

## CABINET MEMBER FOR LIFELONG LEARNING, CULTURE AND LEISURE

Venue: Town Hall,  
Moorgate Street,  
Rotherham.

Date: Tuesday, 2nd May 2006

Time: 8.30 a.m.

### A G E N D A

1. To determine if the following matters are to be considered under the categories suggested in accordance with the Local Government Act 1972.
2. To determine any item which the Chairman is of the opinion should be considered as a matter of urgency.
3. Minutes of a previous meeting held on 11th April, 2006 (Pages 1 - 3)
4. Summer 2005 Foundation and Key Stage 1 Assessment Results (Pages 4 - 9)  
**- to receive the report, and note and endorse the recommendations contained within it**
5. Summer 2005 Key Stage 2 Assessment Results (Pages 10 - 19)  
**- to receive the report, and note and endorse the recommendations contained within it**
6. Progress with Building Work, Rolling Out the Archives Project (Pages 20 - 22)  
**- to note the report**
7. Breaches of Standing Order 43 - Maltby Comprehensive School (THIS ITEM WAS WITHDRAWN FROM THE AGENDA AT THE MEETING)  
**- to receive and note the report**
8. 2005 End of Key Stage 3 Statutory Test Results (Pages 23 - 40)  
**- to note the further improvements in Key Stage 3, encourage all schools to continue to improve their results, and endorse the Council's drive to work on key issues**
9. Date and Time of Next Meeting

**CABINET MEMBER FOR LIFELONG LEARNING, CULTURE AND LEISURE**  
**Tuesday, 11th April, 2006**

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

**202. MINUTES OF PREVIOUS MEETING HELD ON 21ST MARCH, 2006**

The minutes of a previous meeting held on 21<sup>st</sup> March, 2006 were agreed as a correct record.

**203. ROTHERHAM CULTURAL CONSORTIUM**

The minutes of a meeting of the Rotherham Cultural Consortium held on 22<sup>nd</sup> February, 2006 were agreed as a correct record.

**204. BUDGET MONITORING REPORT AS AT FEBRUARY, 2006 (CHILDREN AND YOUNG PEOPLE'S SERVICES)**

The Strategic Finance Officer reported on the eighth Budget Monitoring Report for Culture and Leisure Services in 2005/06, and the fifth separate report for the service. The report reflected the organisational change which had resulted in the formal cessation of the Education, Culture and Leisure Services Programme Area, and the creation of the Children and Young People's Services Programme Area on 1<sup>st</sup> October, 2005.

The current forecast was for the service to achieve a balanced budget by the end of the financial year. This was in line with the forecast outturn reported at the end of January 2006.

The balanced position would be achieved through the implementation of a number of management actions and funding decisions agreed by Cabinet on 25<sup>th</sup> January, 2006.

Resolved:- (1) That the forecast outturn for 2005/06 based on actual costs to 28<sup>th</sup> February, 2006 and forecast costs to the end of March, 2006 be noted.

(2) That the situation with regard to the finance trading position of the School Meals Service be clarified for the Cabinet Member and Advisors.

**205. BUDGET MONITORING REPORT AS AT FEBRUARY, 2006 (CULTURE AND LEISURE)**

Consideration was given to a report presented by the Strategic Finance Officer, on the current situation with regard to Budget Monitoring for Culture and Leisure Services.

This is the eighth Budget Monitoring Report for Culture and Leisure Services in 2005/06 and the fifth separate report for the service, reflecting

the organisational change which had resulted in the formal cessation of the Education, Culture and Leisure Services Programme Area and the creation of the Children and Young People's Services Programme Area on 1<sup>st</sup> October, 2005.

The current forecast was for the service to achieve a balanced budget by the end of the financial year. This was in line with the forecast outturn reported at the end of January, 2006.

The balanced position would be achieved through the implementation of a number of management actions and funding decisions agreed at Cabinet on 25<sup>th</sup> January, 2006.

Resolved:- That the forecast outturn for 2005/06 based on actual costs to 28<sup>th</sup> February, 2006 and forecast costs to the end of March 2006 be noted.

**206.            PROGRESS REPORT ON ROTHERHAM CHILDREN'S CENTRES PROGRAMME AND EXTENDED SERVICES**

Consideration was given to a report of the Head of Service - Learning which outlined the progress on Rotherham Children's Centres Programme and Extended Services.

Children's centres are at the heart of the Government's Every Child Matters: Change for Children Programme. They are a key vehicle for providing services that families need. By 2010 there will be 3,500 – one for every community.

Children's Centres will play a central role in improving outcomes for all young children, and in reducing the inequalities in outcomes between the most disadvantaged children and the rest. Although they need to reflect different local needs, in all areas they will be a central part of a Local Authority's provision for young children and their families.

The Local Authority is moving from a range of local initiatives to a mainstream service. While the evaluation of the first Sure Start Local Programmes has shown some benefits for the majority of families, there are important messages about what the LA needs to improve as Children's Centres are rolled out across the borough.

The report set out information on the following:-

- the six designated Children's Centres within Phase 1
- Centres to be designated by May and September 2006
- Phase 2 – target to create an additional eight Children's Centres by 31<sup>st</sup> March, 2008 – Proposed areas not served by a Children's Centre and within or reaching into the 30% areas of disadvantage are Catcliffe/Brinsworth, Broom Valley/Stag/Whiston, Thorpe Hesley, Anston Park,

- Bramley/Wickersley, Brampton, Swinton/Kilnhurst and Wales/Kiveton and Dinnington
- Areas not served by a Children's Centre and within or reaching into the 30% areas of disadvantage
- Finance
- Funding

Further feasibility studies will be undertaken to identify suitable sites for the Children's Centre base(s), however outreach delivery of services in a variety of venues and home visiting will be a key component of Children's Centre developments. Unlike Phase 1 Children's Centres, there is no associated target to create additional childcare provision.

Local area agreements will be an important focus of the work contributing towards bringing all interested parties together and the integration of services to better meet the needs of children, young people, families and their communities.

#### Extended Services

Where Children's Centres focus on services for the 0 to 5 age range and their families, the extended schools programme takes this vision through to support school-age pupils, their families and the wider community.

Having piloted schools delivering services and opportunities other than education through Full Service Extended Schools, the DfES are further developing this to enable all schools to contribute to the provision of a core offer covering a range of services to their communities.

It is proposed that the second phase training phase commencing in the summer term 2006 will cover schools from the Dinnington and Wales cluster. The training will also involve the Rawmarsh cluster including Rawmarsh Community School – already a Full Service School, who are contributing to the training and development of the other Schools and workers.

The schools selected to go through the first training phase, commencing in January, were identified in the report. This would enable those schools to give a date by which they could deliver the core offer.

One of the main areas within this development was the need to work in partnership with key Agencies.

In summary, Rotherham was making excellent progress with both its children's centre and extended services initiatives.

Resolved:- That the contents of the report be noted.

<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS</b>
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1.	<b>Meeting:</b>	<b>Lifelong Learning, Culture and Leisure Cabinet Member and Advisers</b>  <b>Children and Young People’s Services Cabinet Member and Advisers</b>
2.	<b>Date:</b>	<b>2<sup>nd</sup> May 2006</b>
3.	<b>Title:</b>	<b>Summer 2005 Foundation and Key Stage 1 Assessment Results</b>
4.	<b>Programme Area:</b>	<b>Children &amp; Young People’s Services</b>

**5. Summary:**

The purpose of this report is to inform Members of the Foundation Stage and Key Stage 1 test results for 2005 and how they compare to the national average and to the results of our statistical neighbours in previous years.

In 2005 the Council invested £120,000 to support improvement in all Key Stages but specifically in Key Stage 1. The 2005 Key Stage 1 results demonstrated some positive improvements above those made nationally at Level 2, most particularly in Reading. The previously reported declines have been reversed and the gap between Rotherham’s attainment profile and the national average has been narrowed by 1% in English and 2% in Maths. The difference between Rotherham’s average attainment and that nationally, remains most significant in Reading.

The Foundation Stage Profile outcomes illustrate low capability on entry to Key Stage 1 with particular weaknesses in the strands of Communication, Language and Literacy and Writing.

In reading and writing the difference in performance between girls and boys remains a significant issue both locally and nationally.

**6. Recommendations:**

- **That the report be received.**
- **That Members note the improvements in Key Stage 1, most particularly when compared to the improvements made nationally**
- **That Members encourages all schools to continue to improve their results, and strive to reflect outcomes at least in line with national averages.**
- **That Members endorses the Council’s drive to improve boys’ attainment**

**7. Proposals and Details:**

The national assessment profile for pupils at the end of the foundation stage (Foundation Stage Profile) has been in place for three years. Outcomes from 2005 assessments are judged to be a more valid and reliable indicator than those collected in 2003 and 2004, following extensive moderation activities undertaken by the greatest majority of schools across Rotherham and led by members of the School Improvement Consultant workforce.

All primary schools must conduct a form of teacher based, statutory assessment each school year in Key Stage 1. In 2004 the results fell and the Council agree to allocate additional expenditure to support the raising of standards. Detailed results are attached at Appendix 1.

**8. Finance:**

In 2005/06 the Council allocated £12,000 additional funding, for one year only, to support the raising of standards generally but with a specific emphasis on Key Stage 1.

**9. Risks and Uncertainties:**

Should Rotherham's schools show insufficient progress at these earliest stages of learning then this will disadvantage some children throughout their statutory period of education.

**10. Policy and Performance Agenda Implications:**

Any plans arising from an analysis of this report are consistent with the Community Strategy and Corporate Plan. The improvement actions 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:**

Summer 2004 Foundation and Key Stages 1 & 2 assessment results, Cabinet meeting, January 2005

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## 2005 FOUNDATION STAGE AND KEY STAGE 1 ASSESSMENT SUMMARY OUTCOMES FROM PRIMARY SCHOOLS

### Foundation Stage 2005:

Assessment	Total Pupils	0	1	2	3	4	5	6	7	8	9	LEA Av.	Boys Av.	Girls Av.
PSE – D&A	2987	14	2	17	47	130	368	390	691	1153	175	6.9	6.6	7.1
PSE-SD	2987	13	7	17	154	222	419	862	494	640	159	6.2	5.9	6.6
PSE- ED	2987	12	40	69	147	294	399	415	632	855	124	6.2	5.9	6.6
PSE AoL												19.4	18.4	20.3
CLL- LCT	2987	15	36	117	157	225	420	626	545	706	140	6.0	5.8	6.4
CLL- LSL	2987	26	89	182	408	343	425	418	503	429	163	5.4	5.0	5.8
CLL- R	2987	12	41	112	190	389	502	523	511	575	132	5.7	5.5	6.1
CLL-W	2987	24	142	222	301	375	511	457	462	425	68	5.1	4.7	5.7
CC - AoL												22.5	21.0	24.0
Ma. – NLC	2987	19	16	37	84	146	181	244	1103	778	379	6.9	6.8	7.1
Ma. - C	2987	39	59	161	220	266	367	422	665	689	99	5.8	5.7	6.1
Ma. - SSM	2987	24	39	77	135	180	311	519	789	748	165	6.3	6.2	6.5
Ma. AoL												19.1	18.6	19.7
KOW	2987	16	44	87	201	293	395	503	637	770	41	6.0	5.9	6.2
PD	2987	16	26	25	77	121	246	400	782	1156	138	6.8	6.6	7.0
CD	2987	21	21	61	121	267	561	583	700	626	26	6.0	5.6	6.5

The national assessment profile for pupils at the end of the foundation stage (Foundation Stage Profile) has been in place for three years. Outcomes from 2005 assessments are judged to be a more valid and reliable indicator than those collected in 2003 and 2004, following extensive moderation activities undertaken by the greatest majority of schools across Rotherham and led by members of the School Improvement Consultant workforce. Level 6 is the expected level for Foundation Stage children.

