

## CABINET MEMBER FOR LIFELONG LEARNING, CULTURE AND LEISURE

Venue: Town Hall, Moorgate  
Street, Rotherham.

Date: Tuesday, 6 February 2007.

Time: 9.00 a.m.

### A G E N D A

1. To determine if the following matters are to be considered under the categories suggested in accordance with the Local Government Act 1972.
2. To determine any item which the Chairman is of the opinion should be considered as a matter of urgency.
3. Minutes of previous meeting held on 23rd January, 2007 (Pages 1 - 5)  
- to receive minutes
4. International Links Committee (Pages 6 - 9)  
- **to receive minutes**
5. Summer 2006 Key Stage 2 Assessment Results (Pages 10 - 20)  
- to note and comment on the recommendations of the report
6. Pope Pius X Catholic High School - Land Exchange Wath Ward (Pages 21 - 24)  
- that Members consider and agree to the proposal that the Council and the Diocese of Hallam exchange land
7. Foundation Stage & Key Stage 1 Assessment Results - Summer 2006 (Pages 25 - 34)  
- **that the Cabinet Member endorse the drive to improve standards**
8. Adoption of Public Open Space off Sandy Lane, Bramley (Pages 35 - 37)  
- to consider a formal adoption of an area of land off Sandy Lane, Bramley.

**The following items are likely to be considered in the absence of the press and public as being exempt under those paragraphs, indicated below, of Part 1 of Schedule 12A to the Local Government Act 1972:**

9. Pantomime Tender and Contract for December 2007-January 2010 (Pages 38 - 40)  
- to consider the appropriate Contractor for the 3 Year Pantomime Contract (December 2007-January 2010)

(Exempt under Paragraph 3 – information relating to the financial or business affairs of any particular person (including the Council)).

10. Play Area at Leewood Close - Stage Two Complaint Investigation (Pages 41 - 44)
  - to reconsider the decision not to move the play area at Leewood Close in the light of the findings of the Stage Two investigation

(Exempt under Paragraph 2 – information which is likely to reveal the identity of an individual)

11. Date and Time of Next Meeting

**CABINET MEMBER FOR LIFELONG LEARNING, CULTURE AND LEISURE  
Tuesday, 23rd January, 2007**

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

**107. LEA GOVERNOR APPOINTMENTS**

Pursuant to Minute No. C50 of January 2000, consideration was given to nominations received to fill LEA vacancies on school governing bodies.

Resolved:- That, with the effective date of appointment, the following appointments be made to school governing bodies:-

Rawmarsh Rosehill Juniors 23/1/07	Mrs. S. Michalski	
Todwick Infant & Junior 23/1/07	Mrs. L. Robins	
Brampton the Ellis CE 23/1/07		Mrs. A. McNeice
Clifton Community Arts School	Mr. R. Cook	23/1/07

**Re-appointments**

Aston Hall J & I 04/05/07	Mrs. B. Bartholomew	
Laughton J & I	Mrs. J. Hall	28/1/07
Rawmarsh Monkwood Junior	Councillor S. Wright	13/5/07
St Bede's Catholic Primary 04/05/07	Councillor S. Walker	

The above appointments are subject to satisfactory checks being undertaken.

**108. MINUTES OF PREVIOUS MEETING HELD ON 9TH JANUARY, 2007**

The minutes of the previous meeting held on 9<sup>th</sup> January, 2007 were agreed as a correct record.

**109. MATTERS ARISING**

(a) Revenue Budget Monitoring Report as at November, 2006

The Cabinet Member drew attention to the increasing energy costs in Culture and Leisure Services and hoped this aspect of the budgetary situation would shortly be resolved.

(b) Temporary Closures of Leisure Facilities due to High Winds

The meeting discussed recent temporary closures at some leisure facilities due to high winds.

With the exception of Swinton Swimming Baths, other affected facilities at Swinton and Kiveton Libraries had re-opened.

(c) Herringthorpe Leisure Centre

A verbal update was given on recent incidences of arson attacks at Herringthorpe Leisure Centre and the surrounding area.

**110. RAWMARSH ST. MARY'S C OF E SCHOOL**

Consideration was given to a report of the Director of Service Resources & Access as a consequence of both the Local Authority and the Diocese of Sheffield expressing concern about the viability of St. Mary's C of E School.

The report highlighted the background on the matter which has led to recent discussions, and a need to seek confirmation from the Cabinet Member to enter the pre-statutory consultation stage on a proposal to close the school with effect from 31<sup>st</sup> August, 2007.

Members were informed that it is becoming unviable due to falling pupil numbers and the school's inability to sustain an appropriate quality of education for its pupils. In order to support the school thus far, it has meant an unprecedented amount of support from the Authority, and the School Improvement Service in particular.

The Authority and the Diocese are committed to working with all parties, especially the parents in ensuring their children will enjoy the best possible education in the future.

The information contained in the report gave details of:-

- the general viability of schools
- details of the pupil numbers at the school
- educational standards
- the availability of places elsewhere in other local schools

Resolved:- (1) That the appropriate consultation, as outlined in the report now submitted, be agreed.

(2) That a further report be submitted to a future meeting containing information on the feedback from the consultation meetings, and in order to make a decision on progression to the publication of a notice to close the school.

**111. ROTHERHAM PLAY STRATEGY 2007-2012**

Consideration was given to a report of the Director of Culture and Leisure which set out the details of the development of the Rotherham Play

Strategy by a partnership of organisations led by Rotherham Metropolitan Borough Council in response to an invitation from the Big Lottery Fund and linked with a funding allocation of £655,841.14. The funding is dependent on the strategy being in place before the application is processed and there are tight deadlines linked with the application.

The draft Strategy has been circulated to partnership members and subsequently to Joint Leaders Team in the Children and Young People's Service. Formal approval of the document is needed in order to proceed with the funding application to the Big Lottery Fund. The strategy will inform this application.

The Rotherham Play Strategy 2007-2012 set out:-

- Why we Need a Play Strategy
- Defining Play
- The Benefits of Play
- The Strategic Context
- Evidence of Need
- Play Facilities and Play Service Providers
- Monitoring & Evaluation
- Play Strategy Action Plan

A small budget of up to £3,000.00 is in place to allow the publication of this strategy. No other costs beyond core costs have implications on the production of this strategy. It is envisaged that implementation of the Strategy's key priorities will be achieved in the first instance from the provisional allocation of £655,841.14 to Rotherham from the Big Lottery Fund's Children's Play Programme. Other sources of funding, both internal and external, will be sought in due course to continue the implementation of the remainder of the Strategy.

Resolved:- That, subject to minor amendments as discussed, the Rotherham Play Strategy 2007-2012 be welcomed and approved.

**112. CULTURE & LEISURE PERFORMANCE REPORT OCTOBER-DECEMBER, 2006**

Consideration was given to a report of the Director of Culture and Leisure which outlined the 3<sup>rd</sup> quarter progress against Culture and Leisure key performance indicators for 2006/07, projected Rotherham performance against the 2006 Comprehensive Performance Assessment (CPA) Culture Block, and monitoring against the Culture and Leisure Risk Register.

The report gave details of performance in the following areas of work:-

- Service Plan Key Performance Indicators

- Comprehensive Performance Assessment (CPA) Performance – Progress against the Culture Block
  - CPA Sports Participation PI's
  - Library Stock Turn and Stock Level
  - Resident Satisfaction Performance Indicators

Particular reference was made to the following:-

**BVPI 119 – The % of residents satisfied with Cultural Services.** This was part of the triennial resident satisfaction survey carried out on a sample basis by telephone or questionnaire, a non-opinion being reflected as a negative response.

**BVPI 220 – Compliance against Public Library Standards.** The final outturn cannot be fully confirmed until after March 2007. However, a programme of new Library facilities to be delivered in the coming years will improve future performance against Library standards.

**CSPI 43 – Internet access points in Borough cultural facilities.** The number of internet access points has been reduced following the closure of two branch libraries. The situation will improve when two new libraries (Wickersley and Thorpe Hesley), in addition to the new mobile facilities, are fully operational. The service has, however, met national performance indicators for internet access points per 1,000 population.

**SPI 45 – Swimming Pools & Sports Centres: The number of swims and other visits per 1,000 population.** It is hoped to meet this target by April, 2007.

**CSPI 47 – Number of Green Space sites with Green Flag Award.** Thrybergh Country Park achieved Green Flag in June 2006. Rother Valley Country Park failed in its application. There are, however, currently an additional 5 applications in preparation.

**C4 – Active borrowers as a percentage of population.** A great deal of work was ongoing to bring this to middle or lower threshold.

**C17 – Percentage of adults participating in at least 30 minutes moderate intensity sport and active recreation on three or more days a week.** The performance measure for this indicator is being debated nationally.

**C19 – Percentage of population that are within 20 minutes travel time (urban areas – by walk; rural areas – by car) of a range of three different sports facility types, of which one has achieved a specified quality assured standard.** It is envisaged that this indicator will be met when new leisure facilities are built and some parks and pitches gain Green Flag status.

Resolved:- (1) That the position of the results with comparison to targets be noted.

(2) That the Culture and Leisure Performance Report October-December, 2006 be received.

**113. 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 3 of Part 1 of Schedule 12A to the Local Government Act 1972.

**114. HERRINGTHORPE PLAYING FIELDS - CHANGING PAVILION**

Consideration was given to a report of the Director of Culture and Leisure which identified five options for the future of Herringthorpe Playing Field changing pavilion, following a serious arson attack which took place during the weekend of the 23<sup>rd</sup> and 24<sup>th</sup> September, 2006.

Officers in Asset Management assessed the condition of the building after the attack and determined that it was not fit for use and should be closed to the public. They have also recommended that the most cost effective way forward is to demolish the building.

The report set out five options for resolving the matter to a satisfactory conclusion.

