

CABINET MEMBER FOR LIFELONG LEARNING, CULTURE AND LEISURE

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

Date: Tuesday, 20 March 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. LEA Governor Appointments (papers herewith)
4. GCSE Examination Results 2006 (report herewith) (Pages 1 - 16)
5. Yorkshire & Humberside Council for Learning Foundations Board (Graham Sinclair, Director of Resources and Access) (report herewith). (Pages 17 - 18)
- to note the resignation of Andrew Bedford Strategic Director, Financial Services from the Yorkshire & Humberside Grid for Learning (YHGFL) and to approve the appointment of Graham Sinclair, Director of Resources and Access, Children and Young People's Services
6. Admissions Consultation - Feedback (report herewith) (Pages 19 - 35)
7. Big Lottery Fund Application Form - Community Libraries Programme (Elenore Fisher, Manager, Library and Information Service)
8. Revenue Budget Monitoring Report as at January 2007 (herewith) (Pages 36 - 39)
9. Annual Determination - The Local Authority (Post Compulsory Education Awards) Regulations 2000 (report herewith) (Pages 40 - 42)

The following item is likely to be considered in the absence of the press and public as being exempt under Paragraph 3 of Part 1 of Schedule 12A to the Local Government Act 1972 (information relating to financial or business affairs of any particular person including the Council).

10. Opening of Tenders - Supply of Dry Goods (copy herewith). (Pages 43 - 44)

11. Date and Time of Next Meeting
3rd April, 2007 at 9.00 a.m.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Cabinet Member for Lifelong Learning, Culture and Leisure
2.	Date:	20th March 2007
3.	Title:	GCSE Examination Results, 2006
4.	Programme Area:	Children and Young People's Services

5. Summary:

The purpose of this report is to inform the Members of the GCSE examination results for 2006 and how they compare to previous years, to the national average and to the results of our statistical neighbours.

6. Recommendations:**That:**

- **The report be received.**
- **Members note the improved levels of performance at the end of Key Stage 4, most particularly when compared to results reported nationally**
- **Members encourage all schools to continue to improve their results, and strive to achieve outcomes at least in line with the national rate of improvement.**
- **Members endorse the drive to:**
 - **reduce the gap between Rotherham's performance and the national average performance;**
 - **improve boys' attainment,**
 - **improve the attainment of black, minority ethnic (BME) pupils and**
 - **improve the attainment of Looked After Children (LAC)**
- **The report be forwarded to Cabinet for consideration**

7. Proposals and Details:

The reporting of GCSE results is often complicated by the different ways in which the results are expressed. Local Authority (LA) results are sometimes published, by different Government departments, to include all the pupils in the cohort (i.e. all the pupils in secondary and special schools), on other occasions the results only represent pupils in mainstream secondary schools.

The results used to compare schools and LAs nationally are the DfES validated results that cover all pupils in secondary and special schools at the end of Key Stage 4. These figures are used in this report.

A new system for calculating the average point score of pupil's attainment was introduced in 2004. This now includes a wider range of GCSE equivalent qualifications. Comparisons, therefore, can only be made for 2004-2006 and not against performance in previous years.

a) Overall GCSE Results

Table 1a: Overall 5+ A* - C GCSE Results 2003 - 2006

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
5+ A*-C					
2003	44.4	52.9	8.5	46.4	2.0
2004	45.9	53.7	7.8	47.0	1.1
2005	49.5	57.1	7.6	50.9	1.4
2006	52.2	59.2	7.0	53.8	1.6

- The percentage of pupils achieving 5+ GCSEs at the higher grade A*-C has increased from 49.5% in 2005 to 52.2% in 2006, against a national average of 59.2%.
- This is an improvement of 2.7% for Rotherham schools (2005 to 2006), against a national improvement of 2.1% and is the fourth year running where Rotherham's performance has increased at a greater rate than the national rate of improvement.
- The gap between the performance of schools in Rotherham and the national average has narrowed from 9.8% in 2002 to 7.0% in 2006.
- The gap between the performance of schools in Rotherham and our Statistical Neighbours (SN) average is 1.6%. has narrowed from 3.4% in 2002 to 1.6% in 2006.

Table 1b: Performance at 5+ A* - C (including English and Mathematics)

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
5+A*-C (including English and maths)					
2006	37.5	45.8	8.3	38.8	1.3

- The 2006 performance tables includes a new performance indicator showing the proportion of pupils achieving 5 or more A*-C grades at GCSE including English and mathematics. This is a “harder test” and part of the Government’s drive to improve literacy and numeracy skills.
- 37.5% of Rotherham pupils achieved 5+A*-C (including English and maths), against a national average of 45.8% and a statistical neighbour average of 38.8%.
- In 2006:
 - 50% of pupils gained A* - C in English (59% nationally)
 - 47% gained A* - C in mathematics (53% nationally) and
 - 38.3% gained A* - C in English and mathematics combined (48.2% nationally).

Table 1c: Performance at 5+ A* - G

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
5+ A*-G					
2003	88.3	88.8	0.5	90.0	1.7
2004	88.1	88.8	0.4	90.0	1.9
2005	88.2	90.2	2.0	89.0	0.8
2006	88.6	90.5	1.9	89.6	1.0

- The percentage of pupils achieving 5+ A*-G grades has increased by 0.4% with a similar improvement in the national average (0.3%) and the statistical neighbour average of 0.6%.
- The gap between Rotherham’s 5+ A* - G performance and the national performance is 1.9%
- The gap between Rotherham’s 5+ A* - G performance and the performance of statistical neighbours is 1.0%

Table 1d: Performance at 5+ A* - G (including English and mathematics)

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
5+A*-G (including English and maths)					
2003	85.4	86.3	0.9	N/A	N/A
2004	84.5	86.7	2.2	N/A	N/A
2005	86.5	88.0	1.5	86.9	0.4
2006	86.0	87.8	1.8	87.4	1.4

- 86.0% of Rotherham pupils gained 5+ A*- G (including English and mathematics), a decline of 0.5% from 2005.
- This is against a national average of 87.8% which declined by 0.2% from 2005 and the statistical neighbour average of 87.4% which increased slightly (0.5%) from 2005.

Table 1e: Performance at 1+ A* - G

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
1+ A*-G					
2003	94.6	94.8	0.2	95.9	1.3
2004	95.0	95.9	0.9	95.9	0.9
2005	96.3	97.4	0.9	96.2	+0.1
2006	96.6	97.8	1.2	96.8	0.8

- Only 3.4% of pupils in Rotherham left school in 2006 with no GCSE equivalent passes.
- 96.6% of pupils gained at least 1+A*-G. Although this is 1.2% below the national average it is in line with our statistical neighbours

Table 1f: Average Point Score (uncapped)

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
Average Point Score (Uncapped)					
2003*	37.69	38.08	0.39	40.81	3.12
2004	310.1	325.0	14.9	340.6	30.5
2005	328.0	355.1	27.1	336.1	8.1
2006	337.8	365.0	27.2	351.8	14.0

- The system for calculating the average point score of pupil's attainment was introduced in 2004. Comparisons, therefore, can only be made for 2004-2006 and not against performance in previous years.
- The average (uncapped) point score for pupils in Rotherham is 337.7, an increase of 9.8 in 2006. This is 27 points below the national average and 14 points below the average for our statistical neighbours.

Progress from Key Stage 3 to Key Stage 4 (GCSE)

The system used by most schools, LAs and the DfES to judge the progress of pupils is based on information provided by the Fischer Family Trust (FFT). This information shows the performance of pupils at the end of their previous Key Stage(s) and allows schools to predict how each pupil should perform at the next Key Stage. The FFT information gives two key pieces of information based on each pupil's prior performance:

- FFT B estimates - predict the future performance of each pupil, and from this each school, if they make as much progress as similar pupils in similar schools
 - FFT D estimates - predict the future performance of each pupil, and from this each school, if they make as much progress as the progress made by pupils in the top 25% of schools
- In 2006, 10 of the 16 secondary schools showed progress from Key Stage 3 to Key Stage 4 in line with or better than the FFT D estimates.

Progress across Rotherham Schools

The Council, through its Single Plan for Children and Young People's Services, is striving to raise the attainment of pupils in all Rotherham schools. 11 secondary schools improved their results this year with two schools showing significantly improved results of 14% and over. The focus for support in 2007/08 is on those schools where the progress of pupils from Key Stage 2 to Key Stage 4 is less than that which would be expected in similar schools (FFT B) nationally using the estimates provided by the Fischer Family Trust data information system.

Local Authority Results (against number of entries)

The entries for the range of courses that were available within Rotherham schools in 2006 are as follows:

- 27,715 entries for 50 GCSE full courses
- 2,550 entries for 8 GCSE short courses
- 543 entries for GNVQ foundation and intermediate courses
- 1252 entries for Vocational GCSE courses
- 1457 entries for Basic Skills, ELQ Bands, Key Skills and VRQ Levels

Table 2: The number of entries per pupil (GCSE full courses)

Year	2000	2001	2002	2003	2004	2005	2006
Cohort	3294	3566	3548	3620	3666	3599	3735
Entries	27,144	30,205	28,738	28,989	28,739	27,626	27,715
Entries per pupil	7.6	8.4	8.0	8.0	7.8	8.0	7.4

- In 2006 the pass rate, against entries was:
 - 97.6% for full courses
 - 95.1% for short courses
 - 90.4% for GNVQ courses
 - 79.3% for Vocational GCSEs.
- The average number of entries per pupil was 7.4.