Assessment outcomes do continue to show the weakest areas of capability are within Communication, Language and Literacy with a particular weakness in writing at 5.1 compared to the highest level of capability in the Mathematics' scale of Numbers as labels and for Counting and the Personal, Social and Emotional Development scale – Dispositions and Attitude, both reporting a local average of 6.9.

The differences in performance between girls and boys are evident at this stage, as reflected in this initial formal assessment. Girls outperform boys in all assessment scales. This is most pronounced in writing, reporting a gap of 1.0. The performance of girls and boys is most comparable in two elements of Mathematics – Numbers as Labels and for Counting (NLC) and Shape Space and Measures (SSM) and the Knowledge and Understanding of the World (KUW), Area of Learning with a difference of only 0.3.

### Foundation Stage Summary for 2003-05

Area of learning		National 2003	LEA 2003	National 2004	LEA 2004	National 2005	LEA 2005
<b>Personal, Social and Emotional Development</b>							
Disposition and Attitude	Working below ELGs	3	4	2	3	2	3
	Working at ELGs	40	54	36	47	40	53
	Working above ELGs	58	42	62	50	59	44
Social Development	Working below ELGs	5	8	4	8	4	6
	Working at ELGs	43	72	44	55	49	67
	Working above ELGs	52	19	52	37	47	27
Emotional Development	Working below ELGs	6	10	5	9	6	9
	Working at ELGs	39	62	38	49	42	58
	Working above ELGs	55	27	56	42	52	33
<b>Communication, Language and Literacy</b>							
Language for Communication and Thinking	Working below ELGs	7	12	6	10	6	11
	Working at ELGs	43	57	43	51	47	61
	Working above ELGs	50	31	51	39	47	28
Linking Sounds and Letters	Working below ELGs	18	22	17	22	16	24
	Working at ELGs	47	54	47	50	50	56
	Working above ELGs	36	25	36	28	33	20
Reading	Working below ELGs	7	11	7	10	7	12
	Working at ELGs	54	63	53	56	56	64
	Working above ELGs	39	26	40	34	36	24
Writing	Working below ELGs	15	24	14	20	15	23
	Working at ELGs	53	57	54	54	56	60
	Working above ELGs	32	19	32	26	28	17
<b>Mathematical Development</b>							
Numbers as Labels and for Counting	Working below ELGs	4	6	4	5	3	5
	Working at ELGs	38	55	39	46	44	56
	Working above ELGs	58	39	57	49	52	39
Calculating	Working below ELGs	12	17	11	16	10	16
	Working at ELGs	46	58	47	51	51	58
	Working above ELGs	42	25	42	33	37	26
Shape, Space and Measures	Working below ELGs	6	11	5	8	5	9
	Working at ELGs	45	61	46	54	51	60
	Working above ELGs	49	28	48	38	43	31
<b>Knowledge and Understanding of the World</b>	Working below ELGs	7	12	6	11	6	12
	Working at ELGs	42	61	42	50	47	61
	Working above ELGs	51	26	53	39	47	27
<b>Physical Development</b>	Working below ELGs	4	6	3	5	3	5
	Working at ELGs	34	51	33	44	37	52
	Working above ELGs	62	43	64	51	60	43
<b>Creative Development</b>	Working below ELGs	5	8	4	7	3	7
	Working at ELGs	45	66	46	55	53	71
	Working above ELGs	50	25	50	38	43	22

The overall improvements reported in 2004 have not been maintained in 2005. A reduced proportion of children demonstrated capability above Early Learning Goals (ELGs) in 2005, compared to 2004, at both local and national level. However, the national profile for the proportion of children working below the ELGs remained broadly static and Rotherham did report increases in a number of key areas. This was most marked in Communication, Language and Literacy, most particularly in Writing showing a 3% increase.



The proportion of children working below ELGs in Rotherham is above the national average in all assessment scales. This is most significant in Communication, Language and Literacy, in the particular elements of Linking Sounds and Letters and Writing, both reporting 8% more than the national average. This lower performance profile is also transferred into the proportion of children working above ELGs, in all assessment scales, showing outcomes well below those of the national average. These differences are most pronounced in Social Development (SD), Emotional Development (ED), Language for Communicating and Listening (LCT), Knowledge and Understanding of the World (KUW), Physical Development (PD) and Creative Development (CD). This continuing lower profile in Rotherham presents significant challenges for KS1 as they strive to demonstrate increased overall performance by the end of this key stage.

#### Actions taken:

- Rigorous analysis of each school's results, considering natural context, gender balance, organisational features within the Foundation Stage, and cohort size has been undertaken
- On Entry Assessments have been formalised and collected by the LA to establish an average level of capability, locally, for children as they enter formal education.

#### Actions to be taken:

- Consider each school's profile and identify specific schools that have reported particularly low outcomes compared to their natural context based on free school meals (FSM)
- Make specific comparisons to LAs with similar contexts to those of Rotherham
- Arrange further cross LA moderation, most particularly with LAs with similar contexts to those of Rotherham and are reporting more positive results than Rotherham

### KEY STAGE 1

Subject	2000	2001	2002	2003	2004	2005 TA	Difference 2004-05	2004 National (% change)
En2 SAT L2+	81%	84%	83%	83%	81%	82%	+1%	85%(0%)
En2 SAT L2B+	64%	69%	70%	68%	67%	70%	+3%	72%(+1%)
En2 SAT L3+	24%	26%	28%	26%	27%	26%	-1%	27%(-2%)
En3 SAT L2+	83%	88%	87%	81%	79%	81%	+2%	82%(+1%)
En3 SAT L2B+	53%	62%	62%	61%	60%	62%	+2%	62%(0%)
En3 SAT L3+	6%	8%	10%	13%	15%	16%	+1%	15%(-1%)
Ma SAT L2+	87%	92%	92%	91%	89%	89%	0%	91% (+1%)
Ma SAT L2B+	71%	78%	77%	72%	75%	74%	-1%	74%(-1%)
Ma SAT L3+	23%	30%	31%	28%	28%	23%	-5%	23%(-5%)
Sc TA L2+	85%	90%	90%	90%	88%	88%	0%	90%(0%)
Sc TA L3+	21%	30%	29%	26%	26%	27%	+1%	25%(-2%)

Key Stage 1:

The assessment arrangements for the end of KS1 changed in 2005, requiring schools to report only teacher assessment judgements. Any comparisons made between 2004 and 2005 results should give due regard to these changes. A more valid measure would be to consider the trend from 2004 to 2005 with those reported nationally.

Rotherham did report a stronger profile of improvement than the national one. Reading and Writing compared more favourably with 2004 results than those reported nationally leading to a narrowing of the gap between local averages and national averages at all levels. Writing is now comparable to the national profile, with L2B+ in line, L3+ slightly above and L2+ only 1% below the national median. Mathematics also compares positively with the national outcome, most particularly at L2B+ and L3+. While Reading results report the greatest distance from the national average at all levels, the improvements exceeded those made at a national level, most significantly at L2B+. Science L2+ followed the national trend, reflecting no improvements while L3+ improvement contributed to results above the national average.

In reading and writing the difference in performance between girls and boys remains a significant issue both locally and nationally. At Level 2 or better in reading the difference between girls and boys attaining that level is almost 13% (8% nationally) and in writing 12% (11% nationally). The gap has widened in reading from 2004 while writing has reduced slightly. At Level 2B the gap has widened in reading by 1.4% to 14.4%, while the national trend has remained static (nationally 11%). Writing at this level has continued to widen, to 21% (16% nationally). At Level 3, the gap in reading and writing has remained similar to those reported in 2004 which is 11% (9% nationally) and in writing 10% (10% nationally). These differences between the boys and girls are not as significant in mathematics, although the gap continues to be slightly above the national at L2+ and L2B+, favouring girls, while at Level 3 the boys perform slightly better than the girls, however this out performance is 3% below the national. Girls did reflect performance broadly in line with the national average for this group, however the profile for boys was below the national in all instances except L3+ Writing, which was in line.

<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS</b>
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1.	<b>Meeting:</b>	<b>Lifelong Learning, Culture and Leisure Cabinet Member and Advisers</b>  <b>Children and Young People's Services Cabinet Member and Advisers</b>
2.	<b>Date:</b>	<b>2<sup>nd</sup> May 2006</b>
3.	<b>Title:</b>	<b>Summer 2005 Key Stage 2 Assessment Results</b>
4.	<b>Programme Area:</b>	<b>Children &amp; Young People's Services</b>

**5. Summary:**

The purpose of this report is to inform Members of the Key Stage 2 test results for 2005 and how they compare to the national average and to the results of our statistical neighbours in previous years.

Key Stage 2 results have shown a further year of good improvements, contributing to an overall profile more in line with the national averages. Through the National Primary Strategy the Council is working to impact on further improving results by focusing different levels of support and intervention to different schools dependent upon need. The School Improvement Consultant team has been strengthened and the group of Consultant Headteachers has been increased and will be working with schools with the greatest capacity and/or need to improve their results.

The additional national programme of intensifying support (ISP) continues to be implemented in a group of ten schools that have results below the DfES floor targets of 65%. This levels of support will be required to enable Rotherham schools to respond to the challenging targets agreed with the DfES for 2006 in English (83% L4+) and mathematics (83% L4+).

Gender differences at level 4 and above are now slightly below those reported nationally in English, mathematics and science.

**6. Recommendations:**

- **That the report be received.**
- **That Members note the further improvements in Key Stage 2, most particularly when compared to those made nationally.**
- **That Members encourages all schools to continue to improve their results, and strive to reflect outcomes at least in line with national averages.**
- **That Members endorse the Council's drive to reduce the number of schools below the DfES floor target of 65%, to improve boys' attainment and to increase the number of schools that demonstrate Contextual Value Added at least in line with the national average.**

**7. Proposals and Details:**

All primary schools must conduct a form of statutory assessment each school year when pupils reach the end of key Stage 2 (age 11).

The 2005 Key Stage 2 Level 4+ results present another very positive profile of improvements for Rotherham compared to those reported nationally. The greatest majority of improvements, at both level 4 and Level 5, exceeded improvements nationally and prompted a letter of congratulations from Jacqui Smith, Minister of State for Schools and 14 to 19 Learning. She praised the "excellent performance of schools" in Rotherham in the achievement of their Key Stage 2 results this year and said children in Rotherham are among those who have sustained the most consistent improvements in both English and Mathematics since 2002.

The strength of these improvements have narrowed the gap significantly between Rotherham's performance at L4+ and those reported nationally, reflecting attainment more in line with the national averages at this level. (English 2% below, reading 2% below, writing 1% below , mathematics 1% below and science in line). Detailed results are given in Appendix1.

## **8. Finance:**

In 2005/06 the Council invested £120,000 for one year to support the raising of attainment in all key stages but particularly in Key Stage 1

## **9. Risks and Uncertainties:**

Should Rotherham's schools show insufficient progress at these earliest stages of learning then this will disadvantage some children throughout their statutory period of education.