Two other projects, which could impact on the future of the changing pavilion and which have been running concurrent to the proposed lease agreement with the Rugby Club, are:-

- Sports Hub
- Feasibility Study

Resolved:- That Option 4, details of which are as contained in the report now submitted, be pursued.

(Exempt under Paragraph 3 of the Act – information relating to financial or business affairs of any particular person (including the Council)).

**INTERNATIONAL LINKS COMMITTEE**  
**Thursday, 18th January, 2007**

Present:- Councillor Sharman (in the Chair); Councillors Littleboy, Walker and Wootton (The Mayor).

Also in attendance were Joanne Wehrle, Deborah Vickers, Natalie Hunter, and Paul Woodcock.

**22. APOLOGIES**

Apologies for absence were received from The Leader (Councillor Stone), and Councillors St. John and Smith.

**23. APPOINTMENT OF CHAIRMAN**

Resolved:- That the Deputy Leader chair this Committee in the absence of The Leader on a permanent basis.

**24. MINUTES OF THE PREVIOUS MEETING HELD ON 10TH NOVEMBER, 2006**

These were accepted as a correct record.

**25. MINUTES OF THE INTERNATIONAL LINKS PARTNERS GROUP HELD ON 23RD NOVEMBER, 2006**

The minutes of the above meeting were received and the content noted.

**26. MATTERS ARISING**

Promotion of the Older People's visit to St. Quentin

The meeting was informed that a report was to be submitted to the next meeting of the International Links Partners' Group regarding progress on this matter.

Councillor Walker reported a great deal of interest from various forums to organise such a visit and commented on the benefits to be gained by this visit, particularly from members of the Historical Society in St. Quentin.

Councillor Walker would continue to promote the initiative as part of her role on the Tourism Panel/Forum and in encouraging other interest groups.

Letter from Mayor of Sergeevka/Ukraine

The Mayor asked for a report on progress with Sergeevka. Joanne Wehrle reported that a letter of response had been drafted to Maryana



Kuzmenko regarding possibilities for re-establishing links.

A suggestion had been put to them of a possible link with a Parish. The letter sought to obtain their approval in principle.

**27. INTERNATIONAL LINKS BUDGET TO PERIOD 9**

Consideration was given to the extent of the budget spent against the sum approved (£10,000) for 2006/2007, as at December, 2006 (Period 9).

By the end of the financial year it is anticipated the budget will be overspent by £3½-4,000.

The meeting felt the current budget was insufficient for international links work, in addition to town twinning events, and discussion took place on:-

- more cost-effective ways of travel for future St. Quentin twinning visits
- current position with regard to grant applications towards travel costs

Resolved:- (1) That the budget position be noted.

(2) That, in accordance with assessment criteria, a list of budgetary commitments be prioritised and submitted to The Leader for consideration. This list to include a separate list for St. Quentin activities.

**28. PROGRESS WITH AUDIT OF INTERNATIONAL LINKS - PRESENTATION BY PAUL WOODCOCK**

Paul Woodcock, External and Regional Affairs Manager, gave a presentation on progress with Audit of International Links, in accordance with criteria for allocating Town Twinning and International Links Budget as approved at the previous meeting.

This criteria will be used to assess existing and future links.

The presentation covered:-

- Assessment criteria and maximum score
- What current links do we have?

St. Quentin	Cluj Napoca
Riesa	Dej
Sergeevka	Nashville
Tusla and Zenica	Mirpur

After discussion it was suggested that the criteria should reflect the benefits gained from a link and what EU funding opportunities were

available.

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

(2) That the assessment commence and a report be submitted to the next meeting.

**29. LINK WITH ISTEbNA, POLAND**

The meeting considered the content of electronic correspondence from the Tourist Manager and Tourist Assistant from Istebna, Poland following a visit by The Leader in July, 2006.

The correspondence stated how they would like to maintain links and were looking forward to any advice Rotherham could give them on this matter. They had promotional materials, part of which was in English and they did organise many events such as the one last Summer, which had involved the football celebrations/club.

Resolved:- (1) That the correspondence be submitted to Joanne Edley, Tourism Manager, for a suitable response.

(2) That Joanne Edley be asked to report back to a future meeting.

**30. RMBC TRADE JUSTICE POLICY STATEMENT**

The meeting considered a Trade Justice Policy Statement and minute extract which had been referred to the International Links Committee by the Procurement Panel held on 20<sup>th</sup> November, 2006.

The policy was about promoting activities that result in world wide economic, social and environmental benefits for all.

The report detailed the role the Council could play in taking Trade Justice forward. It was pointed out that the statement had been designed to incorporate and support the Community Strategy and the Council's Corporate Plan, together with a range of local strategies and programmes.

It was proposed to use the statement to raise the profile and highlight the importance of Trade Justice, and to promote good practice within Rotherham and encourage other local authorities to do the same.

The Council can point to good progress in taking forward Trade Justice in the Borough. The following are a few illustrative examples of action that the Council has taken that has made a significant contribution to raising awareness and understanding of Trade Justice:-

- Arms Treaty
- Fairtrade

- Sustainable procurement

Resolved:- (1) That the Trade Justice Policy Statement be drawn to the attention of The Mayor of St. Quentin at the next twinning visit.

(2) That the Trade Justice Policy Statement be promoted as an example of good practice to Partners' Group and other Local Authorities.

**31. ANY OTHER BUSINESS**

Video Conference Facility - CENT

Paul Woodcock reported that Rotherham United Football Club had recently used the video conference facility at CENT to speak to teams in Sweden.

Members present were asked to promote the use of this facility for future use.

The meeting acknowledged the impact this could have on the budget in relation to non-essential travel expenses and suggested this be promoted in future literature and work with Partners' Group.

**32. DATE AND TIME OF NEXT MEETING**

Resolved:- That the following two meetings take place on:-

Monday, 30<sup>th</sup> April, 2007 at 9.30 a.m.

Thursday, 12<sup>th</sup> July, 2007 at 2.00 p.m.

<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS</b>
--

1.	<b>Meeting:</b>	<b>Lifelong Learning, Culture and Leisure Cabinet Member and Advisers</b>
2.	<b>Date:</b>	<b>6<sup>th</sup> February 2007</b>
3.	<b>Title:</b>	<b>Summer 2006 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 performance in Rotherham primary schools, at the end of Key Stage 2, in 2006.

**6. Recommendations:**

- That the report be received.
- That the Cabinet Member and Advisers note the declines in performance in Key Stage 2, most particularly when compared to results reported nationally and the improvements made in the previous two years.
- That the Cabinet Member and Advisers encourages all schools to continue to improve their results, and strive to reflect outcomes at least in line with national averages.
- That the Cabinet Member and Advisers endorses the Council's drive to reduce the number of schools below DfES floor target of 65%, improve boys' attainment and that of BME pupils and Looked After Children.

## 7. Proposals and Details:

All schools must conduct a form of statutory assessment at the end of each Key Stage (ages 7, 11, 14 and 16). At the end of Key Stage 2 (age 11) pupils undertake the externally marked Statutory Assessment Tests (SATs).

### a) Overall Key Stage 2 Results

Table 1, below, shows the percentage of pupils achieving the average level of attainment (Level 4) and above, in each curriculum area, since 2001.

**Table 1:**

SUBJECT	2003	2004	2005	2006	Diff 05-06	2006 National (%change)
<b>PERCENTAGE L4+</b>						
English SAT	70%	73%	77%	73%	-4%	79% (0%)
Reading SAT	76%	79%	82%	78%	-4%	83% (-1%)
Writing SAT	57%	59%	62%	61%	-1%	67% (+4%)
Mathematics SAT	69%	71%	74%	71%	-3%	76% (+1%)
Science SAT	85%	84%	86%	82%	-4%	87% (+1%)
<b>PERCENTAGE L5</b>						
English SAT	21%	21%	24%	25%	+1%	32% (+5%)
Reading SAT	34%	34%	37%	39%	+2%	47% (+4%)
Writing SAT	13%	13%	14%	13%	-1%	18% (+3%)
Mathematics SAT	25%	27%	29%	28%	-1%	33% (+2%)
Science SAT	37%	41%	44%	39%	-5%	46% (-1%)

Rotherham did not maintain the improvements reported in 2005 at level 4+, however, some further improvements were made at level 5+.

The 2006 Key Stage 2 Level 4+ results were disappointing most particularly following the successes of the two previous years. Declines from 2005 were reported in all areas, at this level, compared to a more variable profile nationally. Whilst the results in all curriculum areas dropped from 2005 to 2006, the trend in performance from 2003 to 2006 was an improving trend in English, reading, writing and mathematics. However, there was a declining trend in science.

2006 results at this level present an increased gap between Rotherham's attainment profile and that nationally. (English -6%, Reading -5%, Writing -6%, Mathematics -5% and Science - 5%)

The higher performance at Level 5+ did reflect some gains from 2005 (English and Reading), but these did not meet the improvements reported nationally. All Level 5+ results in Rotherham exceeded those reported in 2004, except in science. L5+ Reading demonstrated the highest outcome to date. L5+ attainment remains some distance from those reported nationally. (English -7%, Reading -8%, Writing -5%, Mathematics -5% and Science -7%).

The tables below (2a, 2b and 2c) show the performance of vulnerable and underachieving groups across English, mathematics and science since 2003.