Table 3: Percentage of all full course examination grades A*-C calculated against entries.

Year	2000	2001	2002	2003	2004	2005	2006
LA	46.9	47.8	47.2	49.8	48.7	52.7	56.1

- The percentage pass rate for all full course examination grades A*-C calculated against entries was 56.1%.

b) Vulnerable Groups

(i) Gender

Table 4a: Analysis of Performance by Gender - 5+ A*-C grades (against cohort)

Year	Boys (B) %	Girls (G) %	Difference Between B and G	Overall
2000	36.8	44.8	8.0	40.9
2001	38.1	48.0	9.9	43.0

Year	Boys (B) %	Girls (G) %	Difference Between B and G	Overall
2002	37.2	47.1	9.9	42.0
2003	41.4	49.0	7.6	45.1
2004	42.1	49.7	7.6	45.9
2005	43.0	56.1	13.1	49.5
2006	44.3	60.3	16.0	52.2

* Performance of boys and girls is derived from NCER data

- The gap between the performance of girls and boys at 5+ A* - C has increased over the last two years.
- Girls are significantly out-performing the boys with a 16.0% difference in 2006, an increase of 2.9% from 2005.
- The gap in national performance between girls and boys is 9.4%, with a slight decrease from 9.8% in 2005.

Table 4b: Gap between Girls' and Boys' Performance in English from 2004 - 2006

English A*-C	Boys		Girls		Boy / Girl difference	
	LA	Nat	LA	Nat	LA	Nat
2004	37.9	45.7	53.8	62.2	15.9	16.5
2005	39.3	50.0	57.7	65.0	18.4	15.0
2006	38.0	51.0	62.0	67.0	24.0	16.0

- The trend of improvement in the performance of boys, in English, has been minimal since 2004.
- The increase in the percentage of Rotherham girls achieving A* - C in English each year, from 2004 to 2006, is higher than the national rate of increase.
- The gap between the performance of girls and boys at A* - C, in English, has increased significantly, each year in Rotherham from 2004.
- The gap in the performance of boys and girls nationally, in English, has remained relatively static.

Table 4c: Gap between Girls' and Boys' Performance in Mathematics from 2004 - 2006

Maths A*-C	Boys		Girls		Boy / Girl difference	
	LA	Nat	LA	Nat	LA	Nat
2004	40.9	45.7	42.3	48.5	1.4	2.8
2005	45.0	50.0	47.7	53.0	2.7	3.0
2006	45.0	52.0	50.0	55.0	5.0	3.0

- The increase in the percentage of Rotherham boys achieving A* - C in mathematics, from 2004 to 2006, is 4.1% compared with a national boys increase of 6.3%.
- The increase in the percentage of Rotherham girls achieving A* - C in mathematics, from 2004 to 2006, is 7.7% compared with a national girls increase of 6.5%.
- The increase in the percentage of Rotherham girls achieving A* - C in mathematics each year, from 2004 to 2006, is higher than the national rate of increase.

- The gap in performance of boys and girls nationally, in mathematics, has remained relatively static but the gap increased in 2007.

Table 4d: Gap between Girls' and Boys' Performance at 5+ A* - C from 2004 - 2006

5+A*-C	Boys		Girls		Difference	
	LA	Nat	LA	Nat	LA	Nat
2004	42.1	46.2	49.7	56.7	7.6	10.5
2005	43.0	52.2	56.1	62.0	13.1	9.8
2006	44.3	54.6	60.3	64.0	16.0	9.4

- The gap in performance between boys and girls at 5+ A* - C in Rotherham has increased each year since 2004.
- The gap nationally has reduced slightly each year.
- The rate of improvement in the performance of girls in Rotherham is better than the rate of improvement of girls nationally.
- Although boys' performance has improved, their rate of improvement is less than the national rate of improvement for boys and significantly less than the rate of improvement of Rotherham girls.

(ii) Looked After Children

Table 5a: Percentage of Looked After Children (LAC) achieving 5+ GCSEs (or equivalent) at grade A*-G (2003- 2006)

	2003	2004	2005	2006
Rotherham %	52	28	29	50
Rotherham LAC Cohort No.	25	25	30	30
National %	36.8	39.4	40.7	*

Table 5b: Percentage of looked after children achieving 1+ GCSEs at grade A*-G 2003-2006

	2003	2004	2005	2006
Rotherham %	72	40	65	70
Rotherham LAC Cohort No.	25	25	30	30
National %	52.9	56.1	60.2	*

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

Care should be taken in comparing small number of pupils year on year, however, it can be seen that, in 2006, 50% of LAC gained 5+ A*-G, an increase of 21% and above the national 2005 figure. Performance at 1+ A*-G increase by 5% from 2005 and is also above the 2005 national figure.

(iii) Performance by Ethnicity**Table 6a: Performance by Ethnicity 2004 – 2006 (All pupils)**

		Number in Group	3+ A* to A	5+ A* to C	5+ A* to G	5+ A* to C Inc Eng & Maths
2004	BME*	238	10.4%	47.1%	91.3%	31.7%
	WBRI	3397	12.3%	46.0%	89.5%	33.6%
	ALL	3635	12.2%	46.1%	89.6%	33.5%
2005	BME*	210	11.9%	48.1%	90.5%	31.9%
	WBRI	3355	13.3%	50.1%	89.0%	37.2%
	ALL	3565	13.2%	50.0%	89.1%	36.9%
2006	BME*	250	15.5%	51.2%	88.1%	36.1%
	WBRI	3480	14.8%	52.9%	89.7%	38.3%
	ALL	3730	14.9%	52.8%	89.6%	38.1%

* (BME) Black and Minority Ethnic background

- There were an additional 40 BME pupils in the 2006 cohort. However, the percentage of BME pupils from 2004 to 2006 has remained roughly the same.
- At 3+ A*-A BME pupils, in 2006, achieved higher results than WBR pupils, due to the marked improvement in the achievement of BME boys.
- Slightly fewer (1.6%) BME pupils achieve 5+ A* - C which increases to 2% for 5+ A* to C including English and maths

Table 6b: Performance by Ethnicity 2004 – 2006 (Girls)

		Number in Group	3+ A* to A	5+ A* to C	5+ A* to G	5+ A* to C Inc Eng & Maths
2004	BME*	117	15.4%	52.1%	94.9%	38.5%
	WBRI	1701	13.6%	49.7%	91.8%	37.3%
	ALL	1818	13.8%	49.9%	92.0%	37.3%
2005	BME*	104	12.5%	48.1%	93.3%	35.6%
	WBRI	1670	16.6%	56.8%	92.0%	43.0%
	ALL	1774	16.4%	56.3%	92.1%	42.6%
2006	BME*	121	14.9%	62.0%	95.9%	43.8%
	WBRI	1736	18.5%	60.7%	93.4%	44.6%
	ALL	1857	18.3%	60.7%	93.5%	44.5%

Although the performance of BME girls, at 3+A*-A, is still below WBRI girls, the gap has narrowed from 2005.

BME girls out-perform WBRI girls for 5+ A* - C and 5+ A* - G achievement

- Slightly fewer (0.7%) BME girls than WBRI girls achieve 5+ A* - C including English and maths

Table 6c: Performance by Ethnicity 2004 – 2006 (Boys)

		Number in Group	3+ A* to A	5+ A* to C	5+ A* to G	5+ A* to C Inc Eng & Maths
2004	BME*	121	5.8%	43.0%	89.3%	25.6%
	WBRI	1696	10.9%	42.3%	87.1%	30.0%
	ALL	1817	10.6%	42.3%	87.3%	29.7%
2005	BME*	106	11.3%	48.1%	87.7%	28.3%
	WBRI	1685	10.0%	43.3%	85.8%	31.3%
	ALL	1791	10.1%	43.6%	85.9%	31.2%
2006	BME*	129	16.3%	41.9%	82.2%	29.5%
	WBRI	1744	11.2%	45.5%	86.5%	32.2%
	ALL	1873	11.5%	45.3%	86.2%	32.0%

- In 2006 BME boys outperformed WBRI boys at 3+A* - A
- In 2006 WBRI boys outperformed BME boys at 5+ A* - C this had not been the case in 2004 and 2005.
- At the new measure of 5+ A*-C (including English and maths) the gap between BME boys and WBRI boys has narrowed from 4.4% in 2004 to 2.7% in 2006

c) Contextual Value Added (CVA)

In the autumn term of 2005, OFSTED introduced a new Performance and Assessment (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 CVA scores for 2006 have not yet been published.

d) LA Statistics for Individual Schools (against the year cohort)

Appendix A: Rotherham's results compared with National and Statistical Neighbour (SN) averages

- A (i) Rotherham LA, National and Statistical Neighbour averages 2006
- A (ii) Rotherham 5+A*-C results compared with Statistical Neighbour and National averages 2003-2006
- A (iii) Rotherham 5+A*-C progress compared with Statistical Neighbour and National averages over 4 years

Appendix B Schools Results

- B (i) Percentage of pupils achieving 5+A*-C 2003-2006 and 5+A*-C including English and mathematics 2006 calculated against the Year 11 Cohort
- B (ii) Progress from 2003-2006 in the percentage of pupils achieving 5+A*-C calculated against the Year 11 Cohort

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.