The Council's rating, through external evaluation, will be affected with negative judgements being made.

## **10. Policy and Performance Agenda Implications:**

Any plans arising from an analysis of this report are consistent with the Community Strategy and Corporate Plan. The improvement actions 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:**

Summer 2004 Key Stage 2 Assessment Results, Cabinet Meeting, January 2005

### **Contact Name:**

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## 2006 KEY STAGE 2 ASSESSMENT SUMMARY OUTCOMES FROM PRIMARY SCHOOLS

### Key Stage 2

SUBJECT	2000	2001	2002	2003	2004	2005	Difference 2004 -2005	2005 National (%change)
<b>PERCENTAGE L4+</b>								
English SAT	71.9%	72.2%	70%	70%	73%	77%	+4%	79%(+1%)
Reading SAT	79.4%	78.5%	76%	76%	79%	82%	+3%	84%(+1%)
Writing SAT	53.4%	55.5%	55%	57%	59%	62%	+3%	63%(0%)
Mathematics SAT	71.3%	70.7%	73%	69%	71%	74%	+3%	75%(+1%)
Science SAT	83.8%	88.3%	86%	85%	84%	86%	+2%	86%(0%)
<b>PERCENTAGE L5+</b>								
English SAT	24.0%	25%	22%	21%	21%	24%	+3%	27%(0%)
Reading SAT	36%	36%	31%	34%	34%	37%	+3%	43%(+4%)
Writing SAT	12%	13%	14%	13%	13%	14%	+1%	15%(-2%)
Mathematics SAT	22.9%	23%	25%	25%	27%	29%	+2%	31%(0%)
Science SAT	34.1%	34%	36%	37%	41%	44%	+3%	47%(+5%)

The 2005 Key Stage 2 Level 4+ results present another very positive profile of improvements for Rotherham compared to those reported nationally. The greatest majority of improvements at both level 4 and Level 5 exceeded those nationally and prompted a letter of congratulations from Jacqui Smith, Minister of State for Schools and 14 to 19 Learning. She praised the "excellent performance of schools" in Rotherham in the achievement of their Key Stage 2 results this year and said children in Rotherham are among those which have sustained the most consistent improvements in both English and Mathematics since 2002. The strength of these improvements have narrowed the gap significantly between Rotherham's performance at L4+ and those reported nationally reflecting attainment more in line with the national averages at this level. (English 2% below, reading 2% below, writing 1% below, mathematics 1% below and science in line).

Level 5+ results also reported a consistent profile of improvement and above the national trend in English, writing and mathematics. The gap between Rotherham's performance and the national averages is more significant at this higher level than at level 4+ in all areas except writing which shows only a 1% difference. Reading is the greatest distance from the national average with a 6% difference. 2005 results reported the highest outcome for Rotherham to date, with only L5+ writing in line with the previous high in 2002.

Gender differences at level 4 and above are now slightly below those reported nationally in English, mathematics and science. Girls continue to outperform boys in all aspects of English while boys' attainment profile is marginally above that of girls in both mathematics and science. The most pronounced difference was reported in level 5 and above reading where girls outperformed boys by 19.6%, exceeding the national gap by 11.6%.

### 1998-2005 KEY STAGE 2 COMPARISONS

SCHOOLS ACHIEVING:	L4+ overall	90%+	<50%	<65% (DfES Floor Target*)
ENGLISH SAT 2005	77%	16	3	14
ENGLISH SAT 2004	73%	14	5	19
ENGLISH SAT 2003	70%	6	7	26
ENGLISH SAT 2002	70%	6	12	33
ENGLISH SAT 2001	72%	8	6	23
ENGLISH SAT 2000	71%	9	7	23
ENGLISH SAT 1999	64%	6	12	39
ENGLISH SAT 1998	55%	1	26	54
ENGLISH (READING) SAT 2005	82%	25	1	3
ENGLISH (READING) SAT 2004	79%	25	3	9
ENGLISH (READING) SAT 2003	76%	14	5	14
ENGLISH (READING) SAT 2002	74%	14	5	19
ENGLISH (READING) SAT 2001	78%	19	5	13
ENGLISH (READING) SAT 2000	79%	23	2	11
ENGLISH (READING) SAT 1999	74%	12	3	21
ENGLISH (READING) SAT 1998	60%	2	18	46
ENGLISH (WRITING) SAT 2005	62%	4	18	44
ENGLISH (WRITING) SAT 2004	59%	3	21	45
ENGLISH (WRITING) SAT 2003	57%	0	25	57
ENGLISH (WRITING) SAT 2002	55%	1	32	63
ENGLISH (WRITING) SAT 2001	55%	1	26	58
ENGLISH (WRITING) SAT 2000	53%	2	27	67
ENGLISH (WRITING) SAT 1999	48%	1	43	65
ENGLISH (WRITING) SAT 1998	47%	0	46	71
MATHEMATICS SAT 2005	74%	13	4	15
MATHEMATICS SAT 2004	72%	7	6	21
MATHEMATICS SAT 2003	69%	3	7	29
MATHEMATICS SAT 2002	73%	12	10	27
MATHEMATICS SAT 2001	71%	13	9	26
MATHEMATICS SAT 2000	71%	14	8	24
MATHEMATICS SAT 1999	63%	9	14	42
MATHEMATICS SAT 1998	49%	0	39	65
SCIENCE SAT 2005	86%	40	0	3
SCIENCE SAT 2004	84%	43	3	7
SCIENCE SAT 2003	85%	34	2	7
SCIENCE SAT 2002	86%	41	1	7
SCIENCE SAT 2001	88%	48	0	1
SCIENCE SAT 2000	83%	37	2	8
SCIENCE SAT 1999	74%	22	6	22
SCIENCE SAT 1998	60%	7	35	46

\*Floor Targets apply to English, mathematics and science

Another indicator of improvement is to consider the number of Key Stage 2 schools (84 in all) attaining within attainment bands. The table above shows the improvement in Level 4 results from 1998 – 2005 but also shows the number of schools attaining 90% and above Level 4 or better and the number of schools attaining below 50% Level 4 or better.

In addition it also indicates the number of schools with results below the DfES Floor Target of 65% Level 4+ attainment for primary schools. In 2005 the proportion of schools below this critical measure has been reduced further from 2004 in all subjects and aspects. This reduction must continue and forms a specific focus for 2005/06 planned intervention in primary schools.

### **Value Added Summary**

Rotherham's value added measure (100.0) shows that progress overall in Key Stage 2 is now in line with what is achieved nationally. Of Rotherham schools, particular credit is due to one school that achieved 103, three achieved more than 102 and sixteen achieved more than 101. In these schools the children achieved at least one term and up to one year more progress than was achieved nationally over the course of the key stage. Overall 42 Rotherham schools made greater than average progress over the key stage than schools nationally.

### **Contextual Value Added (CVA) Summary**

In the autumn term of 2005, OFSTED introduced a new Performance and Assessment Report (PANDA) report.

Previously progress was assessed by placing schools into groups according to their similarity in prior attainment. Schools were given benchmark grades according to their performance compared with the other schools in their group. However it was recognised that there are many other possible factors that affect pupils' progress that are not taken into account by these methods.

In order to examine the progress attributable to the school from that due to other factors, the new PANDA report uses a Contextual Value Added (CVA) model. This involves looking at the progress observed amongst all pupils nationally in each year according to a wide range of contextual characteristics. Ofsted and the DfES have been working together to derive the best models and these have been agreed. The main factors in the models include:

- Prior attainment
- SEN status
- Free school meals entitlement
- Whether English is an additional language
- Ethnicity
- Gender
- Age
- Mobility
- Economic deprivation

Each pupil's expected progress from Key Stage 1 is calculated, taking into account the national data for all factors in the model. Then their actual progress is compared to their expected progress. The difference indicates whether a pupil has progressed more or less than expected and by how much. These differences are then combined for all pupils to provide a contextual value added score for each school.

The following tables provide a summary of the performance in Rotherham Key Stage 1 to 2. This includes the overall CVA measure for each school, together with core subjects relative to the national mean of 100. Where the school value differs significantly from the previous year's, the significance + or – and improving or declining is shown to indicate a statistically significant improvement or decline in the CVA score.

### Overall CVA

	2003	2004	2005
Significance -	16	13	8
Significance - and declining		8	11
Significance - and improving			3
Significance +	23	15	15
Significance + and improving		10	4
Significance + and declining		3	3
No significance	44	34	39

### English CVA

	2003	2004	2005
Significance -	20	13	11
Significance - and declining		14	13
Significance - and improving			1
Significance +	18	10	11
Significance + and improving		8	2
Significance + and declining			1
No significance	45	38	44

### Mathematics CVA

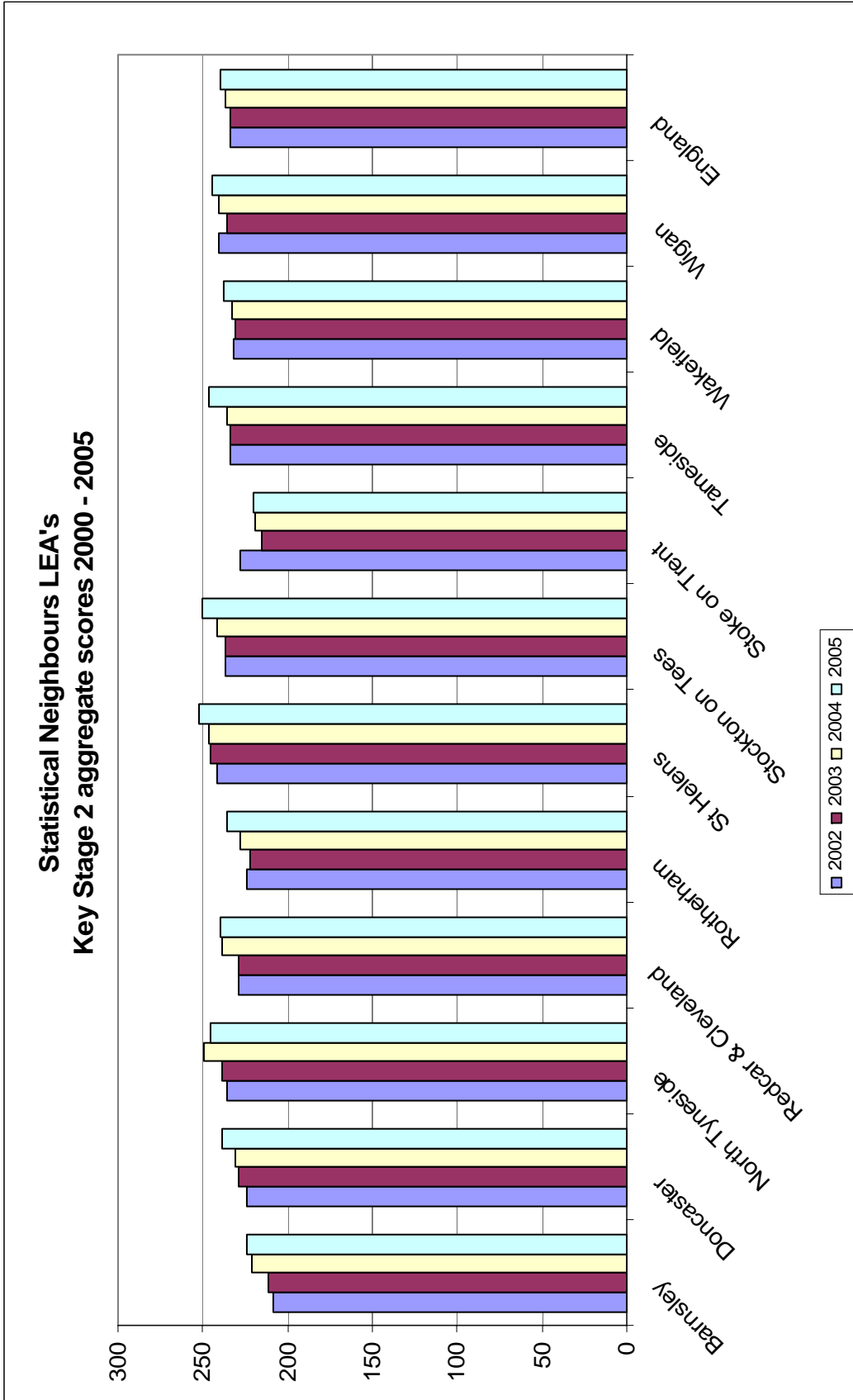
	2003	2004	2005
Significance -	8	7	15
Significance - and declining		11	6
Significance - and improving			
Significance +	21	10	13
Significance + and improving		9	4
Significance + and declining		1	1
No significance	54	45	44