### b) Vulnerable Groups

**Table 2a: Performance of Boys and Girls (Gender)**

<b>English L4+</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
LA Boys	64.6%	67.3%	71.3%	67.3%
LA Girls	75.9%	78.3%	81.1%	80.1%
National Boys	70.0%	72.0%	74.0%	74.0%
National Girls	80.0%	83.0%	84.0%	85.0%
G-B LA	11.3%	11.0%	9.8%	12.8%
G-B National	10.0%	11.0%	10.0%	11.0%

<b>Maths L4+</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
LA Boys	70.6%	71.4%	73.9%	70.8%
LA Girls	67.0%	70.2%	73.5%	70.8%
National Boys	73.0%	74.0%	76.0%	77.0%
National Girls	72.0%	74.0%	75.0%	75.0%
G-B LA	-3.6%	-1.2%	-0.4%	0.0%
G-B National	-1.0%	0.0%	-1.0%	-2.0%

<b>Science L4+</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
LA Boys	85.9%	84.8%	86.1%	80.9%
LA Girls	84.5%	83.3%	85.3%	82.8%
National Boys	86.0%	86.0%	86.0%	86.0%
National Girls	87.0%	86.0%	87.0%	87.0%
G-B LA	-1.4%	-1.5%	-0.8%	1.9%
G-B National	1.0%	0.0%	1.0%	1.0%

<b>English L5</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
LA Boys	16.8%	16.8%	18.3%	19.3%
LA Girls	25.5%	26.4%	29.7%	31.4%
National Boys	21.0%	21.0%	21.0%	26.0%
National Girls	33.0%	33.0%	33.0%	39.0%
G-B LA	8.7%	9.6%	11.4%	12.1%
G-B National	12.0%	12.0%	12.0%	13.0%

<b>Maths L5</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
LA Boys	27.6%	28.4%	31.5%	29.9%
LA Girls	21.5%	26.3%	26.5%	25.4%
National Boys	32.0%	33.0%	33.0%	36.0%
National Girls	26.0%	29.0%	28.0%	31.0%
G-B LA	-6.1%	-2.1%	-5.0%	-4.5%
G-B National	-6.0%	-4.0%	-5.0%	-5.0%

<b>Science L5</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
LA Boys	37.4%	40.7%	44.5%	38.5%
LA Girls	36.3%	41.0%	44.1%	39.8%
National Boys	40.0%	43.0%	48.0%	45.0%
National Girls	41.0%	42.0%	46.0%	46.0%
G-B LA	-1.1%	0.3%	-0.4%	1.3%
G-B National	1.0%	-1.0%	-2.0%	1.0%

The performance of boys and girls continues to highlight differences in attainment between these groups, most particularly in English. Both boys and girls performed below the national averages for each group in all subjects in 2006 and at both Levels 4+ and 5+. The 2006 cohort of girls was closer to these averages at level 4+ than boys were, while differences at L5+ reported a similar distance. The gap between the attainment of boys and girls in 2006 widened at both levels in English, favouring girls. Girls also exceeded boys at both levels in science and while they matched boys' results in mathematics at level 4+, boys continued to outperform girls at level 5+.

Table 2b: Ethnicity

## English

Boys	2004		2005		2006	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
<b>BME*</b>	59.56	16.91	64.33	12.1	57.1	12.5
<b>White British</b>	68	16.7	71.7	18.8	68.4	20.1
<b>Difference</b>	8.44	-0.21	7.37	6.7	11.2	7.6

Girls	2004		2005		2006	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
<b>BME*</b>	67.86	17.86	77.95	23.62	72.3	21.8
<b>White British</b>	79.3	27.2	82.1	30.2	80.7	32.2
<b>Difference</b>	11.44	9.34	4.15	6.58	8.4	10.3

Overall	2004		2005		2006	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
<b>BME*</b>	63.77	17.39	70.42	17.25	63.4	16.4
<b>White British</b>	73.45	21.79	76.9	24.5	74.3	25.9
<b>Difference</b>	9.68	4.4	6.48	7.25	10.9	9.5

## Maths

Boys	2004		2005		2006	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
<b>BME*</b>	62.5	27.21	66.24	28.03	56.0	23.8
<b>White British</b>	72.1	28.5	74.3	31.7	72.5	30.5
<b>Difference</b>	9.6	1.29	8.06	3.67	16.5	6.7

Girls	2004		2005		2006	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
<b>BME*</b>	60.71	20.71	65.35	23.62	56.3	18.5
<b>White British</b>	71.1	26.8	74.2	26.7	71.9	26.0
<b>Difference</b>	10.39	6.09	8.85	3.08	15.6	7.5

Overall	2004		2005		2006	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
<b>BME*</b>	61.59	23.91	65.85	26.06	56.1	21.6
<b>White British</b>	71.61	27.67	74.3	29.2	72.2	28.3
<b>Difference</b>	10.02	3.76	8.45	3.14	16.1	6.7

**Science**

Boys	2004		2005		2006	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
<b>BME*</b>	72.79	32.35	72.61	32.48	70.8	20.8
<b>White British</b>	85.7	41.4	87.1	45.5	82.0	40.4
<b>Difference</b>	12.91	9.05	14.49	13.02	11.2	19.6

Girls	2004		2005		2006	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
<b>BME*</b>	70	29.29	81.1	32.28	65.5	24.4
<b>White British</b>	84.5	42.1	85.6	45.1	84.2	41.1
<b>Difference</b>	14.5	12.81	4.5	12.82	18.7	16.7

Overall	2004		2005		2006	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
<b>BME*</b>	71.38	30.8	76.41	32.39	68.6	22.3
<b>White British</b>	85.14	41.72	86.4	45.3	83.1	40.7
<b>Difference</b>	13.76	10.92	9.99	12.91	14.4	18.4

\* Black and Minority Ethnic background

In 2006, results declined for pupils from both Black and Minority Ethnic backgrounds (BME) and White British backgrounds at level 4+ in all subjects from those recorded in 2005. The declines were most pronounced for BME pupils contributing to the widening of the gap between the attainment of these groups favouring White British pupils. Declines were also a feature at level 5+, although White British pupils did demonstrate a slight improvement at this higher level in English compared to the previous year.

**Table 2c: Comparative Data for Looked After Children****Percentage of looked after children achieving L4+ at KS2 in English 2003– 2006**

	2003	2004	2005	2006
<b>% achieving L4+</b>	<b>42</b>	<b>21.0</b>	<b>62</b>	<b>36.4</b>
<b>Rotherham LAC Cohort</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>22</b>
<b>ENGLAND</b>	<b>37.1</b>	<b>39.9</b>	<b>42.1</b>	<b>*</b>

**Percentage of looked after children achieving L4+ at KS2 in Maths 2003- 2006**

	2003	2004	2005	2006
<b>% achieving L4+</b>	<b>16</b>	<b>31.0</b>	<b>62</b>	<b>50.0</b>
<b>Rotherham LAC Cohort</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>22</b>
<b>ENGLAND</b>	<b>34.8</b>	<b>37.2</b>	<b>37.6</b>	<b>*</b>

**Percentage of looked after children achieving L4+ at KS2 in Science 2003- 2006**

	2003	2004	2005	2006
<b>% achieving L4+</b>	<b>42</b>	<b>35.3</b>	<b>69</b>	<b>68.2</b>
<b>Rotherham LAC Cohort</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>22</b>
<b>ENGLAND</b>	<b>52.9</b>	<b>53.0</b>	<b>53.4</b>	<b>*</b>

\* National Data for 2006 isn't published until April 2007



2006 had the highest number of Looked After Children within a Year 6 cohort over the last 4 years. The proportion of pupils attaining level 4+ fell in 2006 in both English and mathematics, while science was broadly in line with 2005.

### c) 1998-2006 KEY STAGE 2 COMPARISONS

Table 3 gives the results from 1998 -2006 showing the percentage of pupils achieving Level 4 and above together with the number of school where the overall percentage of children achieving Level 4+ is 90% and above, below 50% and the number of schools below the DfES floor target of 65%.

**Table 3:**

<b>SCHOOLS ACHIEVING:</b>	<b>% of pupils achieving L4+ overall</b>	<b>Number of schools achieving 90%+ at L4+</b>	<b>Number of schools achieving &lt;50% at L4+</b>	<b>Number of schools achieving &lt;65% at L4+ (DfES Floor Target)</b>
<b>ENGLISH SAT 2006</b>	73%	14	7	19
<b>ENGLISH SAT 2005</b>	77%	16	3	14
<b>ENGLISH SAT 2004</b>	73%	14	5	19
<b>ENGLISH SAT 2003</b>	70%	6	7	26
<b>ENGLISH (READING) SAT 2006</b>	78%	18	3	13
<b>ENGLISH (READING) SAT 2005</b>	82%	25	1	3
<b>ENGLISH (READING) SAT 2004</b>	79%	25	3	9
<b>ENGLISH (READING) SAT 2003</b>	76%	14	5	14
<b>ENGLISH (WRITING) SAT 2006</b>	61%	4	19	45
<b>ENGLISH (WRITING) SAT 2005</b>	62%	4	18	44
<b>ENGLISH (WRITING) SAT 2004</b>	59%	3	21	45
<b>ENGLISH (WRITING) SAT 2003</b>	57%	0	25	57
<b>MATHEMATICS SAT 2006</b>	71%	11	10	27
<b>MATHEMATICS SAT 2005</b>	74%	13	4	15
<b>MATHEMATICS SAT 2004</b>	72%	7	6	21
<b>MATHEMATICS SAT 2003</b>	69%	3	7	29
<b>SCIENCE SAT 2006</b>	82%	32	3	13
<b>SCIENCE SAT 2005</b>	86%	40	0	3
<b>SCIENCE SAT 2004</b>	84%	43	3	7
<b>SCIENCE SAT 2003</b>	85%	34	2	7

*\*Floor Targets apply to English, mathematics and science*

Another indicator to consider when evaluating performance is the number of schools with Key Stage 2 pupils (84 in all) attaining within specific attainment bands. The table above shows the previous trend of improvement in the number of schools attaining 90% Level 4 or better and the number of schools attaining below 50% Level 4 or better has been halted by the 2006 results.