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

9. Risks and Uncertainties:

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

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

10. Policy and Performance Agenda Implications:

Any plans arising from an analysis of this report should be consistent with the Community Strategy the Corporate Plan and the Children and Young People's Single Plan. The improvement actions should address the Corporate Priorities for:

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

11. Background Papers and Consultation:

GCSE and 'A' Level Examination Results 2003 - Report to Education Cabinet 2004.
GCSE and 'A' Level Examination Results 2004 - Report to Education Cabinet 2005.
GCSE Examination Results 2005 - Report to Education Cabinet 2006.

Contact Name:

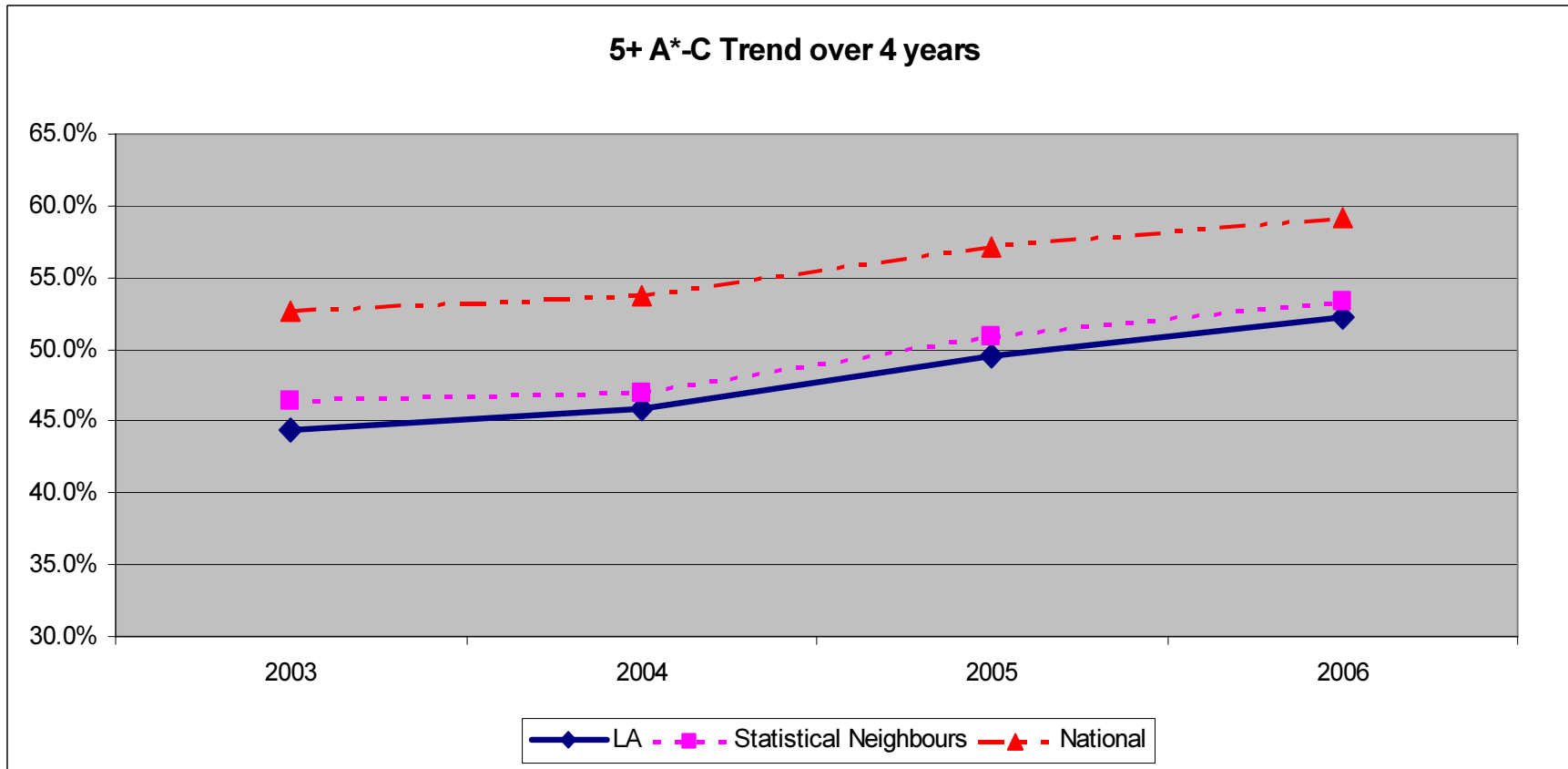
Bob Toms
Principal School Improvement Adviser
Extension 2571
bob.toms@rotherham.gov.uk

Appendix A: Rotherham's results compared with National and Statistical Neighbour (SN) averages

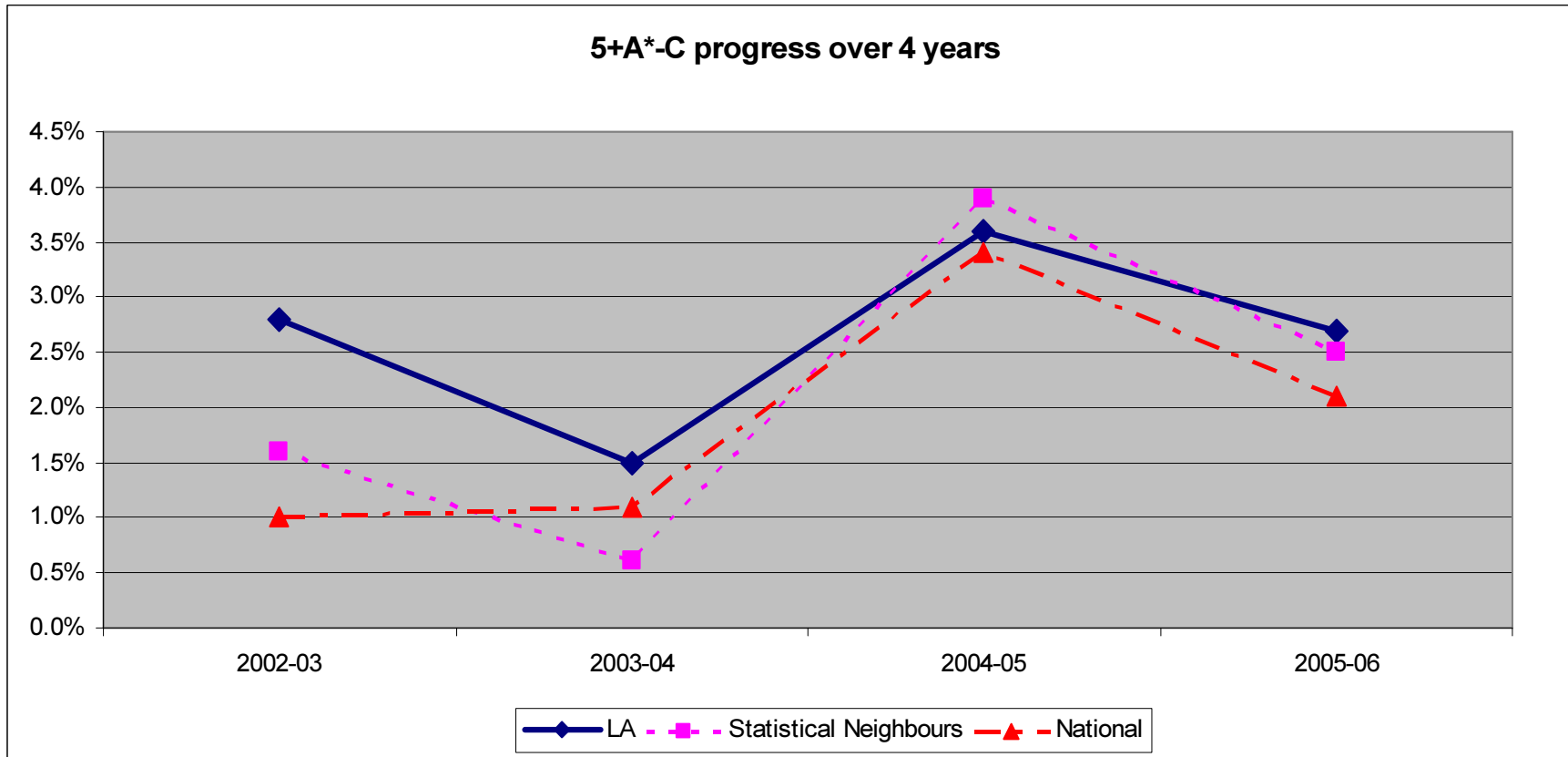
A (i) Rotherham LA, National and Statistical Neighbour averages 2006

2006 GCSE OVERALL	5+ A*-C	5+A*-C (inc Eng & maths)	5+ A*-G	5+A*-G (inc Eng & maths)	1+ A*-G	APScore (Uncapped)	APScore (Capped)
Barnsley	49.5	30.7	88.8	84.7	97.2	351	271.1
Doncaster	51.9	34.8	87.3	85.5	95.8	346.8	273.1
North Tyneside	62.2	47.9	90.8	89.3	97.5	371	292.7
Redcar and Cleveland	50.3	40.1	90.9	89.3	96.3	340	279.1
Rotherham	52.2	37.5	88.6	86	96.6	337.8	275.9
St. Helens	56.6	38	88.1	86	96.1	358.5	282.7
Stockton-on-Tees	55.3	41.2	90.2	88.9	97.4	362.9	284.2
Stoke-on-Trent	49.3	33.3	88.5	85	95.8	340.3	267.8
Tameside	50.0	38.5	89.4	87.5	97.2	334.3	274.8
Wakefield	57.8	42.9	90.7	88.9	97.5	360.4	287
Wigan	56.9	41.7	91.9	90	97.5	366.5	292.3
SN Average	53.8	38.8	89.6	87.4	96.8	351.8	280.1
National Average	59.2	45.8	90.5	87.8	97.8	365	296