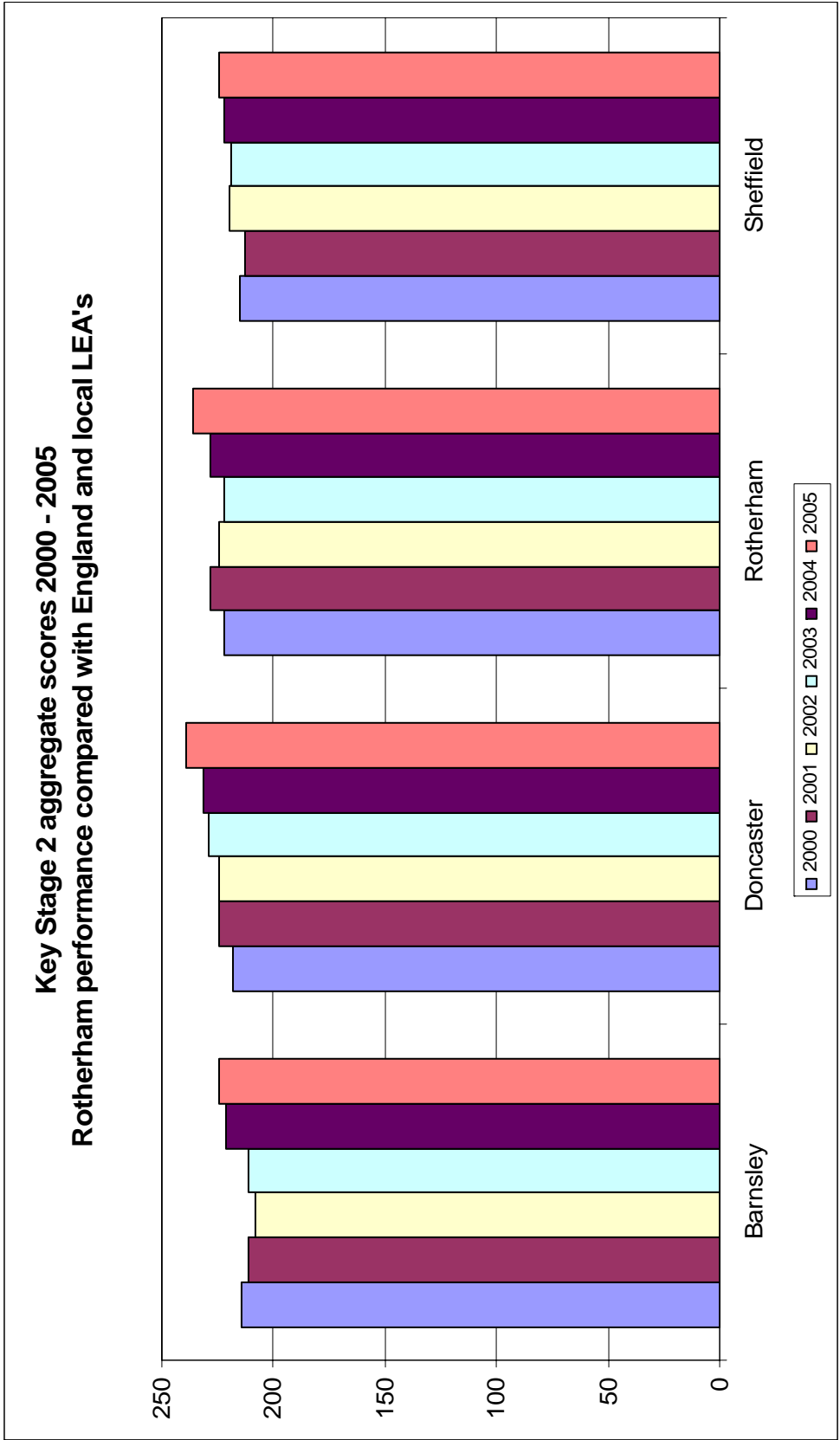
### Science CVA

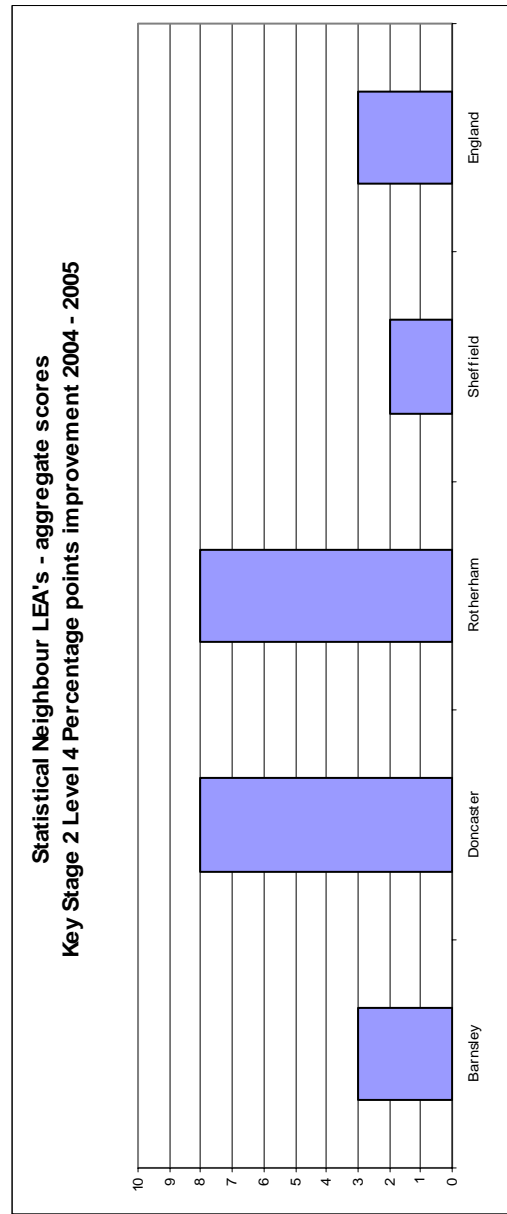
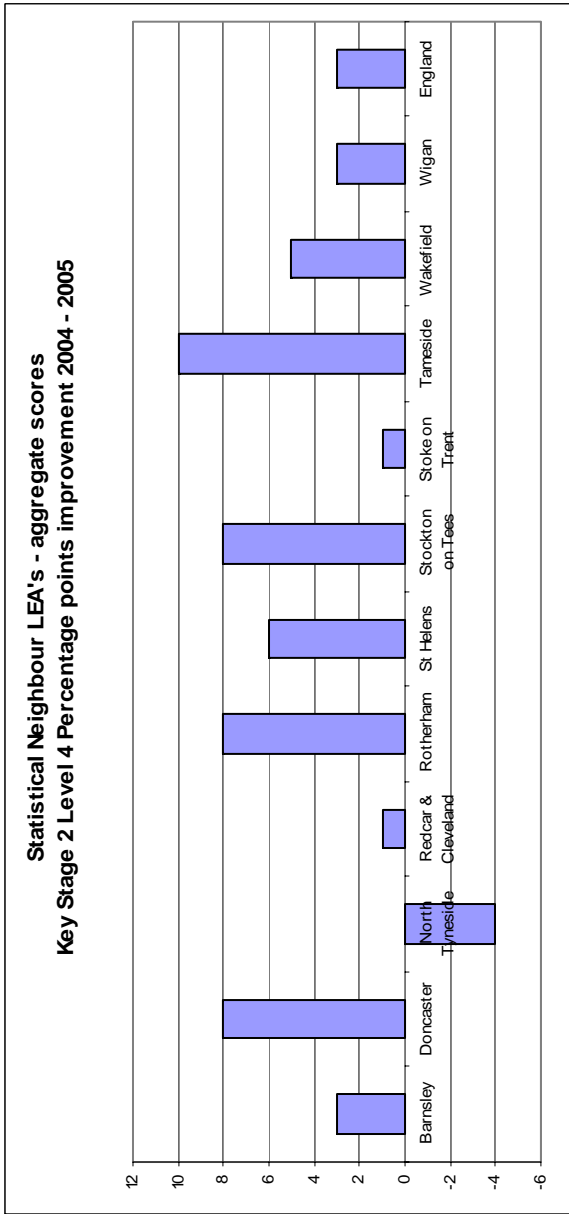
	2003	2004	2005
Significance -	15	10	8
Significance - and declining		7	12
Significance - and improving			1
Significance +	21	13	15
Significance + and improving		11	2
Significance + and declining		2	
No significance	47	40	45



The data presented in the tables above illustrate that the greatest majority of primary schools do demonstrate overall progress at least in line with the national average in relation to the school's context, however the proportion of schools demonstrating value added measures significantly below is a further focus for support.







<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS</b>
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<b>1.</b>	<b>Meeting:</b>	<b>Lifelong Learning, Culture and Leisure Cabinet Member and Advisers</b>
<b>2.</b>	<b>Date:</b>	<b>2<sup>nd</sup> May 2006</b>
<b>3.</b>	<b>Title:</b>	<b>Progress with building work, Rolling out the Archives project</b>
<b>4.</b>	<b>Programme Area:</b>	Children & Young People's Services

**5. Summary:**

The building work undertaken as part of the Rolling out the Archives project necessitated the temporary unavailability of archival documents for 2 ½ months; the Archives & Local Studies Service searchroom and enquiry services remained open as usual during this period (see minute 78 of the meeting of Cabinet Member for Culture & Leisure and Lifelong Learning, held on September 13<sup>th</sup> 2005). Members requested to be kept informed of progress of the building work, which was completed on schedule, and there have been no complaints from customers regarding the temporary unavailability of documents for use.

**6. Recommendations:**

**That the report is noted.**

## **7. Proposals and Details:**

This work has increased the Service's storage capacity in BS 5454:2000 compliant space by approximately one third.