It also shows an increase in the number of schools with results below the DfES Floor Target of 65% Level 4+ attainment. In 2006 the number of schools below this critical measure returned to the level of 2004 in English, Reading and Writing while the increase was more significant in both mathematics and science.

There will be a continuing focus on reducing the number of schools below this measure, enhanced by the commitment to the nationally developed Intensifying Support Programme for schools.

### **Value Added Summary**

Rotherham's value added measure (99.1) shows that progress overall in 2006, in Key Stage 2, is below what is achieved nationally. Of Rotherham schools, particular credit is due to one school that achieved a value added measure of more than 102 with a further five schools that 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.

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

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

Previously progress was assessed by placing schools into groups according to the similarity of their 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 this method.

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 made by 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 the following factors have been agreed.

The main factors 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 account of the national data for all the above factors. Then each pupil's 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.

This information for the 2006 cohort is not as yet available.

**8. Finance:**

Resources, within the Council, to drive the school improvement agenda are a combination of core budget, DfES grant through the Standards Fund and income generation.

Schools also receive additional funding, through Standards Fund to address the national strategies for raising standards.

**9. Risks and Uncertainties:**

Should Rotherham's schools continue to show insufficient progress this could result in:

- Significant numbers of children underachieving and reduces their opportunities post statutory education
- The Council's rating, in relation to the quality of services and its statutory responsibility to raise standards will be affected through the CPA and APA systems
- The Council's intervention rating with DfES could be increased.

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

Pupil achievement is a key performance indicator (Learning), in the Community Strategy, the Corporate Plan and the Children and Young People's Single Plan.

**11. Background Papers and Consultation:**

Summer 2004 Key Stage 2 Assessment Results – Report to Cabinet - 2005  
Summer 2005 Key Stage 2 Assessment Results – Report to Cabinet - 2006

**Contact Name:**

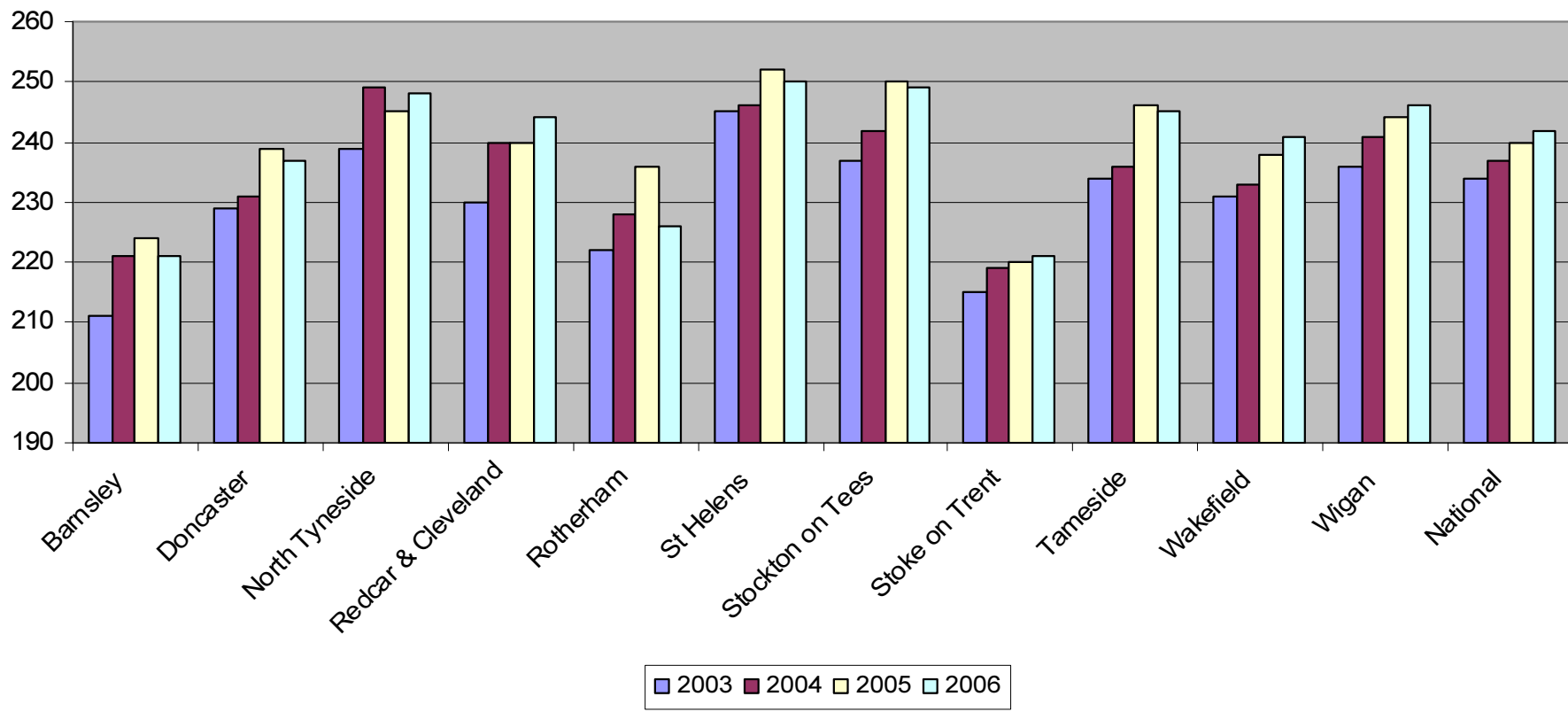
Helen Rogers

Principal School Improvement Adviser – Quality Assurance

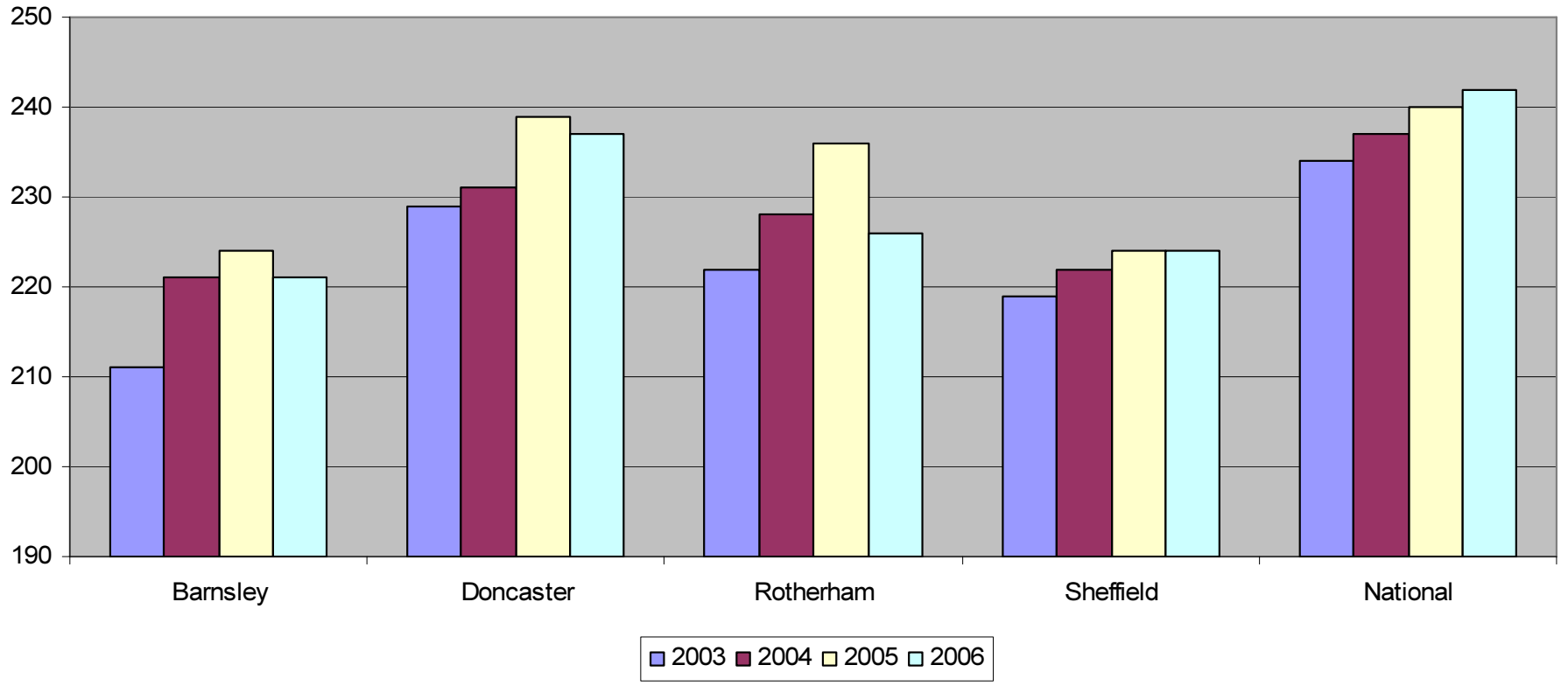
T: Extension 2591

E: [helen.rogers@rotherham.gov.uk](mailto:helen.rogers@rotherham.gov.uk)