A (ii) Rotherham 5+A*-C results compared with Statistical Neighbour and National averages 2003-2006



A (iii) Rotherham 5+A*-C progress compared with Statistical Neighbour and National averages over 4 years

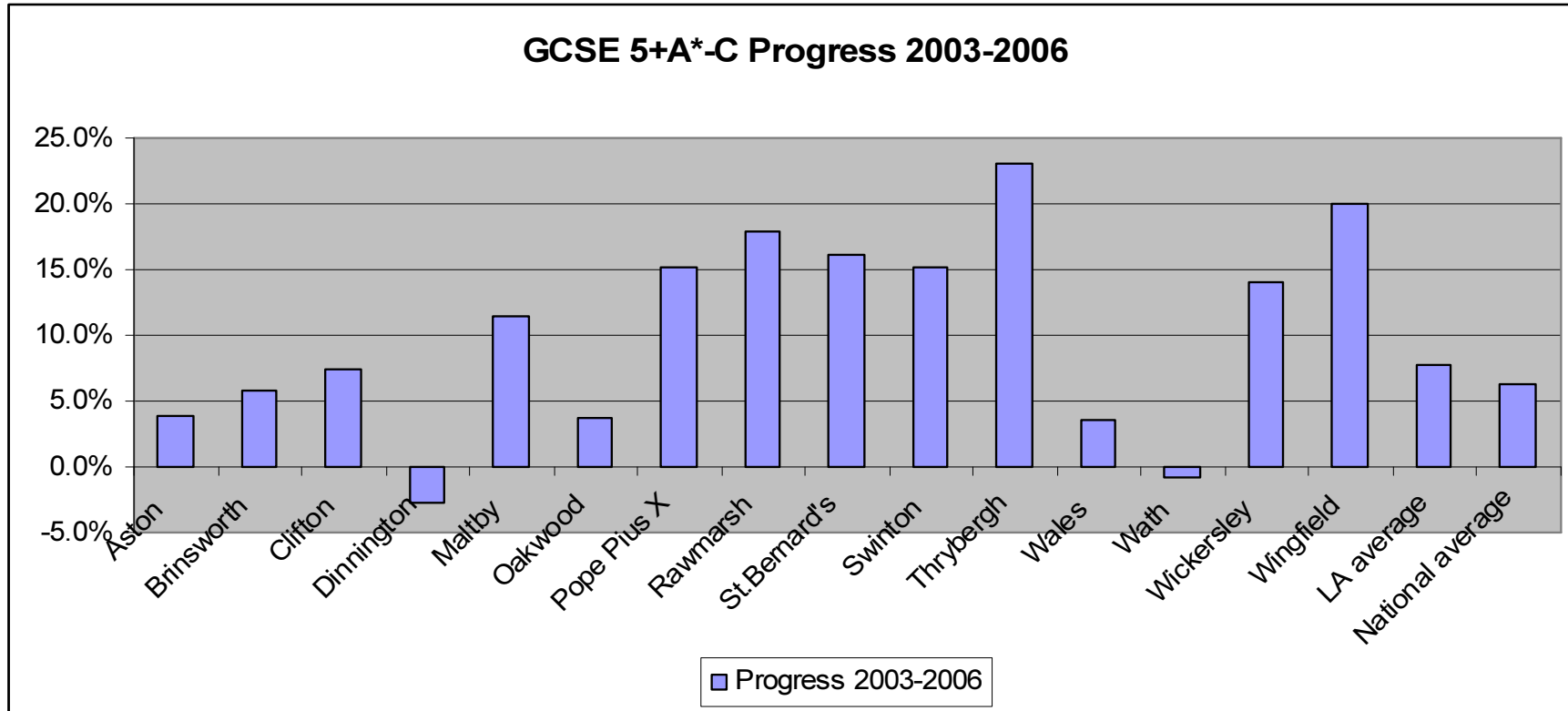


Appendix B Schools Results

B (i) Percentage of Pupils achieving 5+A*-C 2003-2006 and 5+A*-C including English and mathematics 2006 calculated against the Year 11 Cohort

GCSE results	2003	2004	2005	2006	2006 (inc En & Ma)	Progress 2003-2006
LA average	44.4%	45.9%	49.5%	52.2%	37.5%	7.7%
National average	52.6%	53.7%	57.1%	59.2%	45.8%	6.3%
Aston	50.2%	57.5%	56.8 %	54.1%	39%	3.9%
Brinsworth	52.3%	49.1%	57.7 %	58.1%	42%	5.8%
Clifton	32.6%	34.2%	45.0%	40.0%	26%	7.4%
Dinnington	46.0%	45.2%	45.4%	43.2%	32%	-2.8%
Maltby	27.5%	31.1%	33.1%	39.0%	30%	11.5%
Oakwood	54.3%	49.1%	50.7%	58.0%	45%	3.7%
Pope Pius X	44.2%	45.0%	46.9%	59.3%	47%	15.1%
Rawmarsh	33.1%	40.1%	45.4%	51.0%	29%	17.9%
St Bernard's	59.8%	72.0%	65.7%	76.0%	56%	16.2%
Swinton	37.8%	28.4%	47.8%	53.0%	34%	15.2%
Thrybergh	16.0%	28.8%	24.4%	39.0%	12%	23.0%
Wales	63.4%	59.8%	57.5%	67.0%	49%	3.6%
Wath	54.8%	50.0%	47.0%	54.0%	40%	-0.8%
Wickersley	54.0%	62.1%	71.2%	68.0%	56%	14.0%
Wingfield	24.0%	23.1%	44.1%	44.0%	30%	20.0%
Winterhill	N/A	N/A	48.8%	53.0%	39%	

B (ii) Progress from 2003-2006 in the percentage of pupils achieving 5+A*-C calculated against the Year 11 Cohort



ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Cabinet Member for Lifelong Learning, Culture and Leisure
2.	Date:	13th March, 2007
3.	Title:	Yorkshire and Humberside Council for Learning Foundations Board
4.	Programme Area:	Children and Young People's Service

5. Summary:

This report notes the resignation as Director of Andrew Bedford, Strategic Director, Financial Services from the Yorkshire and Humberside Grid for Learning (YHGFL) Foundation Company and seeks permission to appoint Graham Sinclair, Director of Resources and Access, Children and Young People's Services, as the replacement Director.

6. Recommendations:

That the resignation as Director of Andrew Bedford, Strategic Director, Financial Services from the Yorkshire and Humberside Grid for Learning (YHGFL) Foundation Company be noted and approve the appointment Graham Sinclair, Director of Resources and Access, Children and Young People's Services as the replacement director. The company should be informed of the resignation and appointment.

7. Proposals and Details:

The YGHFL Foundation was incorporated as a company limited by guarantee under section 30 of the Companies Act on 9 December 2002 with the purpose of advancing education and learning through the use of information and communications technology and systems.

The Foundation acts as a non profit organisation established solely for the benefit of schools, teachers and learners, in the Yorkshire and Humberside region. The basic aim of the Foundation is to provide our schools with access to the wide world of educational tools and materials that they can benefit from only by using modern communication technologies – specifically broadband.

The Foundation represents a regional partnership of Local Education Authorities and was formed by them to play a role in raising educational achievement levels across the region.

Andrew Bedford, Strategic Director, Financial Services has served as Director of the Company since February, 2003. He held this post when he was a Strategic Leader and acting Executive Director in the former Education, Culture and Leisure Services programme area. Because of the change in roles, he now wishes to resign from the Directorship and it is proposed that Graham Sinclair, Director of Resources and Access, Children and Young People's Services is nominated as Rotherham's director on the Company.

8. Finance:

N/A

9. Risks and Uncertainties:

N/A

10. Policy and Performance Agenda Implications:

Membership of the Company helps Rotherham to play its part in improving the connectivity in its own area and the region.

11. Background Papers and Consultation:

Both the Strategic Director, Financial Services and the Strategic Director, Children and Young People's Services have been consulted on this proposal.

Contact Name: Graham Sinclair
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Children and Young People's Services
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ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Cabinet Member for Lifelong Learning, Culture and Leisure
2.	Date:	13th March 2007
3.	Title:	Admissions Consultation: 1) Annual consultation feedback report for 2008/09 admission 2) New Schools Admissions Code - various matters
4.	Directorate:	Children and Young People's Services

5. Summary:

This report covers issues that have arisen as a result of the annual consultation exercise with and between schools and other LEAs. (All admission authorities must determine their arrangements by 15th April 2007). It also updates members on the outcome of the DfES' consultation on the new Schools Admissions Code, the final version of which has now been published.