Work was undertaken in the strongroom to move archival documents off-site for temporary storage whilst the works took place. A storage provider was used which complied with the provisions of BS 5454:2000 *Recommendations for the storage and exhibition of archival documents*. This covers security, environmental control (temperature, humidity and lighting), among other things.

During the work, asbestos cladding was safely removed from one of the pier walls of the strongroom, and the old shelving removed safely. The strongroom lighting was re-aligned and upgraded in line with health & safety requirements and to suit the new shelving layout. The strongroom was repainted, and new mobile shelving installed.

There were some delays in completing the work; of most significance was the need to replace parts of the original concrete floor of the strongroom which was crumbling. This could have comprised the running of the new mobile shelving. A day was lost in the installation due to industrial action which closed the Central Library & Arts Centre building. Fortunately the contractors were able to work overtime in order to have the work completed in advance of the return of archival documents from temporary storage (this move had to be booked a fortnight in advance with the removal and storage contractors, and so was a deadline which could not be missed).

Publicity about the temporary unavailability of archival documents began in October 2005, with "flyers" distributed, information sent to other local and national record offices, community libraries and other venues, press reports and other means.

During the period of the building work and in particular in preparation for the move of archival material, the staff of the Service have worked exceptionally hard in addition to continuing to offer a high quality service to the public through the searchroom and enquiry services. The public services have been extremely busy during this period (eg. visitors up by 29% over Feb 2004/5; enquiries also up by 29% over Feb 2004/5).

## **8. Finance:**

The work was completed within the overall project budget, using part of the contingency funds.

## **9. Risks and Uncertainties:**

Thanks to the use of the contingency allowance in the budget and to the contingency time scheduled into the building works (which was fully used) the work was carried out in order to enable archival documents to be available to the public again from Tuesday 18<sup>th</sup> April 2006, as originally planned.

#### **10. Policy and Performance Agenda Implications:**

The work on the strongroom will bring the accommodation for the Borough's unique and irreplaceable documentary heritage in line with national standards:

- BS 5454:2000 *Recommendations for the storage and exhibition of archival documents*
- The National Archives *Standard for Record Repositories* (2004)

Meeting these standards is important if we are to continue to retain our status with the Lord Chancellor as a place of deposit for public records. This was extended until December 2006 at our last inspection in December 2003, but was made conditional points raised in the inspection report being addressed by RMBC.

#### **11. Background Papers and Consultation:**

This report has been approved by Guy Kilminster, Libraries, Museums & Arts Manager.

**Contact Name** : Sarah Wickham, Principal Officer Archives & Local Studies ext. 3612, [sarah.wickham@rotherham.gov.uk](mailto:sarah.wickham@rotherham.gov.uk)

<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS</b>
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<b>1</b>	<b>Meeting:</b>	<b>Lifelong Learning, Culture and Leisure Cabinet Member and Advisers</b>  <b>Children and Young People's Services Cabinet Member and Advisers</b>
<b>2</b>	<b>Date:</b>	<b>2<sup>nd</sup> May 2006</b>
<b>3</b>	<b>Title:</b>	<b>2005 End of Key Stage 3 Statutory Test Results</b>
<b>4</b>	<b>Programme Area:</b>	<b>Children and Young People's Services</b>

**5. Summary:**

The purpose of this report is to inform Members of the Key Stage 3 test results for 2005 and how they compare to the national average and to the results of our statistical neighbours in previous years.

Schools are required to assess the attainment of all pupils in the National Curriculum subjects at the end of each key stage at ages 7 (KS 1) 11 (KS 2) and 14 (KS 3). Statutory assessment includes statutory tests in the core subjects (English, mathematics and science) together with teacher assessment in all subjects.

Key Stage 3 results have shown a further year of good improvements, contributing to an overall profile more in line with the national averages. Through the National Secondary Strategy the Council is working actively to improve results further, by focusing levels of support and intervention to different schools dependent upon need.

Gender differences at level 5 and above, particularly in English, are a concern and action is being taken to understand why the differences occur and what can be done to reduce the gap.

**6. Recommendations:**

- **That the report be received.**
- **That Members note the further improvements in Key Stage 3, most particularly when compared to those made nationally.**
- **That Members encourage all schools to continue to improve their results, and strive to reflect outcomes at least in line with national averages.**
- **That Members endorse the Council's drive to: reduce the number of schools below the DfES floor target of 65%; to improve boys' attainment, particularly in English and; to increase the number of schools that demonstrate Contextual Value Added at least in line with the national average.**



## **7. Proposals and Details:**

All secondary schools must conduct a statutory assessment of all pupils, each school year, when pupils reach the end of Key Stage 3 (age 14). The expected performance for pupils at the end of Key Stage 3 is level 5/6. Nationally, comparative figures are given for the percentage of pupils achieving level 5 or above in the statutory test.

The 2005, Key Stage 3, level 5+ results present another very positive profile of improvements for Rotherham compared to those reported nationally and the rate of improvement over time is amongst the highest of our group of statistical neighbours. English results have improved by 8% against a national improvement of 3%, in mathematics the improvement is 2% compared with 1% and in science the improvement is 3% against a national improvement of 4%.

The strength of these improvements have narrowed the gap, in English and mathematics between Rotherham's performance at L5+ and those reported nationally, reflecting attainment more in line with the national averages at this level. (English is now 4% below, mathematics is 3% below and science is 5% below).

Detailed results are given in Appendix 1.

## **8. Finance:**

In 2005/06 the Council invested £120,000 for one year to support the raising of attainment in all key stages but particularly in Key Stage 1.

## **9. Risks and Uncertainties:**

The level of achievement by pupils at the end of Key Stage 3 has been shown to have a considerable impact on their attainment at the end of Key Stage 4 when they leave statutory education. This being the case, improvements in pupil attainment at this stage of their 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 by schools and the LA of the nationally funded Key Stage 3 Strategy will be instrumental in achieving this improvement. Failure to achieve DfES 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. In addition to being fundamental to the Corporate priority for Learning, the improvement actions will address other Corporate priorities for:

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

**11. Background Papers and Consultation:**

2004 End of Key Stage 3 Statutory Test Results - report to Cabinet March 2005

**Contact Name:**

Bob Toms, Principal School Improvement Adviser

T: ext 2571

E: bob.toms@rotherham.gov.uk

## 2005 KEY STAGE 3 ASSESSMENT SUMMARY OUTCOMES FROM SECONDARY SCHOOLS

The expected performance for pupils at the end of Key Stage 3 is level 5/6. Nationally, comparative figures are given for the percentage of pupils achieving level 5 or above in the statutory test. Comparisons with statistical neighbours are also included.

The results published in this report represent the performance of Rotherham pupils at the end of the third year of the full implementation Key Stage 3 National Strategy. The rate of improvement over time is amongst the highest of our group of statistical neighbours.

### 1.1 English

#### a) LEA results (all schools)

	LEA % Level 5+	National % Level 5+	LEA % Level 6+	National % Level 6+
2000	59.1	63.0	21.4	28.9
2001	58.6	64.0	25.4	32.0
2002	63.6	66.0	29.0	32.0
2003	64.0	68.0	29.0	34.0
2004	62.0	71.0	23.6	34.0
2005	70.0	74.0	27.0	35.0

The test results for Rotherham pupils in 2005 were 8% higher than 2004 at Level 5+ and 3.4% higher at Level 6+. The results for Rotherham pupils remain below national results although the gap between local and national performance was reduced to 4% for 2005 compared to 9% in 2004 at Level 5+. The performance is in line with the average of Rotherham's group of statistical neighbours.

There has been a significant improvement in the performance of the majority of schools from 2004-2005. Aston, Dinnington, St Bernard's, Wickersley and Wingfield all achieved above 80% Level 5+ in 2005 against a national average of 74%.

## b) The Performance of Boys and Girls

	% Level 5+ Boys	% Level 5+ Girls	Difference in %
2000	52.2	71.3	+18.9
2001	54.4	67.1	+12.7
2002	55.0	72.1	+17.1
2003	56.6	72.5	+15.9
2004	52.0	72.0	+20
2005	62.0	77.0	+15

There is a significant difference between the percentage of boys and girls achieving level 5+ in English. This follows a similar pattern to national and statistical neighbours. The difference between the percentage of boys and girls achieving level 5+ in English in Rotherham has reduced by 5% to 15% in 2005, compared with 20% in 2004, the difference of the average of our statistical neighbours and nationally is 13%.

## c) Reading and Writing:

	LEA % Level 5+	National % Level 5+	LEA % Level 6+	National % Level 6+
Reading 2003	61.0	68.0	26.0	33.0
Writing 2003	63.0	65.0	32.0	35.0
Reading 2004	60.0	65.0	24.0	32.0
Writing 2004	59.8	72.0	25.3	36.0
<b>Reading 2005</b>	<b>62.0</b>	<b>68.0</b>	<b>26.4</b>	<b>32.0</b>
<b>Writing 2005</b>	<b>73.5</b>	<b>76.0</b>	<b>30.9</b>	<b>37.0</b>

The difference between LEA and national results at Level 5+ and Level 6+ in reading is 6%, but narrows in writing to 2.5% and 6% respectively for Level 5+ and Level 6+.

## 1.2 Mathematics

## a) LEA results (all schools)

	LEA % Level 5+	National % Level 5+	LEA % Level 6+	National % Level 6+
2000	59.9	65.0	34.6	41.2
2001	63.7	66.0	37.4	43.0
2002	61.8	67.0	37.8	45.0
2003	66.0	70.0	44.0	49.0
2004	69.0	73.0	48.0	52.0
2005	71.0	74.0	48.0	53.0

Results in mathematics show a positive trend of improvement. The gap between LA and national performance is 3% at Level 5+ and 5% at Level 6+ in 2005 which is in line with the average of our group of statistical neighbours. The rate of improvement in mathematics is slightly above the rate nationally and in line with the average for our group of statistical neighbours.

#### b) The Performance of Boys and Girls

	% Level 5+ Boys	% Level 5+ Girls	Difference in %
2000	59.7	60.2	+0.5
2001	63.0	63.0	0.0
2002	62.3	61.6	-0.7
2003	65.3	67.6	+2.3
2004	66.0	73.0	+7.0
2005	69.1	71.9	+1.8

Historically there is no significant difference between the attainment of boys and girls in mathematics. The difference between the performance of boys and girls, for 2005 is 1% at level 5+, this is in line with national results and the average of our group of statistical neighbours.

### 1.3 Science

#### a) LEA results (all schools)

	LEA Level 5+ %	National Level 5+ %	LEA Level 6+ %	National Level 6+ %
2000	55.9	59.0	23.9	29.6
2001	61.4	66.0	27.6	34.0
2002	60.9	66.0	25.0	33.0
2003	63.0	68.0	34.0	40.0
2004	62.0	66.0	28.0	34.0
2005	65.0	70.0	30.0	37.0

The 2005 science results at Level 5+ and Level 6+ improved in line with national results with a gap of 5% at level 5+, 7% at level 6+ and 2% below the average of our group of statistical neighbours.

## b) The Performance of Boys and Girls

	% Level 5+ Boys	% Level 5+ Girls	Difference in %
2000	57.3	54.4	-2.9
2001	63.0	58.0	-5.0
2002	63.1	59.1	-4.0
2003	62.1	64.1	+2.0
2004	58.0	65.0	+7.0
2005	64.4	64.8	+0.4

Boys' performance at Level 5+ has increased by 6.4% from 2004 to 2005, whilst the girls' performance has remained the same. In 2005 there is no difference in the performance of boys and girls. The National average and the average of our group of statistical neighbours also shows no difference in the performance of boys and girls.