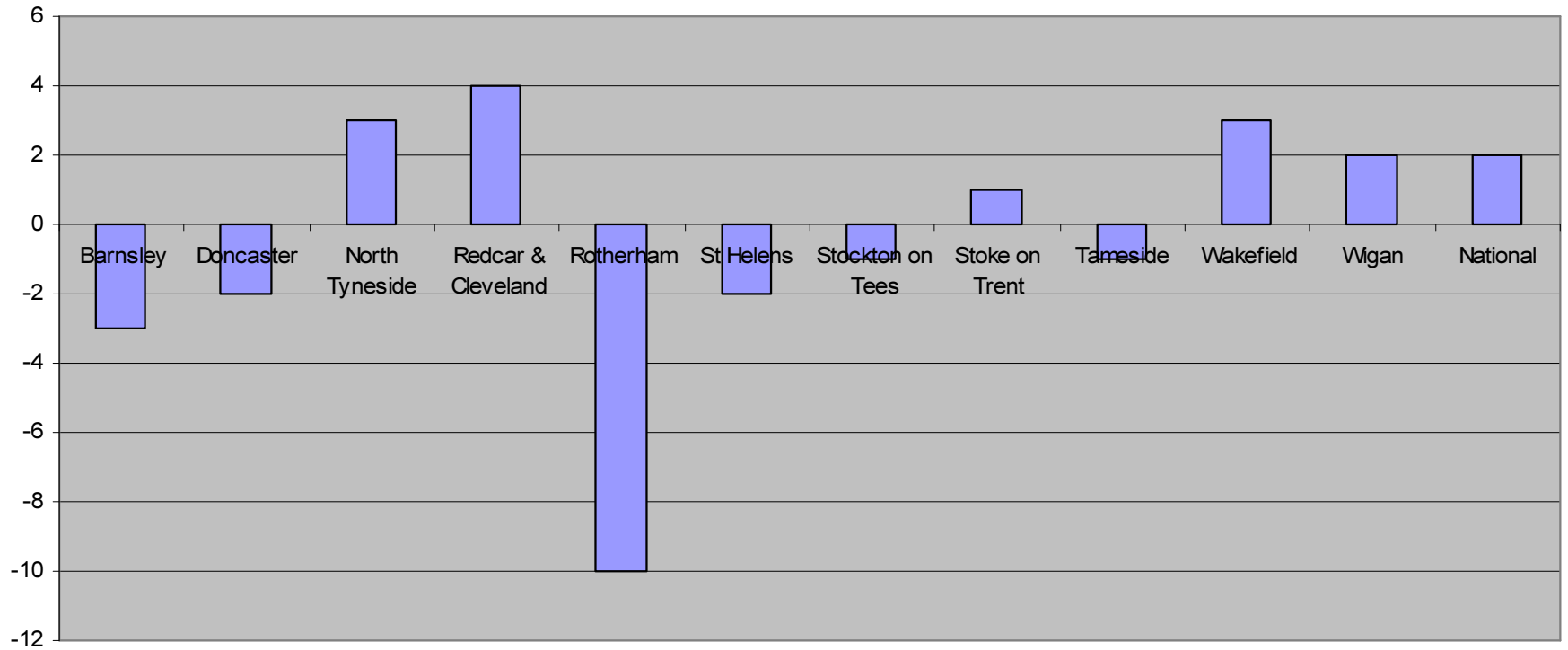
### Statistical Neighbours Key Stage 2 Aggregate Scores 2003-2006



**South Yorkshire  
Key Stage 2 Aggregate Scores 2003-2006**



### Statistical Neighbours LA's - Aggregate Scores 2005-2006 Difference



<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS</b>
--

<b>1.</b>	<b>Meeting:</b>	Cabinet Member for Lifelong Learning, Culture and Leisure
<b>2.</b>	<b>Date:</b>	6 <sup>th</sup> February 2007
<b>3.</b>	<b>Title:</b>	Pope Pius X Catholic High School – Land Exchange Wath Ward
<b>4.</b>	<b>Programme Area:</b>	Children and Young People's Services

### 5. Summary

The new School sports hall has been built on land owned by the Diocese of Hallam and Council. It is proposed that land is exchanged between the two parties to clarify building and land ownership.

### 6. Recommendations

**That Members agree to the proposal that the Council and Diocese of Hallam exchange 559m<sup>2</sup> land at Pope Pius X Catholic High School to enable the Diocese of Hallam to have sole ownership of the land beneath the sports hall (plus 1m around the periphery for maintenance).**

## **7. Proposals and Details**

Big Lottery Funding (New Opportunities Fund PE and Sport Programme) has enabled the Council to provide a new sports hall at the school. The land on which the new sports hall has been built was formerly used to accommodate two disused classrooms and a high jump and long jump pit. The pits are to be relocated on the School site.

The site for the sports hall was chosen due to:

- Land availability following demolition of dilapidated classrooms
- Good access for school and community use (level site for disabled access, close to car park and main school entrance)

The land used to build the sports hall is owned by the Diocese of Hallam and Rotherham Borough Council (559m<sup>2</sup>). The land was acquired by both parties in the 1950's and since then the land has been used by the School. The Council owns the caretakers bungalow/garden, green space and sports pitches and the Diocese owns the remainder of land and buildings on the School site.

It is proposed that land is exchanged between the Diocese of Hallam and Rotherham Borough Council so that all the land beneath the new sports hall is in the ownership of the Diocese of Hallam.

The land beneath the new sports hall owned by Rotherham Borough Council (559m<sup>2</sup>) will be exchanged with a piece of land (559m<sup>2</sup>) owned by the Diocese of Hallam. The Diocese of Hallam land earmarked for exchange is currently used as a nature garden and overspill car park/hard standing (see drawing 713/19/54 attached). The school will continue to use the land exchanged on the same basis as the sports fields.

The DfES Schools Assets team have been contacted and they have confirmed that ministerial consents are not required for the exchange of land in this instance.

## **8. Finance**

The costs will be Council Officer time and Land Registry fees. Funding will come from the Big Lottery (New Opportunities Fund PE and Sport Programme).

## **9. Risks and Uncertainties**

A successful exchange is subject to the completion of applicable documentation and legal process. Signatories:

Rotherham Borough Council and Diocese of Hallam [Taylor and Emmet Solicitors]

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

None



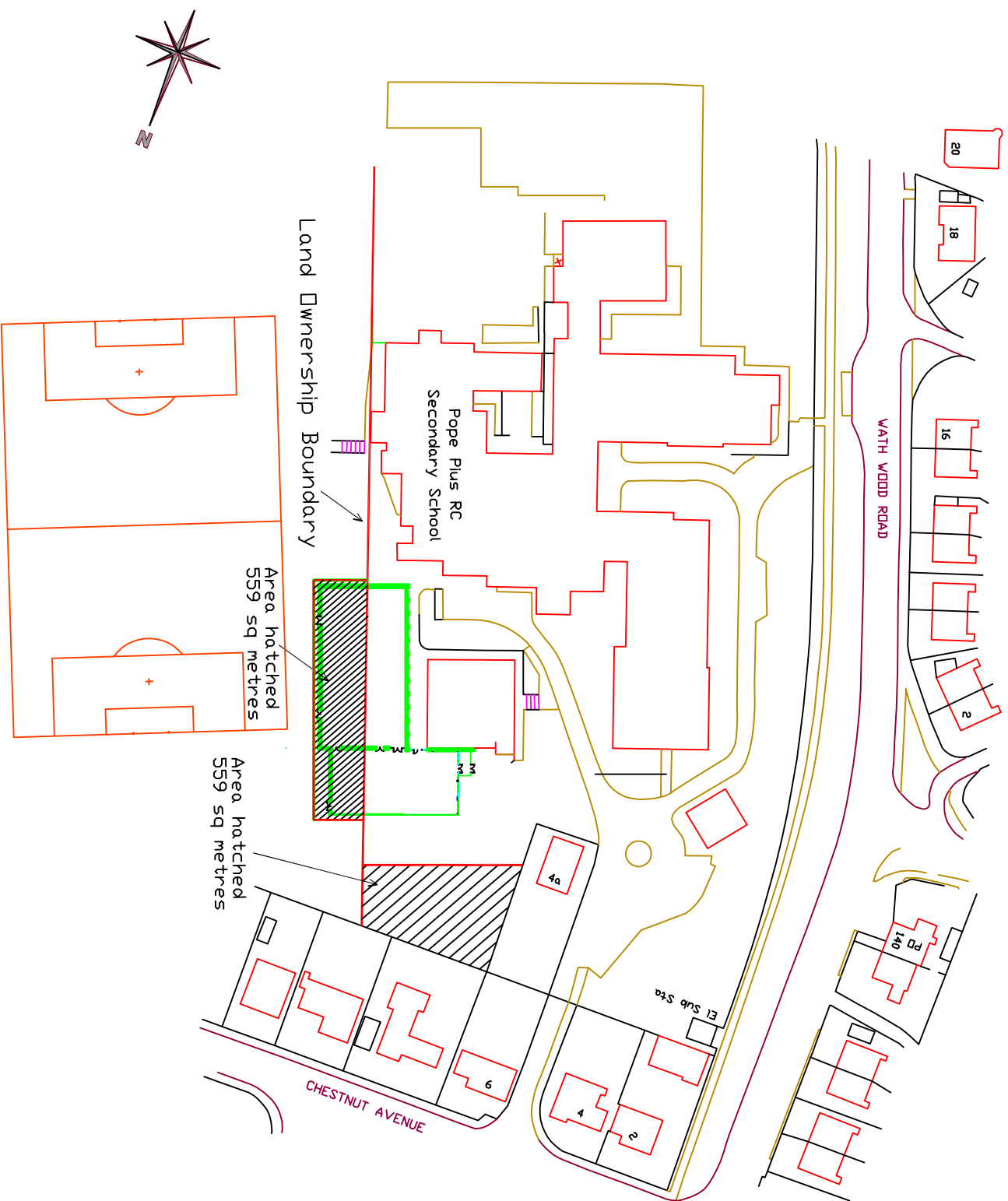
## 11. Background Papers and Consultation

DfES Schools Assets team.

Fitzwilliam (Wentworth) Estates – Consent given for erection of sports hall.