6. Recommendations:

- i) **The proposed admission numbers contained within Annex 1 for community and controlled schools be confirmed for 2008/09, subject to the clarifications/ amendments contained in Annex 2 Ai).**
- ii) **The potential amendments/additions to the admissions criteria for community and controlled schools in respect of twins/triplets/multiple births and for those resident in flats shown at Annex 2, 3 iii) and iv) be considered and determined.**
- iii) **Changes relating to voluntary aided schools shown at Annex 2 b i) and ii) be noted.**
- iv) **The appropriate notice be published in respect of the proposed admission numbers for schools named in Annex 2, 4, where the current admission number will be less than that indicated by the current net capacity calculation.**
- v) **This report be placed on the Authority's website, all appropriate admission authorities be informed of the determinations and the appropriate notice on final determination be published.**
- vi) **This report be forwarded to the Local Admissions Forum (LAF) for consideration at its next meeting and that the LAF be reminded, particularly of its need to consider its future membership and the requirements in relation to an 'in-year fair access protocol'.**
- vii) **The co-ordinated schemes for Primary and Secondary preferences be confirmed.**
- viii) **The 'relevant area' for 2009/10 admissions be confirmed as the whole of the Rotherham borough.**

7. Proposals and Details:

Annex 1 shows details of the LEA's consultation document, which was considered by governing bodies during the Autumn Term 2006. This has also been accessible on the Authority's website between 1st February and 1st March 2007.

All feedback received by the Authority is summarised in Annex 2, which also includes an update on the final version of the new Schools Admission Code and its main implications.

The Local Admissions Forum also needs to consider this report.

8. Finance:

The main possible financial consequence relates to the treatment of twins/triplets/multiple births and those living in flats/equidistant from a school. If admission above the published admission number were to take place this could have a financial consequence in relation to infant class size legislation.

9. Risks and Uncertainties:

All consultees must be informed of any determination and it is possible for objections to be made to the Adjudicator.

10. Policy and Performance Agenda Implications:

The new School Admissions Code seeks to promote equity and fair access and all the admission authorities in Rotherham, in complying with the code, show their commitment to that. The change relating to the abolition of the use of 'first preference first' may have some effect on admissions performance indicators, but this is impossible to evaluate at the present time.

Both the Local Authority and the Local Admissions Forum will closely monitor any changes in this respect.

11. Background Papers and Consultation:

The annual consultation exercise is undertaken by reference to statutory regulations and the code of practice – principally, the School Standards and Framework Act 1998, Education Act 2002 and the Education and Inspections Act 2006 together with the new School Admissions Code.

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**ROTHERHAM METROPOLITAN BOROUGH COUNCIL
REPORT TO GOVERNING BODIES – AUTUMN TERM 2006**

CONSULTATION ON ADMISSION ARRANGEMENTS FOR THE ADMISSION YEAR 2008/09
AND ON THE 'RELEVANT AREA' FOR CONSULTATION IN 2009/10.

i) **Admission Numbers and Admissions Criteria**

This item gives governors the opportunity to consider the admission arrangements (criteria and admission number), which will apply for admission in 2008/09. The Local Admission Forum has previously considered the requirements for consultation and has agreed that the LEA should facilitate this, as far as possible, by use of the Authority's Internet site.

The timetable for the year is:-

Autumn Term 2006	Governing bodies consider the arrangements which will apply.
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By 12 th January 2007	All relevant details to be forwarded to the LEA.
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18 th January – 1 st March 2007	Period of consultation via the LEA's website.
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By end of March	LEA and the Local Admission Forum consider any changes and forward any comments to appropriate Admission Authority(ies).
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By 15 th April 2007	All admission authorities to determine their arrangements and notify those consulted.
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Community and Controlled Schools

For these schools, the LEA is the admission authority. The proposed admissions criteria for 2008/09 are shown at Appendix 1. There are no proposed changes to the criteria agreed for 2007/08.

Each school's proposed admission number is shown at appendix 2.

Action: The governing body should complete and return the pro-forma to Martin Harrop, 1st Floor, Norfolk House, as soon as possible and no later than **12th January 2007**.

Voluntary Aided Schools

The governing body is the admission authority.

Full consultation is required this year. In addition, Governing Bodies of Church of England schools should consult their Diocesan Board before consulting anyone else.

Action: Governing Bodies to consider both the admissions criteria and the admission number appropriate for the school. Full details of the admissions criteria and admissions number to be forwarded to the LEA by 12th January 2007 to enable the full consultation with all the appropriate consultees to be carried out via the Internet. This should be done by e-mail to martin.harrop@rotherham.gov.uk Pro-forma to be completed and returned as for community and controlled schools.

Further General Points

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

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

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

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

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

ii) **Co-ordinated Admission Arrangements**

Schemes for the co-ordination of admission arrangements for Primary and Secondary schools were agreed for 2007/08.

There are no proposed changes to the schemes for 2007/08, except for any necessary minor amendments to dates.

Action: Governing Bodies to note and to forward any comments, if any, on the pro-forma.

iii) **Consideration of the 'relevant area'**

Every two years, the Authority must review its determination of the 'relevant area' for the purposes of admissions consultation. This requires consultation with all schools in Rotherham, together with all primary schools lying within 1 mile of any border and all secondary schools lying within 3 miles. Since the inception of this requirement (in 1999) the determined area has been the whole of the Rotherham borough. There have been no objections to this and no change to the 'relevant area' is proposed for consultation on admissions in 2009/10.

Action: Governing Bodies to note and to forward any comments, if any, on the pro-forma.

Admission Criteria for community and controlled schools – 2008/09

Primary Reception

Places will be allocated in the following order of priority:

- i) Relevant looked after children (see note 2 below).
- ii) Children living in the catchment area of the school as defined by the Authority.
- iii) Those children who live outside the catchment area whose older brothers or sisters will be on the roll of the preferred school or its associated junior school at the time of their admission.
- iv) Children who have a specific medical reason confirmed by a medical practitioner which the Authority is satisfied makes attendance **at that particular school essential**.
- v) Children with a compelling social reason which the Authority is satisfied makes attendance **at that particular school essential**. The kinds of overriding social reasons which could be accepted are where there is evidence that the pupil's education would be seriously impaired if he or she did not attend the preferred school.
- vi) Children who live nearest to the school measured in a straight line on a horizontal plane (as the crow flies).

Year 3

Places in Year 3 at a Junior School will be allocated in the following order of priority:-

- i) Relevant looked after children (see note 2 below).
- ii) Children in attendance at Y2 in the associated Infant School.
- iii) Children living in the catchment area of the school as defined by the Authority.
- iv) Children whose older brothers or sisters will be on the roll of the school at the time of their admission.
- v) Children who have a specific medical reason confirmed by a medical practitioner which the Authority is satisfied makes attendance **at that particular school essential**.
- vi) Children with a compelling social reason which the Authority is satisfied makes attendance **at that particular school essential**.
- vii) Children who live nearest to the school measured in a straight line on a horizontal plane (as the crow flies).

Secondary Year 7

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

- i) Relevant looked after children (see note 2 below).
- ii) Children who, on the Allocated Date, are living in the catchment area of the school as defined by the Authority.
- iii) Those children who live outside the catchment area whose older brothers or sisters will be on the roll of the preferred school at the time of their admission.
- iv) Children who have a specific medical reason confirmed by a medical practitioner which the Authority is satisfied makes attendance **at that particular** school essential.
- v) Children with a compelling social reason which the Authority is satisfied make attendance **at that particular** school essential. The kind of overriding social reasons which could be accepted are where there is evidence that the pupil's education would be seriously impaired if he or she did not attend the preferred school.
- vi) Children who, on the allocation date, are on the roll of one of the associated Primary/ Junior/Junior and Infant schools as identified by the Authority.
- vii) Children who, on the Allocated Date, live nearest to the school measured by a straight line on a horizontal plane, (commonly known as measurement, "as the crow flies").

Notes

- 1 Where the admission number for any school is likely to be reached mid category, places will be prioritised within that category by reference to the distance between the home address and the school. Highest priority will be given to those living closest to the school measured in a straight line on a horizontal plane (commonly known as measurement, "as the crow flies").
2. A 'relevant looked after child' is a child that is looked after by a local authority in accordance with Section 22 of the Children Act 1989 at the time an application for admission to a school is made, and also the local authority has confirmed will still be looked after at the time when he/she is admitted to the school.
3. Places will be allocated in accordance with the LEA's co-ordinated admissions schemes for Primary and Secondary schools. In assessing preferences, the LEA will operate an 'equal preference' system, which means that no priority will be given according to the ranking of the preference, except where a potential offer can be made in respect of more than one school. In that situation, the final offer of a place will be made at the highest ranked of the potential offer schools.
4. Children issued with a statement of Special Educational Needs will gain a place at the school named in the statement as part of that process.