## 2. Statistical Neighbours

	% Level 5+ in 2005 and (% change 2004/05)		
	English	Maths	Science
Barnsley	66 (+7)	67 (+4)	63 (+7)
Doncaster	69 (+8)	70 (+2)	66 (+5)
North Tyneside	72	75	68 (+2)
Redcar and Cleveland	67 (-1)	70	67 (+3)
<b>Rotherham</b>	<b>70 (+8)</b>	<b>71 (+2)</b>	<b>65 (+3)</b>
St Helens	71 (+1)	73 (-1)	69 (+4)
Stockton on Tees	72 (+7)	73 (+3)	70 (+6)
Stoke on Trent	68 (+5)	65	62 (+3)
Tameside	71 (+6)	72 (+1)	65 (+4)
Wakefield	72 (+6)	72 (+2)	67 (+4)
Wigan	75 (+6)	75 (+1)	71 (+6)
Average (SN)	70 (+5)	71 (+2)	67 (+4)
Average (national)	74 (+3)	74 (+1)	70 (+4)

## 3. Contextual Value Added (CVA) Summary

In the autumn term of 2005, OFSTED introduced a new Performance and Assessment Report (PANDA) report. Previously progress was assessed by placing schools into groups according to their similarity in prior attainment. Schools were given benchmark grades according to their performance compared with the other schools in their group. However it was recognised that there are many other possible factors that affect pupils' progress that are not taken into account by these methods.

In order to examine the progress attributable to the school from that due to other factors, the new PANDA report uses a CVA model. This involves looking at the progress observed amongst all pupils nationally in each year according to a wide range of contextual characteristics. Ofsted and the DfES have been working together to derive the best models and these have been agreed. The main factors in the models include:

- Prior attainment
- SEN status
- Free school meals entitlement
- Whether English is an additional language
- Ethnicity
- Gender
- Age
- Mobility
- Economic deprivation

Each pupil's expected progress from an earlier Key Stage is calculated, taking into account the national data for all factors in the model. Then their actual progress is compared to their expected progress. The difference indicates whether a pupil has progressed more or less than expected and by how much. These differences are then combined for all pupils to provide a contextual value added score for each school.

The following tables provide a summary of the performance in Rotherham Key Stage 2 to 3. This includes the overall CVA measure for each school, together with core subjects relative to the national mean of 100. Where the school value differs significantly from the previous year's, the significance + or – and improving or declining is shown to indicate a statistically significant improvement or decline in the CVA score.

### **A summary of the performance in Rotherham Key Stage 2 to 3**

#### **Overall CVA**

	2003	2004	2005
Significance -	9	1	
Significance - and declining		4	2
Significance - and improving		2	3
Significance +	2		3
Significance + and improving			2
Significance + and declining			
No significance	5	9	6

**English CVA**

	2003	2004	2005
Significance -	9	4	1
Significance - and declining		4	2
Significance - and improving			4
Significance +	5	2	
Significance + and improving		1	5
Significance + and declining			
No significance	2	5	4

**Mathematics CVA**

	2003	2004	2005
Significance -	7	2	1
Significance - and declining		3	2
Significance - and improving		2	2
Significance +	2	2	3
Significance + and improving		2	
Significance + and declining			
No significance	7	5	8

**Science CVA**

	2003	2004	2005
Significance -	11	4	4
Significance - and declining		1	1
Significance - and improving		3	1
Significance +	2		1
Significance + and improving		1	2
Significance + and declining			
No significance	3	7	7

The overall CVA score shows positive progress across the LA. The number of schools with a significant CVA score below the national mean has reduced from nine in 2003 to five in 2005; three of these schools, although significantly below the national mean, are showing improvement. The number of schools significantly above expected overall CVA score has risen to five – these schools are St.Bernards, Wales, Wath, Wickersley, and Wingfield.

This pattern of improvement is mirrored in all core subjects (English, mathematics and science).

In English five schools were significantly above the National mean CVA, these schools were Aston, St.Bernards, Wales, Wath and Wingfield. The number of schools recording a CVA score below the National mean has reduced to seven, four of which are showing an improving trend.

In mathematics there are now eleven schools where the CVA score is at or above national mean values as compared to nine in 2003 and 2004. The schools whose score is significantly above national figures are St.Bernards, Wales and Wickersley.

The number of schools that are significantly below the National mean CVA score in science has reduced from eleven in 2003 to six in 2005. Seven schools achieved a CVA score in line with and three schools achieved a CVA score significantly above the national mean. These schools are Brinsworth, Clifton and Wickersley.



#### **4. The Performance of Individual Schools**

Annex A shows the performance of individual schools in English, mathematics and science from 2001-2005, Annex B shows graphs of the individual performance of each school for overall achievement at level 5 or better for the period 2001-2005 and Annex C shows graphs of the individual performance of each school for overall achievement at level 6 or better for the period 2001-2005.

#### **5. Conclusion:**

The LEA's overall trend of improving performance in the statutory Key Stage 3 tests has been consistently inline with the improving national averages. There is a continued need for improvement to close the gap. There is evidence of the positive impact of the Key Stage 3 National Strategy on teaching and learning in Rotherham schools. This is clearly demonstrated by the improvements to CVA. It is anticipated that improvements at Key Stage 2, the impact of the Key Stage 3 National Strategy and the targeted funding linked to Excellence in Cities will lead, over time, to significantly improved results in Key Stage 3. Boys' performance in mathematics and science are not significantly different to girls' and the increase in the percentage of boys achieving Level 5+ in English has reduced the gap between boys' and girls performance.

## ANNEX A

## KEY STAGE 3 ENGLISH, MATHEMATICS &amp; SCIENCE RESULTS

## 2001 – 2005 LEVELS 5 AND 6 ATTAINMENT

English	Level 5+					Level 6+				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Aston	65.5%	71.9%	69.3%	64.1%	85.0%	28.1%	32.9%	24.1%	26.7%	41.4%
Brinsworth	40.1%	71.0%	57.8%	60.7%	75.5%	8.9%	35.7%	16.1%	15.9%	18.4%
Clifton	45.3%	47.7%	48.5%	46.4%	60.7%	10.9%	12.5%	15.3%	11.8%	20.9%
Dinnington	69.5%	68.2%	67.3%	66.3%	81.5%	32.6%	29.0%	37.4%	30.8%	27.2%
Kimberworth	30.6%	27.0%	44.5%	50.0%		4.5%	11.1%	17.6%	12.5%	
Maltby	52.6%	70.2%	56.6%	54.2%	62.3%	18.8%	34.0%	28.3%	17.3%	18.2%
Oakwood	74.5%	63.8%	64.6%	74.0%	62.5%	39.9%	23.3%	20.9%	26.5%	21.2%
Old Hall	76.8%	68.1%	79.3%	81.9%	N/A	39.2%	33.2%	42.7%	34.4%	N/A
Pope Pius	71.5%	68.0%	69.5%	79.0%	69.1%	32.7%	35.3%	36.6%	41.3%	21.6%
Rawmarsh	61.6%	55.7%	60.3%	48.9%	63.6%	34.5%	22.4%	17.2%	11.5%	13.8%
St. Bernard's	70.6%	76.7%	84.3%	76.5%	87.1%	40.5%	45.9%	37.3%	29.5%	62.1%
Swinton	55.8%	58.5%	58.4%	54.1%	70.6%	20.2%	23.5%	27.7%	24.5%	18.1%
Thrybergh	36.8%	32.7%	54.6%	35.3%	32.8%	12.3%	4.4%	17.6%	12.0%	7.0%
Wales	68.7%	72.5%	69.1%	72.9%	74.6%	31.3%	43.4%	33.3%	32.0%	39.3%
Wath	76.9%	70.1%	68.8%	70.4%	73.2%	51.8%	28.9%	34.2%	29.3%	36.9%
Wickersley	65.2%	74.7%	87.3%	72.1%	78.7%	21.6%	43.2%	61.1%	27.9%	32.3%
Wingfield	40.2%	37.4%	45.9%	65.5%	80.3%	10.6%	8.6%	17.6%	22.1%	36.4%
Winterhill					69.8%					28.0%
<b>LEA Results</b>	<b>60.7%</b>	<b>63.6%</b>	<b>65.1%</b>	<b>62.1%</b>	<b>70.0%</b>	<b>26.9%</b>	<b>29.1%</b>	<b>29.6%</b>	<b>23.6%</b>	<b>27.2%</b>
<b>Statistical Neighbours</b>	<b>62.8%</b>	<b>65.8%</b>	<b>67.5%</b>	<b>65%</b>	<b>70.0%</b>	<b>29.2%</b>	<b>30.9%</b>	<b>32.2%</b>	<b>28.0%</b>	<b>29.0%</b>
<b>National Results</b>	<b>65.1%</b>	<b>67.6%</b>	<b>69.8%</b>	<b>71%</b>	<b>74.0%</b>	<b>32.0%</b>	<b>33.0%</b>	<b>35.0%</b>	<b>34.0%</b>	<b>35.0%</b>

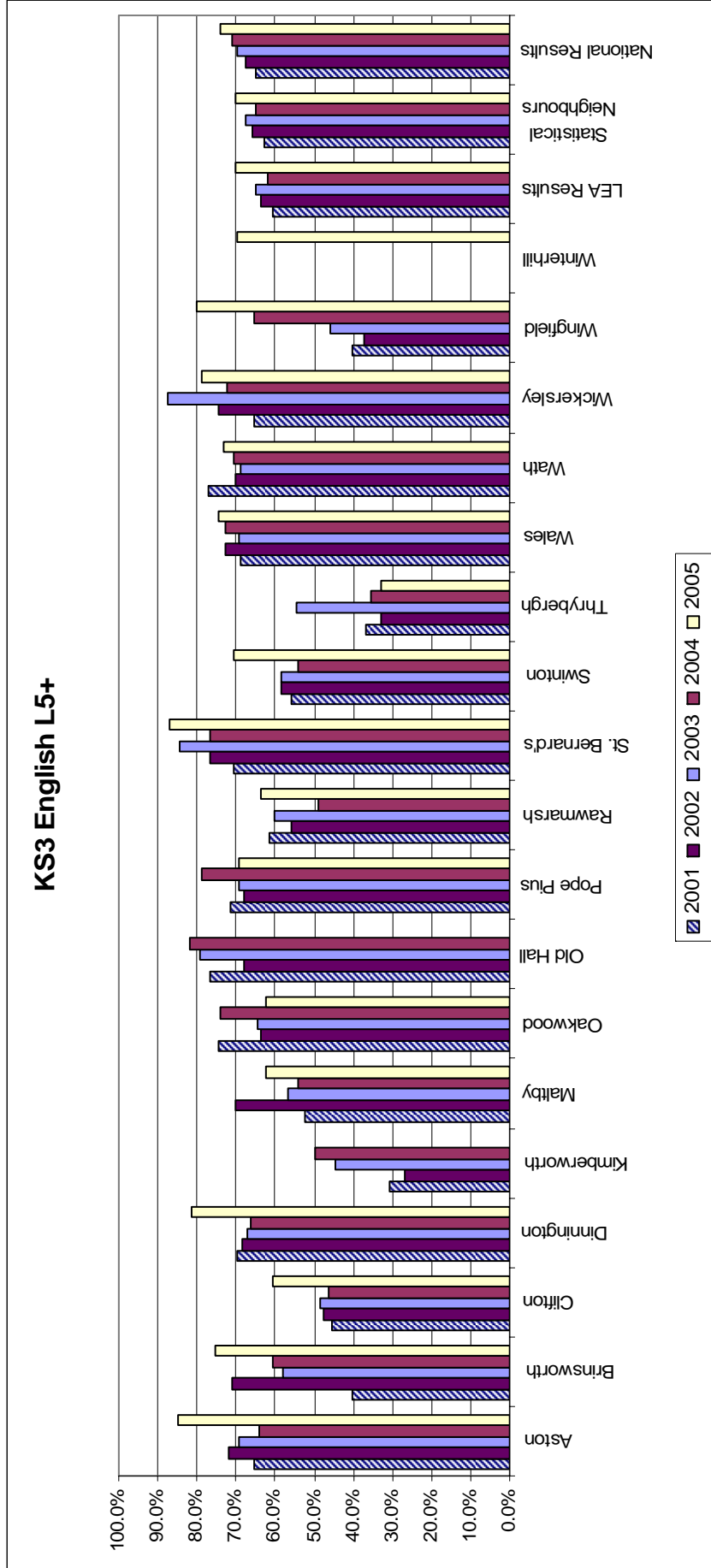
Mathematics	Level 5+					Level 6+				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Aston	66.7%	70.6%	70.8%	81.9%	82.5%	44.3%	44.1%	48.9%	55.9%	59.8%
Brinsworth	62.8%	62.9%	66.7%	71.4%	73.6%	36.4%	33.5%	46.2%	44.4%	51.7%
Clifton	46.9%	46.5%	53.3%	57.8%	63.5%	20.5%	24.6%	28.8%	35.7%	36.9%
Dinnington	65.3%	65.1%	68.9%	70.4%	71.3%	39.0%	45.9%	46.7%	45.8%	50.4%
Kimberworth	42.5%	45.5%	52.9%	57.5%		18.7%	19.8%	28.6%	31.9%	
Maltby	59.8%	49.8%	59.0%	65.6%	69.4%	27.8%	25.7%	34.4%	44.8%	43.0%
Oakwood	66.3%	65.2%	69.4%	74.4%	75.2%	43.3%	41.4%	50.5%	57.1%	54.3%
Old Hall	69.9%	68.1%	83.2%	80.6%	N/A	42.4%	43.7%	63.8%	60.4%	N/A
Pope Pius	69.7%	66.7%	71.0%	73.3%	73.4%	40.6%	38.7%	52.7%	48.7%	48.2%
Rawmarsh	58.3%	61.5%	58.2%	66.0%	69.2%	29.9%	32.8%	37.5%	39.1%	42.5%
St. Bernard's	73.0%	74.4%	85.8%	83.3%	83.3%	39.7%	54.9%	55.2%	61.4%	63.6%
Swinton	61.3%	54.1%	67.6%	70.4%	68.1%	38.1%	32.2%	46.8%	40.8%	41.7%
Thrybergh	41.5%	35.4%	37.8%	42.5%	44.5%	17.0%	14.2%	23.5%	26.9%	25.0%
Wales	74.6%	68.4%	69.9%	78.1%	77.8%	54.4%	50.4%	45.0%	59.5%	54.4%
Wath	70.2%	66.4%	66.8%	72.6%	70.7%	40.8%	42.6%	47.6%	50.5%	46.3%
Wickersley	76.3%	75.6%	85.8%	82.9%	84.0%	49.8%	48.7%	62.8%	66.8%	66.3%
Wingfield	50.0%	51.1%	64.8%	71.7%	67.1%	23.5%	28.1%	33.8%	43.4%	42.8%
Winterhill					<b>69.0%</b>					<b>46.6%</b>
<b>LEA Results</b>	<b>63.7%</b>	<b>62.0%</b>	<b>67.7%</b>	<b>69.0%</b>	<b>71.0%</b>	<b>37.4%</b>	<b>38.0%</b>	<b>45.5%</b>	<b>48.0%</b>	<b>48.0%</b>
<b>Statistical Neighbours</b>	<b>63.5%</b>	<b>64.6%</b>	<b>68.7%</b>	<b>70%</b>	<b>71.0%</b>	<b>37.9%</b>	<b>41.6%</b>	<b>45.7%</b>	<b>48.0%</b>	<b>49.0%</b>
<b>National Results</b>	<b>67.1%</b>	<b>68.0%</b>	<b>71.6%</b>	<b>73.0%</b>	<b>74.0%</b>	<b>42.9%</b>	<b>45.6%</b>	<b>49.6%</b>	<b>52.0%</b>	<b>53.0%</b>

Science	Level 5+					Level 6+				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Aston	70.6%	71.9%	65.5%	74.3%	79.8%	33.5%	31.9%	31.7%	38.4%	41.1%
Brinsworth	70.6%	69.1%	69.9%	61.1%	71.3%	39.0%	32.3%	39.8%	29.4%	38.7%
Clifton	47.2%	49.6%	44.1%	47.5%	53.7%	20.8%	12.1%	16.6%	18.6%	20.1%
Dinnington	61.0%	61.2%	68.9%	61.9%	67.7%	33.9%	27.8%	43.6%	27.1%	34.3%
Kimberworth	34.3%	32.2%	51.3%	41.6%		8.2%	7.4%	21.8%	15.0%	
Maltby	58.5%	49.4%	62.3%	62.4%	64.8%	19.2%	14.7%	34.8%	28.7%	24.3%
Oakwood	60.1%	65.7%	65.0%	67.6%	69.0%	32.2%	26.2%	40.3%	32.0%	35.2%
Old Hall	73.0%	71.5%	83.2%	79.0%	N/A	30.4%	35.5%	53.4%	44.1%	N/A
Pope Pius	61.2%	62.0%	65.6%	64.0%	60.4%	23.6%	22.0%	30.5%	28.7%	20.1%
Rawmarsh	55.7%	64.6%	61.2%	51.9%	56.9%	27.1%	28.1%	25.4%	15.7%	14.6%
St. Bernard's	74.6%	79.7%	77.6%	73.5%	73.5%	31.7%	41.4%	41.8%	44.7%	43.9%
Swinton	62.5%	51.4%	61.8%	57.1%	63.7%	27.4%	19.7%	35.8%	24.0%	26.0%
Thrybergh	35.8%	37.2%	37.8%	38.0%	43.0%	8.5%	14.2%	9.2%	11.2%	15.6%
Wales	64.7%	61.9%	59.4%	71.7%	65.1%	29.4%	25.8%	33.3%	31.2%	33.3%
Wath	67.6%	67.8%	64.0%	63.8%	70.0%	33.1%	33.6%	35.6%	30.6%	33.8%
Wickersley	72.1%	68.5%	82.8%	82.3%	79.3%	30.7%	23.7%	50.7%	42.8%	46.0%
Wingfield	43.9%	43.9%	46.6%	53.0%	52.0%	12.9%	12.2%	18.5%	15.2%	17.9%
Winterhill					66.9%					32.5%
<b>LEA Results</b>	<b>61.8%</b>	<b>61.1%</b>	<b>64.2%</b>	<b>62.1%</b>	<b>65.0%</b>	<b>27.8%</b>	<b>24.9%</b>	<b>34.7%</b>	<b>28.6%</b>	<b>30.2%</b>
<b>Statistical Neighbours</b>	<b>63.0%</b>	<b>64.5%</b>	<b>65.8%</b>	<b>62.0%</b>	<b>67.0%</b>	<b>29.1%</b>	<b>28.4%</b>	<b>35.9%</b>	<b>30.0%</b>	<b>32.0%</b>
<b>National Results</b>	<b>66.6%</b>	<b>67.5%</b>	<b>69.4%</b>	<b>66.0%</b>	<b>70.0%</b>	<b>34.1%</b>	<b>33.4%</b>	<b>40.6%</b>	<b>34.0%</b>	<b>37.0%</b>

*Please note these results are from secondary schools only. The results in the main part of the report are for all secondary pupils, i.e. including those educated in special schools.*