Guidance and advocacy: Carole Smith Strategic Property Manager and Linton Steele Solicitor (Locum)

**Contact Name:** *David Hill, Manager, School Organisation Planning and Development 01709 822536 david-education.hill@rotherham.gov.uk and Robert Oakes, Project Development Officer, 01709 822488 robert.oakes@rotherham.gov.uk*



**Economic & Development Services**

Executive Director: Adam Wilkinson  
BSc MIBA FRBEng FCIOS FRESA MIMMgt

Rotherham Metropolitan Borough Council  
Economic & Development Services  
Balley House, Rawmarsh Road,  
Rotherham S60 1TD

Client:

Rev.	Description

Title  
Pope Pius X School, Wath Wood Road, Wath upon Dearne,  
Rotherham, S63 7PQ  
Proposed areas of land transfer

Dwg. No.	713 / 19 / 54 / land	Rev.		Scales (if A3)	1 : 1250
Drawn	mlv	Date	feb 2005	Chd. by	mlv

<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS</b>
--

<b>1.</b>	<b>Meeting:</b>	<b>Lifelong Learning, Culture and Leisure Cabinet Member</b>
<b>2.</b>	<b>Date:</b>	<b>6<sup>th</sup> February 2007</b>
<b>3.</b>	<b>Title:</b>	<b>Foundation Stage and Key Stage 1 Assessment results: Summer 2006</b>
<b>4.</b>	<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 performance of Rotherham children in Foundation Stage and the end of Key Stage 1, in 2006.

**6. Recommendations:**

- That the report be received.
- That the Cabinet Member and Advisers endorses the drive to encourage all schools to continue to improve their results, and strive to reflect outcomes at least in line with national averages.
- That the Cabinet Member and Advisers endorses the drive to improve standards, particularly in Communication, Language and Literacy, throughout these two key stages together with the attainment of boys and other vulnerable and underachieving groups.
- That the report be presented to Cabinet and Children's Services Scrutiny Panel for consideration.

## 7. Proposals and Details:

All schools must conduct a form of statutory assessment at the end of each Key Stage (ages 5, 7, 11, 14 and 16). The Foundation Stage Profile is assessed when children reach the end of Foundation Stage (age 5). At the end of Key Stage 1 (age 7) children undertake Statutory Assessment Tasks (SATs) which, from 2005, was assessed by their teachers. Previously, these had been externally marked.

### a) Overall Foundation Stage Results

Table 1, below, shows the average level of attainment of boys, the average level of attainment of girls and the overall, combined average level of attainment for all pupils, in each curriculum area, since 2004. The expected level of attainment for Foundation Stage children is a score of 6.

**Table 1: Foundation Stage Assessment Summary 2004 - 2006:**

ASSESSMENT AREA	Boys average score			Girls average score			Overall average score		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Personal & Social Education (PSE) - Disposition & Attitude	6.5	6.6	6.6	7.0	7.1	7.0	6.7	6.9	6.8
PSE - Social Development	5.7	5.9	6.0	6.2	6.6	6.5	6.0	6.2	6.2
PSE - Emotional Development	5.7	5.9	6.0	6.4	6.6	6.6	6.1	6.2	6.3
PSE Area of Learning	6.0	6.1	6.2	6.5	6.8	6.7	6.3	6.5	6.4
Communication Language & Literacy (CLL) – Language for Communication & Thinking	5.8	5.8	5.9	6.3	6.4	6.4	6.1	6.0	6.1
CLL – Linking Sounds & Letters	5.2	5.0	5.3	5.9	5.8	5.8	5.6	5.4	5.6
CLL - Reading	5.6	5.5	5.6	6.1	6.1	6.1	5.8	5.7	5.9
CLL - Writing	4.8	4.7	4.9	5.6	5.7	5.6	5.2	5.1	5.2
Communication Language & Literacy - Area of Learning	5.3	5.2	5.4	6.0	6.0	6.0	5.7	5.6	5.7
Maths - Numbers as Labels & for Counting	6.8	6.8	6.7	7.1	7.1	6.9	6.9	6.9	6.8
Maths - Calculating	5.7	5.7	5.7	6.0	6.1	5.9	5.8	5.8	5.8
Maths – Shape, Space & Measures	6.1	6.2	6.1	6.4	6.5	6.3	6.3	6.3	6.2
Maths Area of Learning	6.2	6.2	6.1	6.5	6.6	6.4	6.3	6.3	6.3
Knowledge and Understanding of the World (KUW)	5.9	5.9	6.0	6.0	6.2	6.2	6.0	6.0	6.1
Physical Development (PD)	6.6	6.6	6.6	7.0	7.0	7.0	6.8	6.8	6.8
Cognitive Development (CD)	5.7	5.6	5.8	6.5	6.5	6.6	6.1	6.0	6.2

The national assessment profile for pupils at the end of the Foundation Stage (Foundation Stage Profile) has been in place for four years. Outcomes from 2005 and 2006 assessments are judged to be a more valid and reliable indicator than those collected in 2003 and 2004, as a result of extensive moderation activities undertaken by the majority of schools across Rotherham and led by members of the School Improvement Consultant workforce.

Assessment outcomes continue to show the weakest areas of capability are within Communication, Language and Literacy (CLL) with a particular weakness in writing (average score 5.2) compared to the highest level of capability in the areas of Mathematics (Numbers as Labels and for Counting), Personal, Social and Emotional (PSE) Development (Dispositions and Attitude) and Physical Development (PD) each of which reports a local average of 6.8.

2006 outcomes report improvements in a number of key areas compared to those reported in 2005. These are:

- Emotional Development in the Personal, Social and Emotional scale (PSE)
- all aspects of Communication, Language and Literacy (CLL)
- Knowledge and Understanding of the World (KUW) and
- Physical Development (PD).

In addition, outcomes for Emotional Development in the PSE scale, Reading in the CLL scale and KUW and PD have reported the highest results to date.

The differences in performance between girls and boys are evident at this initial stage of formal assessment. Girls outperform boys in all assessment scales. This continues to be most pronounced in Writing, with a gap of 0.7 and Creative Development (CD) with a gap of 0.8. The performance of girls and boys is most comparable in all elements of Mathematics and the Knowledge and Understanding of the World (KUW) Areas of Learning with a difference of only 0.2. However boys' performance was stronger than in previous years in the majority of assessment scales, with improvements shown in all aspects of CLL.

Table 2 shows the Foundation Stage summary from 2004 to 2006 comparing the percentage of children working below the Early Learning Goals, the percentage working at the Early Learning Goals and the percentage working above the Early Learning Goals for each year compared with the national profile.

**Table 2: Foundation Stage Summary for 2003-06**

Area of learning		National 2004	LA 2004	National 2005	LA 2005	National 2006	LA 2006
<b>Personal, Social and Emotional Development</b>							
Disposition and Attitude	Working below ELGs	2	3	2	3	2	4
	Working at ELGs	36	47	39	53	47	54
	Working above ELGs	62	50	59	44	51	42
Social Development	Working below ELGs	4	8	4	6	4	7
	Working at ELGs	44	55	49	67	58	68
	Working above ELGs	52	37	47	27	38	25
Emotional Development	Working below ELGs	5	9	6	9	6	9
	Working at ELGs	38	49	42	58	49	57
	Working above ELGs	56	42	52	33	45	35

<b>Communication, Language and Literacy</b>							
Language for Communication and Thinking	Working below ELGs	6	10	6	11	6	11
	Working at ELGs	43	51	47	61	54	61
	Working above ELGs	51	39	47	28	39	28
Linking Sounds and Letters	Working below ELGs	17	22	16	23	17	21
	Working at ELGs	47	50	50	57	54	58
	Working above ELGs	36	28	33	20	29	22
Reading	Working below ELGs	7	10	7	12	8	10
	Working at ELGs	53	56	56	64	62	67
	Working above ELGs	40	34	36	24	30	22

Writing	Working below ELGs	14	20	15	23	17	23
	Working at ELGs	54	54	56	60	59	61
	Working above ELGs	32	26	29	17	24	16

Area of learning		National 2004	LA 2004	National 2005	LA 2005	National 2006	LA 2006
<b>Mathematical Development</b>							
Numbers as Labels and for Counting	Working below ELGs	4	5	3	5	4	5
	Working at ELGs	39	46	44	56	52	63
	Working above ELGs	57	49	52	39	44	32
Calculating	Working below ELGs	11	16	10	16	11	15
	Working at ELGs	47	51	51	58	58	66
	Working above ELGs	42	33	38	26	30	19
Shape, Space and Measures	Working below ELGs	5	8	5	9	6	9
	Working at ELGs	46	54	51	60	59	69
	Working above ELGs	48	38	43	31	34	21
Knowledge and Understanding of the World	Working below ELGs	6	11	6	12	6	10
	Working at ELGs	42	50	47	61	55	64
	Working above ELGs	53	39	47	27	39	26
Physical Development	Working below ELGs	3	5	3	5	3	5
	Working at ELGs	33	44	37	52	44	52
	Working above ELGs	64	51	60	43	52	43
Creative Development	Working below ELGs	4	7	3	7	4	7
	Working at ELGs	46	55	53	71	62	70
	Working above ELGs	50	38	43	22	34	23

*N.B. The total percentage may not be exactly 100 due to the rounding of figures*

Rotherham continues to report an overall profile of a greater proportion of pupils working below the Early Learning Goals and a lower proportion of pupils working above the Early Learning Goals than nationally. This picture reflects the profile of disadvantage in Rotherham as measured by the Index of Multiple Deprivation and using those factors that affect children. However, the gap has been narrowed in the majority of instances in 2006, most particularly when the proportion of pupils working above the Early Learning Goals is compared to those nationally. This continuing lower, but improving, profile in Rotherham presents significant challenges for Key Stage 1 provision in the drive to demonstrate overall performance, comparable with that nationally, by the end of this key stage. The improvements reported in 2006 should begin to contribute to this drive to improve standards.