PRIMARY SCHOOLS

School	Net Capacity	Indicated Admission Number	Admission Number 2007/2008	Proposed Admission Number 2008/2009	Comments
Anston Brook Primary	253	36	40	40	
Anston Greenlands J&I	247	35	38	38	
Anston Hillcrest Primary	210	30	30	30	
Anston Park Infant	225	75	75	75	
Anston Park Junior	270	67	75	75	
Aston CE J&I	210	30	30		
Aston Fence J&I	140	20	20	20	
Aston Hall J&I	210	30	30	30	
Aston Lodge Primary	210	30	30	30	
Aston Springwood Primary	210	30	30	30	
Aughton Primary	195	27	30	30	
Badsley Moor Infant	270	90	90	90	
Badsley Moor Junior	360	90	90	90	
Blackburn Primary	316	45	56	56	
Bramley Grange Primary	280	40	40	40	
Bramley Sunnyside Infant	240	80	80	80	
Bramley Sunnyside Junior	320	80	80	80	
Brampton Cortonwood Infant	120	40	40	40	
Brampton the Ellis CE Infant	120	40	40		
Brampton the Ellis CE Junior	269	67	70		
Brinsworth Howarth J&I	210	30	30	30	
Brinsworth Manor Infant	240	80	80	80	
Brinsworth Manor Junior	320	80	80	80	
Brinsworth Whitehill Primary	296	42	42	42	
Broom Valley Infant	179	59	60	60	
Broom Valley Junior	272	68	68	68	
Canklow Woods Primary	270	38	38	38	
Catcliffe Primary	170	24	25	25	
Coleridge Primary	210	30	30	30	
Dalton Foljambe J&I	141	20	30	30	
Dinnington Primary	305	43	43	43	
St Joseph's Catholic Primary (Dinnington)	196	28	28		
East Dene J&I	420/350	60/50	50	50	To reduce in line with new build capacity
Ferham Primary	210	30	30	30	
Flanderwell Primary	175	25	30	30	
Greasbrough J&I	308	44	50	50	
Harthill Primary	180	25	30	30	
Herringthorpe Infant	210	70	70	70	
Herringthorpe Junior	280	70	70	70	
High Greave Infant	180	60	60	60	
High Greave Junior	240	60	60	60	

School	Net Capacity	Indicated Admission Number	Admission Number 2007/2008	Proposed Admission Number 2008/2009	Comments
Kilnhurst Primary	168	28	28	28	
Kimberworth Primary	210	30	30	30	
Kiveton Park Infant	162	54	54	54/50	Possible reassessment of net capacity
Kiveton Park Meadows Junior	180	45	59	59	
Laughton CE Primary	105	15	15		
Laughton J&I	145	20	24	24	
Lilly Hall Junior	240	60	60	60	
Listerdale J&I	210	30	30	30	
Maltby Craggs Infant	210	70	70	70	
Maltby Craggs Junior	270	67	70	70	
Maltby Hall Infant	178	59	60	60	
Maltby Manor Infant	180	60	60	60	
Maltby Manor Junior	243	60	60	60	
Maltby Redwood J&I	315	45	45	45	
St Mary's Catholic Primary (Maltby)	210	30	30		
Meadowhall Primary	280	40	40	40	
Ravenfield Primary	210	30	30	30	
Rawmarsh Ashwood J&I	210	30	30	30	
Rawmarsh St Mary's CE Primary	131	18	18		
Rawmarsh Monkwood Infant	173	57	60	60	
Rawmarsh Monkwood Junior	243	60	60	60	
Rawmarsh Rosehill Junior	240	60	60	60	
Rawmarsh Ryecroft Infant	180	60	60	60	
Rawmarsh Sandhill Primary	209	29	30	30	
Rawmarsh St Joseph's Catholic Primary	196	28	30		
Rawmarsh Thorogate J&I	210	30	30	30	
Redscope J & I	420	60	60	60	
Rockingham J&I	329	47	56	56	
Roughwood Primary	392	56	56	56	
Sitwell Infant	228	76	76	76	
Sitwell Junior	300	75	76	76	
St Ann's J&I	420	60	60	60	
St Bede's Catholic Primary	280	40	40		
St Mary's Catholic Primary (Herr)	208	29	30		

School	Net Capacity	Indicated Admission Number	Admission Number 2007/2008	Proposed Admission Number 2008/2009	Comments
St Thomas' CE Primary (Kiln)	180	25	30	30	
Swallownest Primary	210	30	30	30	
Swinton Brookfield Primary	322	46	50	50	
Swinton Fitzwilliam Primary	350	50	50	50	
Swinton Queen Primary	315	45	45	45	
Thornhill Primary	210	30	30	30	
Thorpe Hesley Infant	210	70	80	80	
Thorpe Hesley Junior	285	71	81	80	
Thrybergh Fullerton CE Primary	105	15	17		
Thrybergh Primary	261	37	37	37	
St Gerard's Catholic Primary	140	20	20		
Thurcroft Infant	180	60	60	60	
Thurcroft Junior	373	93	70	70	
Todwick J&I	210	30	30	30	
Treeton CE Primary	259	37	37		
Trinity Croft CE J&I	112	16	16		
Wales Primary	164	23	30	30	
Wath CE Primary	210	30	30		
Wath Central Primary	420	60	60	60	
Our Lady & St Joseph's Catholic Primary	175	25	30		
Wath Victoria J&I	270	38	40	40	
Wentworth CE J&I	104	14	16	16	
West Melton J&I	128	18	28	28	
Whiston J&I	210	30	30	30	
Whiston Worrygoose J&I	210	30	30	30	
Wickersley Northfield Primary	419	59	60	60	
St Alban's CE Primary	210	30	30		
Woodsetts J&I	205	29	30	30	

SECONDARY SCHOOLS

School	Net Capacity Figure	Indicated Admission Number	Admission Number 2007/2008	Proposed Admission Number 2008/2009	Comments
Aston Comprehensive School, A Specialist School in Maths and Computing	1755	300	300	300	
Brinsworth Comprehensive School	1487	255	255	255	
Clifton Comprehensive	1433	286	250	250	To match new build capacity
Dinnington Comprehensive School	1444	252	252	252	
Maltby Comprehensive School	1638	290	290	290	
Oakwood Technology College	1050	210	210	210	
Rawmarsh School, A Sports College	1108	221	222	222	
Swinton Community School, A Maths & Computing College	1320	226	226	226	
Thrybergh Comprehensive	700	140	140	140	
Wales High School	1520	248	248	248	
Wath Comprehensive A Language College	1788	300	300	300	
Wickersley School and Sports College	1725	279	300	300	Net capacity should be 1850 in 2006
Wingfield Comprehensive	845	169	170	170	Net capacity should be 850 in 2006
Winterhill	1128 (before new build)	225	320	320	Net capacity should be 1600 following new build.
St Bernard's Catholic High, Specialist School for the Arts	664	132	132		New assessment pending
Pope Pius X Catholic High	650	130	130		

ADMISSION NUMBER FOR SIXTH FORMS

School Name	Admission Number for Y7-Y11	Proposed Admission Number for Y12 2008/09 *
Aston Comprehensive School, A Specialist School in Maths and Computing	300	45
Brinsworth Comprehensive School	255	38
Dinnington Comprehensive School	252	37
Maltby Comprehensive School	290	43
Swinton Community School, A Maths & Computing College	226	34
Wales High School	248	37
Wath Comprehensive A Language College	300	45
Wickersley Schools and Sports College	300	45

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

1 Feedback from the annual admissions consultationA Community and Controlled Schoolsi) Admission numbers

The following matters have been raised:-

Kiveton Park Infants - governors were asked to consider whether 54 (the current admission number) or 50 would be most appropriate for the school. Governors preferred to retain 54 and this can be agreed.

Bramley Sunnyside Infant - governors have requested that the Authority should give consideration to increasing the admission number from 80 to 90, which would be a better organisation tool in respect of infant class sizes legislation.

Although the point about infant class size legislation is well made, the net capacity assessment would indicate a maximum possible admission number of 88 rather than 90. The school currently has year groups of 74/76/74. Governors should be informed that the admission number of 80 will remain in place but that the position in relation to the number of preferences will be monitored and that officers will contact the school for any potential year group of 80+ in order to ascertain whether exceeding that number would actually prejudice efficient education or not.

Broom Valley Juniors - governors have requested a reduction of the admission number from 68 to 60, which would match the admission number currently applicable to the associated Infant school.

The revised net capacity assessment for the school based on current usage shows an indicated admission number of 60 and this can, therefore, be agreed.

Canklow Woods Primary - the current admission number is 38, but the school will have a new building by 2008/09 which will have capacity for 30 pupils per year group. This school should be included in the Authority's notice regarding schools with a proposed admission number lower than that currently assessed by reference to the net capacity form.

Maltby Crags Infant and Maltby Crags Junior - both schools have recently had a reassessment of net capacity based on current usage. Governors have requested that the Authority considers an admission number of 60 rather than the current number of 70.

Admission numbers of 60, preferred by both schools, can be agreed based on the new assessments.

Aston Comprehensive, - A Specialist School in Maths and Computing - governors have requested an admission number of 280. This would be a reduction from the current number of 300 which equates to the indicated admission number derived from the net capacity calculation. Governors have put together a case for this (see Annex 3).

Numbers entering Aston are already dropping due to smaller cohorts coming through from primary schools. Even with an admission number of 300 for 2007/08, the initial allocation of places totals just 262 and, therefore, no preferences have been refused. It is unlikely that more than 280 preferences will be received in the next few years. The admission number could be reduced to 280, but this would be subject to inclusion within a public notice and possible objection to the Adjudicator

ii) Admissions criteria

The proposal to make no amendments to the admission criteria was fully endorsed. There may, however, need to be some minor changes brought about by the new admissions code in respect of the treatment of those living equidistant (eg in flats) from a school and for twins/triplets etc where an admission number is reached and a further tie-breaker may be required (see 3 iii) and iv) below).

iii) There was no feedback on the proposal to continue with the current co-ordinated schemes and the determination of the whole of Rotherham borough as being the 'relevant area' for admission purposes.

