighbourhood equipped play areas [Peter Cunningham]	SLTPI 9		N/A	62.50%	12.66%	12.5%	12.5%	12.20%	12.20%	12.82%	12.20%	12.20%	12.20%	12.82%	X	↓	L	Method of calculation has changed, not comparable with 03/04 2 new play areas added, therefore both LAP's and LEAP's will be under target, but 1 play area has been re-categorised from LEAP to NEAP. This is not detrimental as a NEAP is a bigger play area.	
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	1.92	1.90	1.99	1.99	1.98	1.99	1.99	1.99	1.98	✓	↑	L	Calculated by random sample.	
22	Waiting times for people: a With appointments b Without appointments [Kirsty Booth]	Corp 1				90%	N/A	N/A	N/A	N/A	95%	95%	95%	95%	95%	✓		X	Reception Service provided by RBT.	

*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

ECALS - 2004/05 Performance Indicator 3rd Quarter Report

Appendix A

No	Definition	Ref.	Links	03/04 Top quartile	03/04 Actual	1 st Qtr		2 nd Qtr		3 rd Qtr		4 th Qtr		Year End Proj.	04/05 Target	On Target	Qtr Direction	Risk H/M/L	Action Plan	Comments
						FIXED	CULM. [please see comment]	FIXED	CULM. 100%	FIXED	CULM. 100%	FIXED	CULM. 100%							
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%			100%	✓	↔		X	Calculated by random sample. No letters from members of the public received in the sample week chosen by Corporate for 1 st Qtr, [week commencing 15 th March].	
24	Ave. no of working days lost to staff absence per FTE employee. [Sarah Stead]	Corp 3 [BVPI 12]				3.18	3.18	3.14	6.32	TBC	TBC			TBC	9.9			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.	

*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

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
BVPI 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

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Education Culture & Leisure Cabinet Member and Policy Advisers
2.	Date:	15 March 2005
3.	Title:	The ‘amalgamation’ of Redscope Infant and Junior Schools
4.	Programme Area:	ECaLS

5. Summary: Proposals have stood for six weeks (from 7th January to 18th February 2005) and, in the absence of any objections, the matter can now be determined by the LEA without reference to the School Organisation Committee.

6. Recommendations:

It is recommended that, in the absence of any formal objections that the LEA determines the proposals which are:

- i) That Redscope Junior School will be discontinued; and**
- ii) That Redscope Infant School will have its age-range extended from 3 to 7 years to 3 to 11 years in order to form a through junior and infant school, each with effect from 1st April 2005.**

That the School Organisation Committee and the Secretary of State be informed accordingly.

7. **Proposals and Details:** Members have agreed to consult as appropriate whenever two schools meet certain conditions and this is stated within the LEA's School Organisation Plan.

The proposed objectives of amalgamation are:

- i) to provide a continuous primary entitlement across the key stages;
and
- ii) to produce financial savings (mainly on staffing) to deploy elsewhere within the Education Services budget.

Members agreed to commencing the statutory process at a meeting held on 16th December 2004. Since then, meetings have taken place as follows:

Governors	18 th November 2004	(Annex A)
Staff	23 rd November 2004	(Annex B)
Parents	23 rd November 2004	(Annex C)

The proposals have stood for six weeks. The LEA may now make a determination. If the LEA fails to determine the matter it would pass to the School Organisation Committee for determination.

There are no other 'linked' proposals to consider.

8. **Finance:** Building improvements associated with the amalgamation are contained within the existing capital programme and will be funded specifically through the 'New Deal for Schools' modernisation fund and the school's Devolved Formula Capital.
9. **Risks and Uncertainties:** In earlier deliberations, Members considered the advantages and disadvantages to amalgamations of this nature. As a reminder these are shown at Annex D.
10. **Policy and Performance Agenda Implications:** The major theme supported by these proposals is "everyone has access to skill, knowledge and information needed to enable them to play a full part in society". By maintaining the local schools, parents and children in North West Rotherham will have such access.
11. **Background Papers and Consultation:** As described in the Details 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

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

EDUCATION, CULTURE AND LEISURE SERVICES

Redscope Infant and Junior Schools Proposed Amalgamation

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

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:

It was a good idea to amalgamate the two schools

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.

What is the timescale for the building work?

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

Would playtimes be changed?

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.

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 420 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	2007/08
	£	£	£	£
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 BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Cabinet Member and Advisers Education, Culture and Leisure Services
2.	Date:	15th March 2005
3.	Title:	Programme Area ICT Action Plan 2004/05 – End of year Progress Report.
4.	Programme Area:	Education, Culture and Leisure Services

- 5. Summary:** This is the end of year progress report against the ICT Action Plan for 2004/5, and shows that work has been completed as follows:

59% of actions completed, against a target of 100%
66% of key actions completed, against a target of 100%

- 6. Recommendations:** That the progress outlined in this report be noted.

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

Areas of noted progress in the second half of 2005 are as follows:

- The work to connect all of the 106 schools who signed up to a broadband connection has been completed. Achievement of this large-scale project has ensured that Rotherham meets the DfES broadband connectivity target a year ahead of the target date, and at a connectivity level 5 times the minimum required.
- The Programme Area has drafted its new five-year ICT Strategy. A period of consultation has now commenced (14th March 2005), in which schools, programme area managers, corporate stakeholders, governors and wider education stakeholders across Rotherham will be offered an opportunity to comment upon the content, scope and direction of the major Strategy. At the present time, plans are being put in place for the final ICT Strategy to be launched by the end of May 2005.
- Participate successfully in Government Pilot to further roll out the use of inter-active whiteboards in Rotherham's Schools.