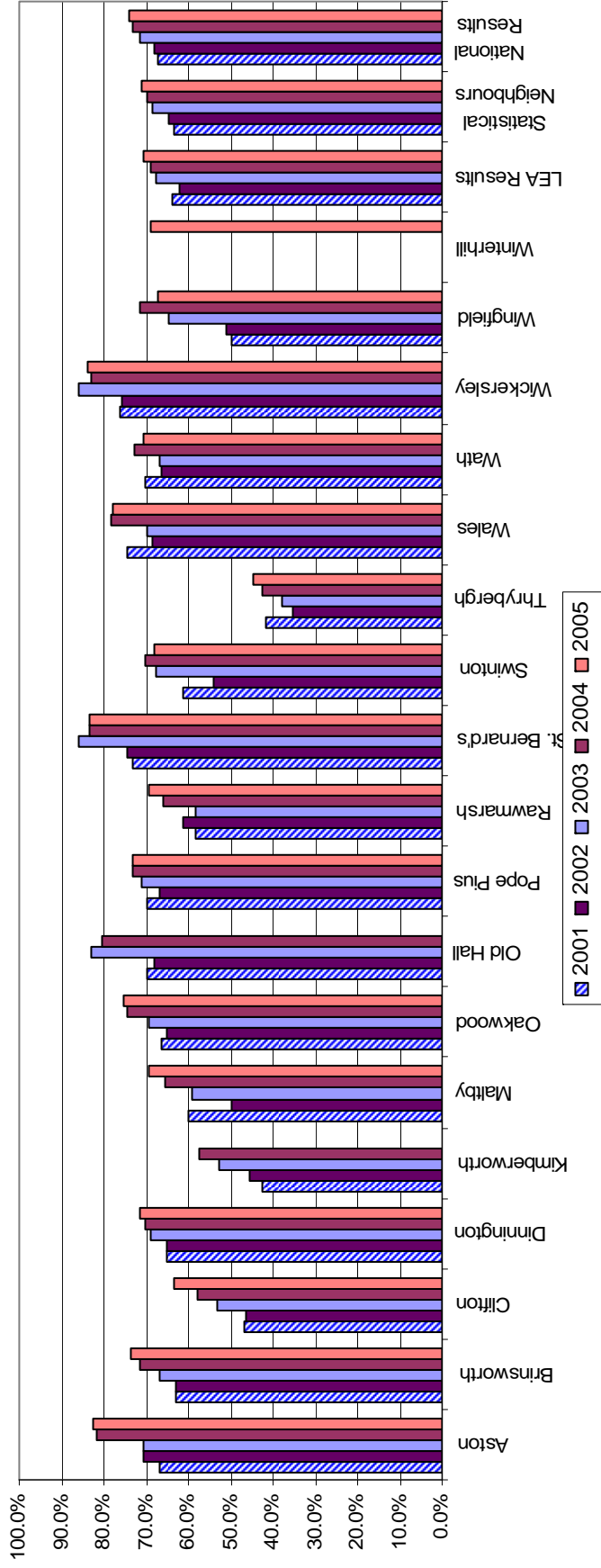
ANNEX B

KEY STAGE 3 ENGLISH LEVEL 5 OR BETTER RESULTS 2001 – 2005

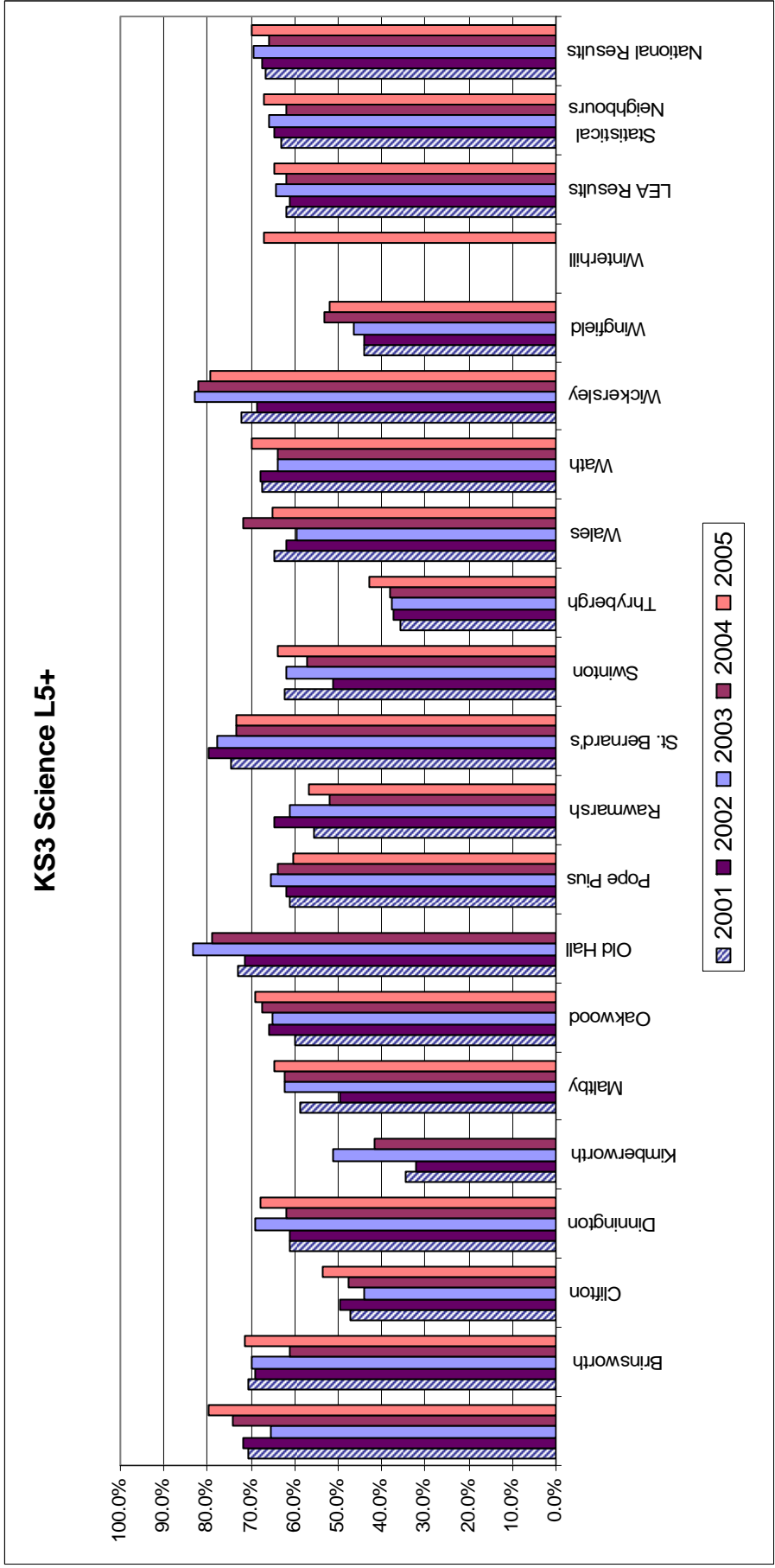


KEY STAGE 3 MATHEMATICS LEVEL 5 OR BETTER RESULTS 2001 - 2005

KS3 Maths L5+

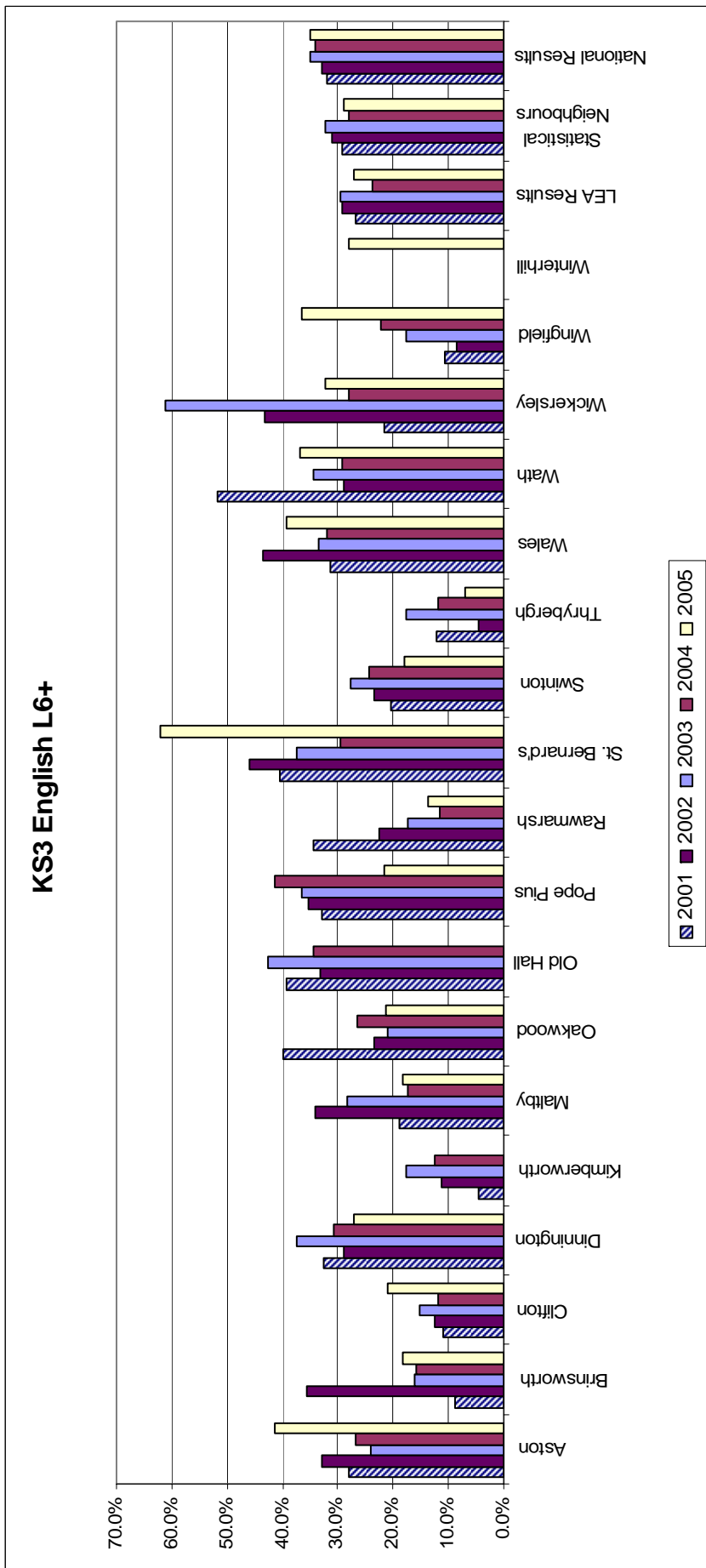


KEY STAGE 3 SCIENCE LEVEL 5 OR BETTER RESULTS 2001 – 2005



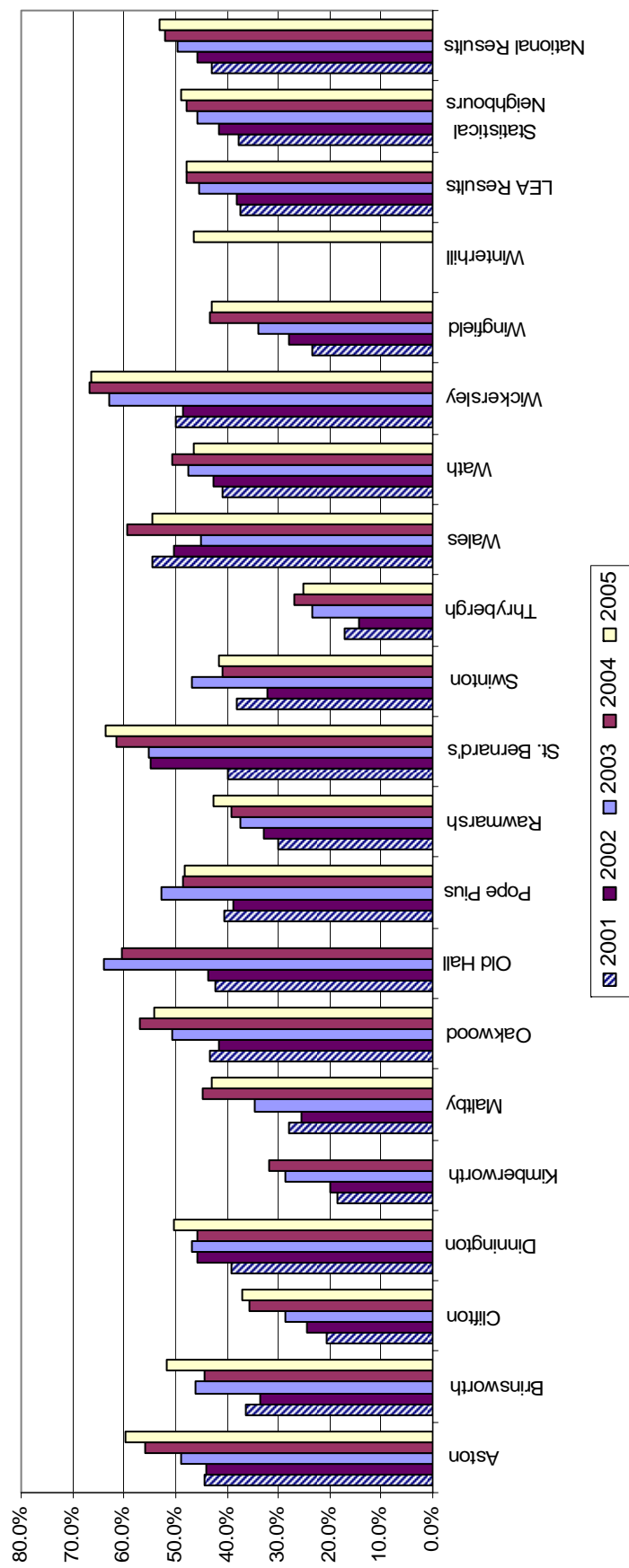
ANNEX C

KEY STAGE 3 ENGLISH LEVEL 6 OR BETTER RESULTS 2001 – 2005



KEY STAGE 3 MATHEMATICS LEVEL 6 OR BETTER RESULTS 2001 – 2005

KS3 Maths L6+





KEY STAGE 3 SCIENCE LEVEL 6 OR BETTER RESULTS 2001 – 2005