B Voluntary aided schools

i) Admission numbers

St Bernard's Catholic High School

St Bernard's has recently had a reassessment of the net capacity for the school. The indicated admission number is now 162, but the governors wish to retain the current admission number of 140. This can be done, subject to the publication of a notice with scope for objections to the Adjudicator.

ii) Admissions criteria

There were very few proposed changes in admissions criteria notified by voluntary-aided church schools. Those received showed only minor amendments to wording which the Local Authority would have no objection to.

The new admissions code has, however, had a fundamental effect on how admissions preferences will be assessed by church schools. This specifically relates to the use of 'first preference first' as part of the criteria. Full details on this are given below at 3 ii).

2 The publication of the new Admission Code and its consequences

Members may recall earlier discussions on the draft Admissions Code. The final version of the new Code has now been published and it has brought with it some changes which were signalled in the draft and others that were not, or which have been amended once more. The following have been confirmed:

- Admissions Forums
- may publish an annual report
 - membership extended to all schools (although not necessarily expected to attend).
- Choice Advice
- introduction of Choice Advisers confirmed.
- Publication
- a notice to be published in a newspaper regarding the determination of all admission arrangements in order to allow for parental objection.
- School Transport
- extending the right to have free school transport for pupils from low income families.

3 Other Matters

i) In year fair access protocols

There has been a change to the provisions relating to hard to place children. 'Hard to Place' protocols are to be replaced by 'In-year fair access' protocols, which will extend current protocols to all Primary, as well as Secondary schools. The new protocol will also be required to include all pupils 'who arrive outside the normal admissions who may have difficulty securing a place'. Rotherham's current 'Hard to Place' protocol specifically assists categories of pupils in gaining a place eg those in public care, refugees/ asylum seekers, homeless, travellers etc. A new protocol will have to be put together by the Admissions Forum and agreed by all schools. Its main emphasis will continue to be to ensure that:

- access to education is secured quickly for children who have no place
- all schools in an area admit their fair share of children with challenging behaviour.

The protocol will need to be in place for September 2007.

ii) First preference first/equal preference

The draft code created some confusion in relation to the above. The final version has clarified things by simply stating that the use of 'first preference first' within admissions criteria is no longer lawful. This has meant that a revision is required to admissions criteria for all Rotherham's church aided schools. A seminar was held on 25th January 2007 with church school and diocesan representatives and consequently all church schools are now in the process of putting into place the necessary amendments.

ii) Twins/triplets/multiple births

Admissions arrangements need to be clear on how the above will be treated where one (or more) place(s) is available within an admission number, but there are insufficient places to accommodate all members of the family. The code makes it clear that siblings should have a high priority, particularly for Primary School admissions, **but that admission authorities need to comply with the law on infant class sizes.** Twins/triplets etc cannot be classed as 'exceptions' for admission in relation to infant class sizes and if admission beyond the published admission number resulted in a potential class size in excess of 30, schools would have to employ an additional teacher potentially for up to 3 years. Accordingly, consideration needs to be given as to whether or not the Authority's admission arrangements should make it clear that in such circumstances any final place in respect of a community /controlled school admitting into the infant phase would be allocated by 'random allocation' through the drawing of lots, or whether the admission numbers would be exceeded in these circumstances.

iii) Those resident in flats

A similar situation could arise where pupils resident in flats are being considered for a place via the distance criteria. Where pupils are judged to be equidistant from a school and where one or more places are available, but these are insufficient to allow all such pupils to gain entry within the admission number, then the allocation for the remaining places could be undertaken by the drawing of lots. Again, this could be particularly important in the infant phase where exceeding the Infant Class Size limit might have severe implications for schools. Consideration must also be given to this matter.

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

There remains a requirement for a notice to be published should any admission authority wish to have an admission number, which is lower than that indicated by the current net capacity calculation. For 2008/09, this would apply to the following schools:-

School	Change	Comments
Clifton	250 rather than 286	will have changed capacity through PFI – awaiting new assessment
Aston Comp	280 rather than 300	pressure on the school's accommodation
Canklow Woods	30 rather than 38	will have new school building with reduced capacity in 2008/09
Thurcroft Junior	70 rather than 93	Large classrooms inflate the capacity calculation

ASTON COMPREHENSIVE SCHOOL**REQUEST FOR REDUCTION OF THE ADMISSION NUMBER FOR SEPTEMBER 2008**

The published admission number for the academic year 2007/8 is 300. The Governing Body are requesting a reduction in this number to 280 students for the academic year 2008/9. This number is below the net capacity calculation which places Aston's admission number at 300 and the request to reduce admissions to below the net capacity has been taken for the following reasons.

It is the view of the Governing Body and Leadership Team that there is considerable pressure on the school's accommodation and resources and that this is detrimental to the quality of educational provision.

The original structure of the school buildings has not altered. This poses serious health and safety issues due to the movement of such a large number of individuals around an extremely congested site. Stairwells, corridors and other communal areas including dining halls and play areas are heavily over crowded, they require constant supervision to prevent injury and crushes. The strain on many school resources, for example toilets, is excessive and improvements to the site in the 'Building School's for the Future' programme will not take place until at least 2012.

The projected admissions from our Rotherham feeder schools are well below our admission number. The projection for 2008/9 is 202 and for 2009/10 it is 219 so a reduction in admissions to 280 students would not affect the allocation of places to students from our locality. A large number of students transfer to Aston from Sheffield primary schools. There are increasing difficulties in transporting these students to Aston. Many parents rely totally on the bus service provided by Mass Transport which delivers the students to school ten minutes after the designated start to the school day. This causes distress for both students who are constantly late for school and staff seeking to ensure a punctual start to the school day.

Our entry year group is divided into 10 tutor groups, each containing 30 students, which is the maximum number classrooms are resourced to accommodate. It is not possible to accommodate groups larger than 30 students. A reduction in admission numbers to 280 would provide a degree of flexibility in the allocation of students to tutor groups and subsequently teaching groups, especially when admitting in-year transfers.

Furthermore, as the Authority's inclusion policy aims to ensure that, as far as possible, students with special educational needs attend their local mainstream school, a reasonable match between numbers of students and the school's physical capacity must be observed. When a school becomes over-crowded as is Aston, then it becomes more difficult to effectively deploy resources to ensure our inclusion policy is consistent for all students. This is further enhanced by the move towards personalisation of students learning which inevitably requires a more flexible approach to the structure of the curriculum. This is extremely difficult when the site is already operating at its maximum capacity.

Further strain has been placed on the accommodation as a result of new legislation including Workforce Reform which has led to an increase in the number of support staff employed by the school. Any new appointments have to be given appropriate work space and this has had to be provided from the existing accommodation which was already under pressure. The situation is likely to be made more difficult in future years by the Extended Schools agenda which will further increase the need to provide space for other agencies to work on the site. For many of these services confidentiality is vital and subsequently communal spaces are inappropriate. This is already an issue when trying to accommodate our Education Welfare Officer, School Nurse and staff working for the Visually Impaired Service.

Car parking space is at a premium on the site and any new appointments or increase in visitors to the school places additional strain on already inadequate facilities. Cars are parked on hard standing areas used by students and access to these parking areas crosses routes used by students to reach the playing fields, netball courts and swimming pool. The main road leading to the school entrance is not suitable for on street parking of large numbers of vehicles and should we request staff or visitors to park on the roadside this would be hazardous for students at the beginning and end of the school day as most staff arrive before and leave after the students causing parents dropping off students to double park on the road over the brow of the hill. The school is about to undergo a building programme, which will cause disruption to the site and place additional pressure on the school facilities, including further reducing the amount of car parking space.

The 'Food in Schools' agenda encourages students to sit and eat a healthy meal at lunchtime within a calm and pleasant environment. As a school we do not allow students in Years 7, 8, 9 and 10 to leave the site at lunchtime unless they are going home for lunch. We have introduced a cash-free system to improve the speed of service however Aston does not have designated dining spaces and each day tables and chairs have to be set out and cleared away in our two halls. This does not provide sufficient space for all students to be able to sit at a table and eat either a school meal or a packed lunch. In addition the site does not provide any social/communal spaces for student use.

It is firmly believed that given the nature of the site and the number of years to pass before Aston students can be educated in a modern appropriately planned building it is necessary to alleviate the pressure on the existing facilities by reducing the number of students using the site. As a result the quality of educational provision for the remaining students would be improved.

ROTHERHAM BOROUGH COUNCIL – REPORT TO CMT
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1	Meeting:	Lifelong Learning, Culture and Leisure Cabinet Member and Advisors
2	Date:	Tuesday 20th March 2007
3	Title:	Revenue Budget Monitoring Report as at January 2007.
4	Programme Area:	Environment and Development Services

5 Summary

This report provides details of expenditure, income and the net budget position for Culture and Leisure Services compared to the phased budgets for the period ending on 31st January 2007 and the projected year end outturn position.

It is anticipated at this point that projected expenditure will show a small overspend of £24,000 against approved budget by the end of the financial year.

6 Recommendations

Members are asked to note:

- **The current forecast outturn position based on actual costs and income to 31st January 2007 and forecast costs and income to 31st March 2007.**

7 Proposals and Details

7.1 The Current Position

7.1.1 The service is currently forecasting a small overspend of £24,000 for the financial year 2006/07 which is primarily a consequence of an unfunded increase in energy costs. .

7.1.2 Details of the revenue budget position for Culture and Leisure Services for the monitoring period ending on 31st January 2007 are shown at Appendix A attached.

7.1.3 The Culture and Leisure Services budget includes savings of £400,000 to be made during the year in respect of the realignment of services, as reported in earlier reports to members. Proposals to achieve £226,000 of savings were approved at the Cabinet Member for Life Long Learning meeting on 9 August 2006. In addition it is suggested that the £257,000 interest in the Pit House West fund is utilised to deal with the slippage on service realignment.

7.1.4 Additional budget pressures have been identified in respect of increased energy charges from suppliers. The Service is estimating an additional cost of £200,000 for the year within Leisure facilities and Libraries due to increased charges. A sum of £140,000 has been made available to off-set this increase from the corporate Contingency account but nevertheless this leaves an unfunded pressure of £49,000.

8. Finance

The financial issues are discussed in section 7 above and included in Appendix A.

9. Risks and Uncertainties

The current projected outturn will be dependent on interest on the Pit House West account being sufficient to offset the costs incurred as a result of delaying the implementation of funding decisions agreed as part of the 2006/07 budget setting process.

10. Policy and Performance Agenda Implications

The delivery of the Council's Revenue Budget within the limits determined in March 2006 is vital in achieving the objectives of the Council's Policy agenda. Financial performance is a key element within the assessment of the council's overall performance.

11. Background Papers and Consultation

- Report to Cabinet on 22 February 2006 –Proposed Revenue Budget and Council Tax for 2006/07.
- Report to CMT 27 March –the 2006/07 Revenue Budget and External Funding.
- The Council's Medium Term Financial Strategy (MTFS) 2006 /2009.

This report has been discussed with the Service Director of Culture and Leisure Services, the Strategic Directors of Environment and Development Services and of Financial Services.

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CULTURE AND LEISURE

Last Reported Projected Net Variance as at 30/12/06 £000	Service Division	EXPENDITURE/INCOME TO DATE (As at 31 January 2007)						NET PROJECTED OUT-TURN						* Note				
		Expenditure			Income			Net			Annual Budget	Projected Out-turn	Current projected year end Variance Over (+)/ Under (-) spend		Current Financial RAG Status	Financial Impact of Management Action	Revised Projected Year end Variance Over(+)/Under(-) spend	Revised Financial RAG Status
		Profiled Budget	Actual Spending	Variance (Over (+) / Under (-) Spend)	Profiled Budget	Actual Income	Variance (Over (+) / Under (-) Recovered)	Profiled Budget	Actual Income	Variance (Over (+) / Under (-) Spend)								
£000	£000	£000	£000	£000	£000	£000	£000	£000	£000	£000	£000	£000	£000	£000	£000	£000		
(13)	Culture & Heritage	1,545	1,540	(5)	(776)	(773)	4	768	767	(1)	949	948	(1)	Green	(11)	(12)	1 + 7	
(52)	Recreation & Sport	7,502	7,687	185	(3,371)	(3,543)	(172)	4,131	4,144	13	5,401	5,371	(30)	Green	(25)	(55)	2 + 6 + 7	
(13)	Tourism	136	136	0	(52)	(53)	(2)	84	82	(2)	107	105	(2)	Green	0	(2)	3	
22	Library Service	2,263	2,344	81	(732)	(718)	14	1,531	1,626	94	1,828	1,883	54	Green	(24)	30	4 + 6	
0	Reimbursements	3	3	0	(16)	(16)	0	(13)	(13)	0	0	0	0	Green	0	0		
30	Service Management & Support	2,261	2,442	181	(103)	(103)	0	2,158	2,339	181	3,363	3,426	63	Red	0	63	5 + 6	
-26	Total for Service	13,710	14,152	442	(5,051)	(5,207)	(156)	8,659	8,945	286	11,649	11,733	84		(60)	24		

Please include financial effects of proposed management actions

Please show variance after financial impact of management action

during the remainder of the financial year

Reason for Variance(s), Actions Proposed and Intended Impact on Performance

NOTES Reasons for Variance(s) and Proposed Actions

Indicate reasons for variance (e.g. increased costs or client numbers or under performance against income targets) and actions

Reasons for Variance

- Staff slippage and underspend on Supplies and Services off-setting budget pressure on Premises - repairs and under recovery of income.
£11K management action to Capitalise Minor Repairs.
- Over Recovery of income offsetting budget pressure on Salaries and Premises - repairs.
Projection includes £45K to partly offset closure costs of Brampton LC and Rawmarsh LC - (PHW).
£25K management action to Capitalise Minor Repairs.
-
- Under recovery of income and budget pressure on Premises - repairs. |
Projection includes £59K to offset cost of the closure of the Container Library and Herringthorpe Library - (PHW).
£25K management action to Capitalise Minor Repairs.
- Balance of unmet savings
Projection includes £153K to offset unmet savings target (PHW).

Note

Projections include the use of £257K PHW (£45K + £59K + £153K)

Projections have been adjusted for £140K additional budget allocation for Fuel but a remaining budget pressure of £50K exists.

	£	
Fuel Projected overspend	189K	Leisure £138K, Lib, Mus + Arts £51K
Budget allocation	140K	
Budget pressure	49K	

Further Management Actions to be identified to address this overspend

Proposed Actions to Address Variance

- Cabinet Member for Life Long Learning approved management actions on 9 August regarding the closure of a number of establishments.
- A Cabinet Report is being prepared seeking approval to Capitalise Minor Repairs of £60K.

Performance

(List key targets and RAG status- highlight impact of actions intended to

At this stage the only impact is expected on BVP 119 Public Opinion Survey on General Public Survey on satisfaction with Culture & Leisure. Continued lack of investment may impact negatively on these ratings

MEMORANDUM ITEM - BIPS AND SIPS

BUDGET DEVELOPMENTS AND SAVINGS - PROJECTED OUTTURN FOR CULTURE & LEISUREPROGRAMME AREA

BASED ON INFORMATION AVAILABLE AS AT 31.01.2007

	<u>Annual Target</u> £'000	<u>Spend</u> <u>To Date</u> £'000	<u>Forecast</u> <u>Out-Turn</u> £'000	<u>Forecast</u> <u>Variance</u> £'000	<u>RAG</u> <u>Status</u>	<u>Comments</u>
<u>BIPS</u>						
Mainstream Funding Presssure	100	83	100	0	Green	
<u>Total BIPs</u>	<u>100</u>	<u>83</u>	<u>100</u>	<u>0</u>		
	<u>Annual Saving</u> £'000	<u>Saving</u> <u>To Date</u> £'000	<u>Forecast</u> <u>Annual Saving</u> £'000	<u>Forecast</u> <u>Variance</u> £'000		
<u>SIPS</u>						
Income Generation	-20	-17	-20	0	Green	
C&L Saving	-150	-125	-150	0	Green	
<u>Total SIPS</u>	<u>-170</u>	<u>-142</u>	<u>-170</u>	<u>0</u>		
<u>TOTAL</u>	<u>-70</u>	<u>-58</u>	<u>-70</u>	<u>0</u>		

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Cabinet Member Lifelong Learning, Culture and Leisure
2.	Date:	20th March 2007
3.	Title:	Annual Determination- The Local Authority (Post-Compulsory Education Awards) Regulations 2000
4.	Programme Area:	Children and Young People's Services

5. Summary

Under the Local Authority (Post-Compulsory Education Awards) Regulations 2000, LAs are required to make an annual determination on exercising powers to make financial awards to new HE and FE students.

6. Recommendations

It is recommended that the Authority determines not to take up the power in any circumstances and not make provision for considering applications for awards to new FE and HE students, and to 16-19 year olds who are still attending school.

7. Proposals and Details

The Teaching and Higher Education Act 1998 removed the power for LEAs to make discretionary awards to FE (and HE) students under the 1962 Education Act. Previous to this, the LEA had run a scheme of financial support to FE, sixth form and some HE students who would otherwise have not been eligible for funding. Section 129 of The School Standards and Framework Act 1998 conferred a revised power on LEAs, should they wish to use it, to make awards to new FE (and HE) students, and to 16-19 year olds who are still attending school

In parallel with the removal of the power to make discretionary awards, funding was withdrawn from the Standard Spending Assessment (SSA) from 1999-2000. From that date, the LEA determined not to make any new awards. New funding was available to students from a new Standards Fund in the form of Learner Support Funds. Also, since September 2004, the Education Maintenance Allowance (EMA) has been available to FE learners.

Authorities are however still required to make an annual determination for each financial year in regard to the revised power conferred in 1998. They have 3 main choices under the regulations:

- i) to determine not to take up the power in any circumstances and not make any provision for considering applications;
- ii) to decide to exercise the power only in respect of certain groups or categories of student; or
- iii) to decide to exercise the power generally and consider applications from all students - still in accordance with its policies on eligibility.

8. Finance

There are no funds allocated under the SSA to make financial awards to HE and FE students.

9. Risks and Uncertainties

None.

10. Policy and Performance Agenda Implications

None.

11. Background Papers and Consultation

DfEE letter 3rd February 1999 'The Local Education Authority (Post Compulsory Education awards) Regulation 1999.

Statutory Instrument 2000 No 2057 -The Local Education Authority (Post-Compulsory Education Awards) (Amendment) (England) Regulations 2000.

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

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