### **b) Overall Results for Key Stage 1**

Table 3 below shows the percentage of pupils achieving at the expected level (Level 2) and above from 2003 to 2006. From 2005 the results were based on Teacher Assessment

**Table 3:**

Subject	2003	2004	2005 TA	2006 TA	Diff 05-06	2006 National (% change)
En2 SAT L2+	83%	81%	82%	80%	-2%	84%(-1%)
En2 SAT L2B+	68%	67%	70%	66%	-4%	71%(-1%)
En2 SAT L3+	26%	27%	26%	24%	-2%	26%(-1%)
En3 SAT L2+	81%	79%	81%	80%	-1%	81%(-1%)
En3 SAT L2B+	61%	60%	62%	60%	-2%	60%(-2%)
En3 SAT L3+	13%	15%	16%	13%	-3%	14%(-1%)

Ma SAT L2+	91%	89%	89%	88%	-1%	90%(-1%)
Ma SAT L2B+	72%	75%	74%	70%	-4%	73%(-1%)
Ma SAT L3+	28%	28%	23%	21%	-2%	21%(-2%)
Sc TA L2+	90%	88%	88%	87%	-1%	89%(-1%)
Sc TA L3+	26%	26%	27%	26%	-1%	24%(-1%)

The assessment arrangements for the end of KS1 changed in 2005, requiring schools to report only teacher assessed judgements. Any comparisons made between results in 2005 and 2006 should give due regard to these changes. The most valid measure would be to consider the trend from 2004 to 2006 with those reported nationally.

Both Rotherham's and the national results report declines in 2006 from those recorded for 2005. Whilst the majority of the declines, in Rotherham, were comparable with those reported nationally, the declines in Reading, Writing at level 3+ and Mathematics at level 2B+ were more marked. Reading continues to compare least favourably with the national profile while Writing presents a more positive profile. Level 2B+ Writing and level 3+ Mathematics continue to be in line with the national averages. Level 3+ Science remains above the national average.

### c) Results for Vulnerable Groups

Tables 4a, 4b and 4c show the Key Stage 1 results for those groups of pupils identified, in Rotherham as being vulnerable and/or likely to underachieve.

**Table 4a: Performance of Boys and Girls 2004 - 2006 (Gender)**

<b>Reading L2+</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Rotherham Boys	76.1%	76.0%	75.8%
Rotherham Girls	85.3%	88.8%	84.5%
National Boys	81.0%	81.0%	80.0%
National Girls	89.0%	89.0%	89.0%
G-B Diff Rotherham	9.2	12.8	8.7%
G-B Diff National	8.0	8.0	9.0%

<b>Reading LB+</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Rotherham Boys	61.1%	62.7%	61.2%
Rotherham Girls	74.1%	77.1%	70.9%
National Boys	65.0%	67.0%	66.0%
National Girls	76.0%	78.0%	77.0%
G-B Diff Rotherham	13.0%	14.4%	9.7%
G-B Diff National	11.0%	11.0%	11.0%

<b>Reading L3</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Rotherham Boys	22.0%	20.2%	20.4%
Rotherham Girls	32.1%	31.7%	27.9%
National Boys	24.0%	22.0%	21.0%
National Girls	33.0%	32.0%	30.0%
G-B Diff Rotherham	10.1%	11.5%	7.5%
G-B Diff National	9.0%	10.0%	9.0%

<b>Writing L2+</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Rotherham Boys	72.8%	75.3%	74.7%
Rotherham Girls	85.9%	87.5%	84.7%
National Boys	76.0%	77.0%	76.0%
National Girls	87.0%	88.0%	87.0%
G-B Diff Rotherham	13.1%	12.2%	10.0%
G-B Diff National	11.0%	11.0%	11.0%

<b>Writing L2B+</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Rotherham Boys	51.3%	51.9%	51.5%
Rotherham Girls	70.0%	72.6%	67.2%
National Boys	53.0%	54.0%	52.0%
National Girls	70.0%	70.0%	69.0%
G-B Diff Rotherham	18.7%	20.7%	15.7%
G-B Diff National	17.0%	16.0%	17.0%

<b>Writing L3</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Rotherham Boys	10.1%	10.7%	8.9%
Rotherham Girls	20.8%	20.8%	17.3%
National Boys	11.0%	10.0%	9.0%
National Girls	21.0%	20.0%	19.0%
G-B Diff Rotherham	10.7%	10.1%	8.4%
G-B Diff National	10.0%	10.0%	10.0%

<b>Maths L2+</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Rotherham Boys	87.0%	87.6%	87.0%
Rotherham Girls	90.8%	91.2%	88.7%
National Boys	89.0%	90.0%	89.0%
National Girls	92.0%	92.0%	92.0%
G-B Diff Rotherham	3.8%	3.6%	1.7%
G-B Diff National	3.0%	2.0%	3.0%

<b>Maths LB+</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Rotherham Boys	71.8%	71.3%	69.6%
Rotherham Girls	77.4%	75.8%	69.4%
National Boys	74.0%	73.0%	72.0%
National Girls	76.0%	75.0%	74.0%
G-B Diff Rotherham	5.6%	4.5%	-0.2%
G-B Diff National	2.0%	2.0%	2.0%

<b>Maths L3</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Rotherham Boys	29.3%	23.5%	24.1%
Rotherham Girls	26.3%	21.4%	18.8%
National Boys	31.0%	25.0%	24.0%
National Girls	25.0%	20.0%	19.0%
G-B Diff Rotherham	-3.0%	-2.1%	-5.3%
G-B Diff National	-6.0%	-5.0%	-5.0%

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' attainment is 8.7% (9% nationally) and in writing it is 9.7% (11% nationally).



The gap has reduced in reading from 2005 by 4% and in writing by 2%. At Level 2B the gap has reduced in reading by 4.7% to 9.7%, while the national trend has remained static (nationally 11%). Writing at this level has reduced by 5% to 15.7% and increased nationally by 1% to 17%. At Level 3, the gap in reading has reduced from those reported in 2005 by 4% to 7.5% (9% nationally) and in writing by 2% to 8% (10% nationally). These differences between the boys and girls are not as significant in mathematics, although the gap is slightly below the national at L2+ and L2B+, while at Level 3 in 2006 the boys do perform better than the girls by 5%, and in line with national performance.

During 2005/06 and 2006/07 there has been a focus on Reading, Writing and the performance of particular gender groups, most specifically the attainment of boys.

**Table 2b: Ethnicity 2004 - 2006**

**(i) Reading**

Boys	2004		2005		2006	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
<b>BME *</b>	72.18	13.53	65.89	8.53	67.6	14.4
<b>White British</b>	76.4	22.69	76.82	21.24	76.6	21
<b>Difference</b>	4.22	9.16	10.93	12.71	9	6.6

Girls	2004		2005		2006	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
<b>BME *</b>	82.31	26.15	81.37	18.01	81.4	14.9
<b>White British</b>	85.58	32.59	89.57	33.43	84.8	29.3
<b>Difference</b>	3.27	6.44	8.2	15.42	3.4	14.4

Overall	2004		2005		2006	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
<b>BME *</b>	77.19	19.77	74.48	13.79	75	14.7
<b>White British</b>	80.85	27.49	83.01	27.16	80.8	25.3
<b>Difference</b>	3.66	7.72	8.53	13.37	5.8	10.6

**(ii) Writing**

Boys	2004		2005		2006	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
<b>BME *</b>	65.41	4.51	67.44	6.2	64.0	6.5
<b>White British</b>	73.4	10.63	75.92	10.9	75.7	9.2
<b>Difference</b>	7.99	6.12	8.48	4.7	11.7	2.7

Girls	2004		2005		2006	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
<b>BME *</b>	81.54	20.77	80.12	11.8	80.7	10.6
<b>White British</b>	86.27	20.8	88.32	21.9	85.2	18.1
<b>Difference</b>	4.73	0.03	8.2	10.1	4.5	7.5

Overall	2004		2005		2006	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
<b>BME *</b>	73.38	12.55	74.48	9.31	73.0	8.7
<b>White British</b>	79.64	15.56	81.94	16.24	80.6	13.7
<b>Difference</b>	6.26	3.01	7.46	6.93	7.6	5

**(iii) Maths**

Boys	2004		2005		2006	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
<b>BME *</b>	78.2	20.3	86.05	14.73	80.6	15.1
<b>White British</b>	87.81	30.12	87.58	24.08	87.7	25
<b>Difference</b>	9.61	9.82	1.53	9.35	7.1	9.9

Girls	2004		2005		2006	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
<b>BME *</b>	86.15	23.08	84.47	9.94	86.3	19.4
<b>White British</b>	91.26	26.63	92.06	22.78	88.9	19.4
<b>Difference</b>	5.11	3.55	7.59	12.84	2.6	0

Overall	2004		2005		2006	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
<b>BME *</b>	82.13	21.67	85.17	12.07	83.7	14
<b>White British</b>	89.48	28.43	89.76	23.45	88.3	22.1
<b>Difference</b>	7.35	6.76	4.59	11.38	4.6	8.1

\* Black and Minority Ethnic background

White British pupils continue to perform higher than pupils from Black and Minority Ethnic backgrounds (BME), although some improved performance has been reported in 2006 when compared to 2005. This was most marked in Reading, where BME boys attained better than in 2005 at both levels 2+ and 3+ contributing to a notable reduction in the differences between the attainment of White British and BME pupils in this aspect. Improvements were also evident at level 3+ in Writing for BME boys, again significantly reducing the gap between the attainment of White British and BME pupils. BME girls and boys demonstrated improved outcomes in mathematics at L3+, while only White British boys reported improvements. This led to comparable performance between BME and White British girls.

In 2005/06 the Council invested funding, for one year to improve standards in Key Stage 1. The majority of this funding was used to ensure that Key Stage 1 provision was able to build on the improvements being made in the Foundation Stage.