95 interactive white boards have been purchased, 41 of which have gone to secondary/special schools, with the rest having gone to primary schools. 66 staff from primary schools have successfully completed training. The phasing of the secondary provision was after the primaries and will be complete by the end of the financial year. In addition a number of teachers have been on subject specific courses, this has been about 20.

- Rotherham Learning Grid is appropriately expanded to provide fast, affordable connectivity for all learners.

Phase 2 of the feasibility study commenced on 23rd February 2005.

A technical design solution will be proposed for the expansion through this process so that community groups, businesses and colleges can, if they desire, connect to the Rotherham Grid for Learning. A report from the consultancy is due 22nd April 2005, with planning for the development of up to 10 pilots from 1st September 2005.

- ECDL courses are now available online through our Secondary Schools; City Learning Centres and Libraries for all KS3, 4 and 5 Learners in Rotherham.

- ECALS Internet site now complies with Local Authority Web Standards [LAWS]. Freedom of Information procedures are in place and the Publication Scheme has been updated. There are now 60 content authors fully trained in the Programme Area.
- Pupil Achievement Tracker training is delivered to at least 1 member of staff in all schools.

52 Primary Schools, mainly Head teachers, Assessment Coordinators and an admin person for data input have attended training sessions or taken up the Information Team SLA and had on-site training. All Secondary Assessment Coordinators and/or Senior Managers have attended training sessions. All training was delivered by the end of February 2005.

- E-Learning strategy developed inline with corporate developments.

The e learning materials are now available to all staff in ECALS via the intranet and the corporate pilot with Learning for business organization.

- RBT have delivered agreed levels of ICT support for both admin and curriculum in schools for 2004/5.

The 2004 Annual Schools Survey results showed

- a) Score was between satisfactory and good.
- b) Score was better than that of the previous survey.
- c) There was a difference between primary and secondary responses in that primary schools were much more positive than Secondary schools.
- d) Rotherham overall was in the 3rd quartile of Authorities in 2004 for satisfaction with ICT Support.

Actions not achieved are as follows;

- Updated policies agreed and in place, in schools and across services for information sharing, Data Protection, Information Security and Access and Electronic Communications.

The over arching policy has been drafted and is out for adoption with multi-agency teams. School governors are to be asked to adopt in September 2005.

- Develop a strategic approach to the provision of hardware and other technologies for learner communities including; provision of PCs and other technology to community-based group (public loan strategy), Access to digital content and Video-conferencing.

This issue has been overtaken by the requirement for ACL to develop and Publish an e-learning strategy. This will be progressed as part of the response and ICT Strategy.

- Sustainability strategy is developed for New Library Peoples' Network and BiblioMondo to ensure continued ability to deliver beyond current funding arrangements.

As at February 2005 discussion is underway with RBT to identify costs to Sustain NL:PN full service, including the provision of support. No decision from RBT as to novation of contract with BiblioMondo. RMBC ICT client co-ordinator is now progressing implementation of contract/SLA with BiblioMondo/RBT to provide support. NL:PN PCs are outside the scope of the current refresh programme. Discussions are underway to consider refresh in 2005/2006.

In all cases above we expect further clarification before end of March 05.

- Undertake an audit of need and investigate the feasibility of digitising the Museum collections so as to make them suitable to be accessed over the internet. Pilot one 'collection' being available over internet.

Priorities in the year have resulted in this work not being undertaken. Digitisation of the 'Collections' held in Rotherham are a key focus of the new five-year ICT Strategy.

- Adoption of ICT Key Performance Indicator to measure the ratio of staff to PC's (including mobile kit) in different areas of the Programme Area. Benchmark current ICT penetration across the 5 service areas, including the numbers of staff who have an individual email address.

This will now be an action for 2005/2006 as part of the new five-year ICT Strategy, and will be the focus of multi-agency work as part of the 'Every Child Matters' agenda.

- Develop a multi-agency training plan to support the pilot of integrated services/care pathways/ assessment and information sharing. Deliver training to pilot group and evaluate. Roll out across Rotherham.

Slippage in national publication of Common Assessment Framework, ISA developments and IT requirements has resulted in the deadline moving by 9 – 12 months.

8. **Finance:** The costs associated with delivery of this plan are all contained within existing service budgets, or where identified funding has not been secured, additional external funding bids are being progressed.
9. **Risks and Uncertainties:** The progress reporting process and the monitoring of the plan is designed to identify, manage and alleviate risks and uncertainties from the ICT planning process. Through regular monitoring by Senior Managers and Members, risk assessment is carried out and uncertainties accounted for as progress is made.

10. Policy and Performance Agenda Implications:

10.1 Contributes to all 5 priorities.

10.2 Has positive impact

10.3 Contributes to all aspects of sustainability.

10.4 Contributes to addressing health and social inequalities priority of the community strategy.

10.5 Contributes to safer Rotherham implications.

10.6 No issues identified.

10.7 Contributes to Corporate Plan, Community Strategy, Neighbourhood Renewal Strategy and National Service Framework. Has positive contribution to CPA.

10.8 Impacts directly on Children Services Inspection Framework and individual school Ofsted Inspections.

10.9 Positive contribution to Best Value Performance Plan, Education Development Plan and CPA.

10.10 BVP157

11. Background Papers and Consultation:

Consultation

ECLS Strategic Leadership Team, 2nd March 2005-02-23

ECLS Programme Area ICT Strategy Team, 15th February 2005.

References

ECALS ICT Action Plan 2004-2005

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