**Actions taken****a) Foundation Stage**

- A 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 to Foundation Stage have been formalised and collected by the Local Authority (LA) to establish an average level of capability, locally, for children as they enter formal education

- A review of specific comparisons to LAs with similar contexts to those of Rotherham has been undertaken

**b) Key Stage 1**

- Rigorous analysis of each school's results, considering natural context, gender balance, organisational features and cohort size, has been undertaken
- Progress measures from the FSP to end of Key Stage 1 have been provided to all schools

**c) Both Key Stages**

- Consideration has been given to each school's profile and specific schools that have reported particularly low outcomes compared to their natural context based on free school meals (FSM) and previous performance have been identified for support
- Formal reviews were undertaken across a range of provision to examine a) good practice in managing the transition from Early Years to Key Stage 1 and b) aspects relating to the teaching of Reading in Key Stage 1.

**Actions to be taken:**

- Further cross LA moderation in Foundation Stage, most particularly with LAs with similar contexts to those of Rotherham that are reporting more positive results than Rotherham
- A structured programme for the implementation of the recommendations from the *Rose Review*, an independent review to examine best practice in teaching reading, in both key stages
- The inclusion of a focus on Key Stage 1 standards and achievement in schools involved in the Intensifying Support Programme

**8. Finance:**

Funding for the identification of, intervention in and support for schools that are underachieving is a key focus for the core budget of the School Improvement Service.

In 2005/06 the Service was allocated £120,000, for one year to improve performance in Key Stage 1. This led to improvements in 2005. However, the assessment process from 2005 has changed making comparisons difficult. Pupil performance at the end of Key Stage 1, in 2005, was in line with both National and Statistical Neighbour averages. The 2006 comparative data has not yet been published.

**9. Risks and Uncertainties:**

Should Rotherham's schools show insufficient progress this could result in:

- Significant numbers of children underachieving and reduces their opportunities post statutory education
- The Council's rating, in relation to the quality of services and its statutory responsibility to raise standards will be affected through the CPA and APA systems

- The Council's intervention rating with DfES could be increased.

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

Pupil achievement is a key performance indicator (Learning), in the Community Strategy, the Corporate Plan and the Children and Young People's Single Plan.

**11. Background Papers and Consultation:**

Foundation Stage and Key Stage 1 Assessment results: Summer 2004 – Report to Cabinet – 2005

Foundation Stage and Key Stage 1 Assessment results: Summer 2005 – Report to Cabinet - 2006

**Contact Name:**

Helen Rogers,

Principal School Improvement Adviser – Quality Assurance

T: ext 2591

E: [helen.rogers@rotherham.gov.uk](mailto:helen.rogers@rotherham.gov.uk):

<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS</b>
--

<b>1.</b>	<b>Meeting:</b>	<b>Cabinet Member for Lifelong Learning, Culture and Leisure</b>
<b>2.</b>	<b>Date:</b>	<b>6<sup>th</sup> February, 2007</b>
<b>3.</b>	<b>Title:</b>	<b>Adoption of Public Open Space off Sandy Lane, Bramley, Rotherham.</b>
<b>4.</b>	<b>Programme Area:</b>	<b>Environment &amp; Development Services</b>

### **5. Summary**

A request has been received from Northern Counties Development Ltd to consider adopting an area of public open space on a new residential development off Sandy Lane Bramley.

### **6. Recommendations**

- (a) That the area of land off Sandy Lane Bramley is formally adopted by the Council for grounds maintenance purposes from the developer Northern Counties Development Ltd, subject to payment of a commuted sum to the Council equivalent to ten years maintenance.**
- (b) That subject to approval, the Director of RIDO is requested to arrange for the transfer by a deed of dedication of the public open space from the developer.**

## **7. Proposals and Details**

The site comprises 0.214 hectares of public open space and has recently been landscaped to provide an area of amenity grassland and whip planting. A mature hawthorn hedge has been retained as a boundary feature along Sandy lane. The footpath on the public open space has already been adopted by Highways. The area has been landscaped to a good standard and is suitable for adoption for grounds maintenance purposes. The land is situated adjacent to the Broadlands development at Bramley, where previously in 2001 the council adopted one hectare of public open space.

It is acknowledged that there is a presumption against the council adopting any land from developers at present pending completion of the Green Spaces strategy. However, it is advisable in this particular instance to secure ownership as this will allow both the management and maintenance of the previously adopted area and this new area to be undertaken together. Both areas form a continuous parcel of land that is well used by local residents for walking.

The only access to the land for maintenance purposes is through the existing public open space in our ownership. If the adoption was not approved a right of way access agreement, would be needed with the developer so he could gain access to the land for maintenance purposes.

## **8. Finance**

The current grounds maintenance costs per annum are £125. It has been agreed with the developer that this would form the basis of a commuted sum for a ten year period i.e. £1250.00

It has also been agreed that any legal expenses incurred in drawing up the agreement would be borne by the developer.

## **9. Risks and Uncertainties**

There are no risks to associate to the recommendation. The adoption of the land will secure the long term best interests of the land and will also allow future decisions to be made in consultation with the developers and community.

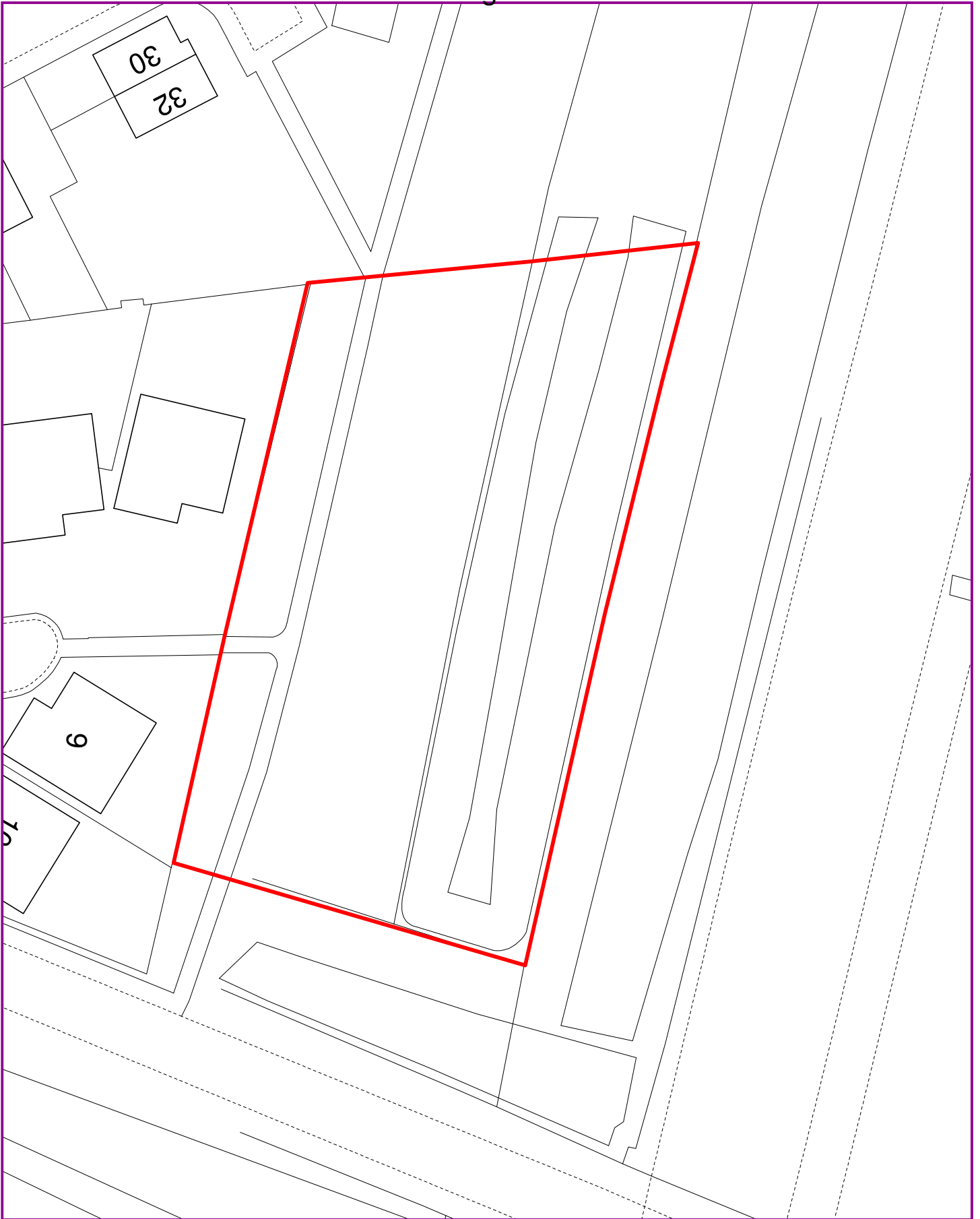
## **10. Policy and Performance Agenda Implications**

A well maintained, high quality environment is an important part of a sustainable neighbourhood. The adoption and maintenance of the areas will enable the public open space to be sustained. The area is well used by residents for walking and are accessible to all sections of the communities which contribute to the Rotherham Alive Priority.

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

Copies of plans

**Contact Name:** Bob Cummins, Urban Park Manager, 01709 822459.  
[bob.cummins@rotherham.gov.uk](mailto:bob.cummins@rotherham.gov.uk)



Reproduced from the Ordnance Survey mapping with the permission of the Controller of Her Majesty's Stationery Office © Crown copyright.  
Unauthorised reproduction infringes Crown copyright and may lead to prosecution or civil proceedings. Rotherham MBC Licence No. 100019587.  
A-Z Maps Copyright Geographers' A-Z Map Co. Ltd



By virtue of paragraph(s) 3 of Part 1 of Schedule 12A of the Local Government Act 1972.

Document is Restricted



By virtue of paragraph(s) 2 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted