

CABINET MEMBER FOR LIFELONG LEARNING

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

Date: Tuesday, 18 March 2008

Time: 10.30 a.m.

A G E N D A

1. To determine if the following matters are to be considered under the categories suggested in accordance with the Local Government Act 1972.
2. To determine any item which the Chairman is of the opinion should be considered as a matter of urgency.
3. Minutes of the previous meeting held on 26th February, 2008 (Pages 1 - 5)
4. GCSE Examination Results 2007 (Pages 6 - 24)
5. Key Stage 1 Assessment Results: Summer 2007 (Pages 25 - 32)
6. Key Stage 2 Assessment Results: Summer 2007 (Pages 33 - 42)
7. Admissions Consultation - Annual Consultation Feedback Report for 2009/10 Admission (Pages 43 - 61)
8. Foundation Stage Assessment Results - Summer 2007 (Pages 62 - 67)

**LIFELONG LEARNING
26th February, 2008**

Present:- Councillor Rushforth (in the Chair); Councillors Falvey and Whelbourn.

**42. MINUTES OF THE PREVIOUS MEETING OF THE CABINET MEMBER
LIFELONG LEARNING HELD ON 11TH DECEMBER, 2007**

Resolved:- That the minutes of the previous meeting held on 11th December, 2007 be received as a correct record.

Further to Minute No. 41 Graham Sinclair, Director of Resources and Access, gave an update on the current situation.

A meeting had taken place with representatives from Education Catering Services, Financial Services and Price Waterhouse Cooper, Consultants, to consider the sustainability of the service and the options for the future. A report was requested by the end of this financial year and would be submitted to the Cabinet Member in due course.

43. LEA GOVERNORS APPOINTMENTS PANEL

Resolved:- That the minutes of the LEA Governors Appointments Panel held on 8th January, 2008 be received.

**44. HEALTH, WELFARE AND SAFETY PANEL - VISITS OF INSPECTION
TO SCHOOLS**

Consideration was given to the content of reports submitted which set out items requiring attention following visits of inspection involving the following schools:-

Maltby Redwood Junior School
Whiston School
Rawmarsh Sandhill Primary
Clifton Performing Arts and Sports Centre
Abbey School

The action being taken on the items requiring attention was noted. An explanation on the absence of a response from Whiston School was provided.

**45. ANNUAL DETERMINATION - THE LOCAL AUTHORITY POST
COMPULSORY EDUCATION AWARDS REGULATIONS 2000**

Further to Minute No. 140 of a meeting of the Cabinet Member, Lifelong Learning, Culture and Leisure held on 20th March, 2007, consideration was given to a report, presented by Alison Leone, Principal Officer – Student Support, which informed that, under the Local Authority (Post-

Compulsory Education Awards) Regulations 2000, Local Authorities were required to make an annual determination on exercising powers to make financial awards to new Higher Education and Further Education students.

Funding was now available to students from a new Standards Fund in the form of Learner Support Funds. Also, since September, 2004, the Education Maintenance Allowance (EMA) had been available to Further Education learners aged 16-19.

Authorities were, however, still required to make an annual determination for each financial year in regard to the revised power conferred in 1998 with three main choices under the regulations:-

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

It was noted that there were no funds allocated under the Standard Spending Assessment (SSA) to make discretionary financial awards to Higher Education and Further Education students.

Discussion ensued on the alternative funding options and levels of support available to students, which satisfied Members.

Resolved:- That the Authority determines not to take up the power in any circumstances and not make provision for considering applications for awards to new Further Education and Higher Education students, and to 16-19 year olds who were still attending school.

46. UPDATED ADMISSIONS POLICY

Consideration was given to a report presented by David Hill, Manager for School Organisation Planning and Development, which set out in detail the updated Admissions Policy for Local Authority School Nurseries or Foundation Stage One Units and the potential for greater flexibility in early years extended provision entitlement.

The report sought approval to:-

- Update the existing policy for admissions to school nurseries/foundation stage one units.
- Agree that schools could offer the current early years entitlement (12.5 hours) more flexibly, on request, where this could be accommodated within existing capacity and resources.

The policy which had been in place for a number of years was detailed in

the report submitted. This was now no longer seen as fit for purpose since it did not sit with recent changes to both the early years entitlement and the distribution of places in Rotherham. Also, it required some change in order to be more closely aligned with the Authority's admissions policy for older children and to reflect some changes which have been brought about by the latest Admissions Code.

The report submitted also highlighted the proposed update to the current policy, which now covered statemented children, gave priority to Looked After Children, included provision for siblings within the criteria and also, at (6) sought to give some priority to those already attending a school's attached children's centre, which, for some children, would provide more continuity than at present.

The Government was committed to increasing the free entitlement for three and four year olds from 12.5 to 15 hours per week, over 38 weeks. Additionally, the entitlement would have to be provided more flexibly, for those parents who wished it, over at least three days of the week. This was likely to come into effect in September, 2010 and it would have ramifications for schools and other providers.

Schools currently provided places for children on either five mornings or five afternoons per week only.

These new flexible arrangements were being tested by twenty pathfinder projects across the country for one year from April, 2007. In the meantime, there had been some interest from parents for schools to provide the current entitlement (12.5 hours) more flexibly.

Discussion ensued on the need for a consistent policy, consultation and monitoring, impact on future intakes and the similarities and comparisons between Rotherham and some of the pathfinder areas in the region.

Resolved:- (1) That the revised admissions policy be received and forwarded to all Primary Schools/Early Years Centres/Nurseries for information and comment.

(2) That a further report be submitted in order to consider any feedback and to approve the revised policy.

(3) That schools be informed that the current early years entitlement (12.5 hours per week) can be offered more flexibly, on request, where this can be accommodated within existing capacity and resources.

(4) That a further report be prepared on the implications for Rotherham in delivering the extended and more flexible early years entitlement from September, 2010.

47. PROPOSAL TO CONSULT ON THE 'AMALGAMATION' OF

RAWMARSH MONKWOOD INFANT AND JUNIOR SCHOOLS

Consideration was given to a report presented by David Hill, Manager for School Organisation Planning and Development, on a proposal to consult on the 'amalgamation' of Rawmarsh Monkwood Infant and Junior Schools by the closure of Rawmarsh Monkwood Infant School and the expansion and a change of age range at Rawmarsh Monkwood Junior School.

Consultation should take place on the 'amalgamation' of Rawmarsh Monkwood Infant and Rawmarsh Monkwood Junior Schools from September, 2008. To do this, the infant school would be closed and the junior school would be expanded and would have its age range changed from 7-11 to 2-11 years. Rawmarsh Monkwood Junior would, therefore, become a 'through' primary school and would accommodate the same number of pupils as were currently accommodated within the two schools.

The new School would have 420 places (R-Y6) with a Nursery unit of up to 52 places (26FTE). The school would have an admission number of 60.

Discussions had taken place with the Head Teacher, Deputy Head Teacher and the Chair of Governors and a further meeting was arranged with the affected Governing Body later this week.

Discussion ensued on the disadvantages of amalgamation and information provided on how these issues would be addressed.

Whilst it was noted that financial savings which arise would be as a result on staffing, mainly from the loss of a Head Teacher's post from the school's budget, the 'Minimum Funding Guarantee' procedures protect the school budget in 2008-09.

Resolved:- That consultation on the proposal to 'amalgamate' Rawmarsh Monkwood Infant and Rawmarsh Monkwood Junior Schools as described above is begun and that a further report be brought to Members with details of the outcome of the consultation.

48. PROPOSAL TO CONSULT ON THE 'AMALGAMATION' OF BROOM VALLEY INFANT AND JUNIOR SCHOOLS

Consideration was given to a report presented by David Hill, Manager for School Organisation Planning and Development, on a proposal to consult on the 'amalgamation' of Broom Valley Infant and Junior Schools by the closure of Broom Valley Infant School and the expansion and a change of age range at Broom Valley Junior School.

It was proposed to consult on the 'amalgamation' of Broom Valley Infant and Broom Valley Junior Schools from September, 2008. To do this, the infant school would be closed and the junior school would be expanded and would have its age range changed from 7-11 to 3-11 years. Broom Valley Junior would, therefore, become a 'through' primary school and would accommodate the same number of pupils as were currently accommodated within the two schools.

The new School would have 420 places (R-Y6) with a Nursery unit of up to 78 places (39FTE). This was the combined numbers of the current two schools. The school would have an admission number of 60.

Whilst it was noted that financial savings on staffing would arise, mainly from the loss of a Head Teacher's post from the school's budget, the 'Minimum Funding Guarantee' procedures protected the school budget in 2008-09 and the school would enjoy additional funding in the first year of the budget because of the saving on the leaving Head Teacher's salary.

Resolved:- That consultation on the proposal to 'amalgamate Broom Valley Infant and Broom Valley Junior Schools as described above is begun and that a further report be submitted to a future meeting with details of the outcome of the consultation.

49. DATE AND TIME OF NEXT MEETING

Resolved:- That the next meeting of the Cabinet Member for Lifelong Learning take place on Tuesday, 18th March, 2008, at 10.30 a.m.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
--

1.	Meeting:	Lifelong Learning Cabinet Member and Advisers
2.	Date:	18th March 2008
3.	Title:	GCSE Examination Results, 2007
4.	Directorate:	Children and Young People's Services

5. Summary:

The purpose of this report is to inform the Cabinet Member for Lifelong Learning of the GCSE examination results for 2007 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.**
- **The Cabinet Member for Lifelong Learning note the improved levels of performance at the end of Key Stage 4.**
- **All schools are encouraged to continue to improve their results, and strive to achieve outcomes at least in line with the national rate of improvement.**
- **The Cabinet Member for Lifelong Learning endorses 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. Key Aspects of Performance

A. Overview

- i. Performance at GCSE 5+A*-C across the LA rose for the fifth consecutive year.
- ii. Although the overall LA improvement was constrained by the unusually large number of students in Special schools, the average GCSE profile across the 16 comprehensive cohorts rose 3.3% on 2006
- iii. On the now critical 5+A*-C including English and Maths indicator, the LA average rose 1.5% against a national average increase of 0.9%.
- iv. Performance at 5+A*-G including English and Maths also rose 1.5% against a national average improvement of 0.2%
- v. 10 of the 16 schools matched Fischer Family Trust "D" measures for progress from KS2-4 and/or KS3-4, ie progress equal to that of the top 25% of students nationally.
- vi. Progress and achievement at 16+ by ethnic minority students is increasingly positive for both boys and girls
- vii. There was important improvement in key core subject departments in the Borough's most vulnerable schools, notably in English

B. Priority areas for action 2007/8

- i. The collaborative programme focussed on 5+A*-G performance led by the Headteacher of Wingfield CS has been sustained for a second year. In 2006/7 it produced significant improvement in the 4 lowest – performing schools
- ii. A parallel initiative focussed on 5+A*-C incl English and Maths led by a Consultant Headteacher is promising significant impact in 2008
- iii. The culture of high expectations now pervasive across the secondary phase is exemplified in the aspirational targets set by schools for 2008 and 2009
- iv. Both schools under Notice to Improve have received positive monitoring visits from HMI and are on track to remove the Notice in the current year

C. Strategic focus of School Effectiveness Service

- i. Targetted support for underachievement is coordinated across the School Effectiveness Service, Consultant Headteachers and the nominated three lead consultancy schools
- ii. The School Improvement Partner (SIP) programme has sharpened school self-evaluation, increased school leadership capacity and toughened the focus on Standards and Achievement. Rotherham's practice is judged to be Outstanding by the National Strategies
- iii. Programmes promoting the development of senior leadership capacity in the secondary Phase are an area of excellence receiving regional and national recognition
- iv. Core subject consultancy demonstrated significant impact in underperforming departments in 2007 and has been further reinforced
- v. Partnership between schools and SES is unprecedentedly close, responsive and productive

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 LA's nationally are the DCFS 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 2004-2007 and not against performance in previous years.

In 2007 a new statistical neighbour model was introduced to replace the models previously used by Ofsted and the Commission for Social Care Inspection (CSCI). The old models both had limitations as they were not designed to meet the needs of the new national and local structures for delivering children's services.

The rationale for the development of a new model was that there should be one set of statistical neighbours for children's services which everyone would use. The LA's designated to have similar characteristics to Rotherham has now changed; therefore, comparisons can not be made to previous years. The current SN group provides a more challenging set of comparators for Rotherham.

A. Overall GCSE Results

Table A1: Overall 5+ A* - C GCSE Results 2003 - 2007

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
2007	54.6	62.0	7.4	57.9	3.3

- The percentage of pupils attending special schools in the 2007 cohort was 2.3% -the largest recent percentage of the total school population.
- The percentage of pupils achieving 5+ GCSEs at the higher grade A*-C has increased from 52.2% in 2006 to 54.6% in 2007, against a national average of 59.2% in 2006 to 62.0% in 2007.
- This is an improvement of 2.4% for Rotherham schools (2006 to 2007), against a national improvement of 2.8%.

Table A2: 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
2007	39.0	46.7	7.7	40.3	1.3

- In 2006 a new performance indicator was included in the performance tables 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.
- In 2007 39.0% of Rotherham pupils achieved 5+A*-C (including English and maths), against a national average of 46.7% and a statistical neighbour average of 40.3%.
- In 2007 Rotherham reduced the gap to national averages and sustained the difference to SNs despite the change in composition of that group
- In 2007:
 - 50.6% of pupils gained A* - C in English (60.0% nationally)
 - 48.1% gained A*-C in mathematics (55.0% nationally) and
 - 39.6% gained A*-C in English **and** mathematics combined (48.0% nationally).

Table A3: 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
2007	89.4	91.7	2.3	91.1	1.7

- The percentage of pupils achieving 5+A*-G grades has increased by 0.8% with a improvement in the national average of 1.2%
- The gap between Rotherham’s 5+A*-G performance and the national performance is 2.3%
- The gap between Rotherham’s 5+A*-G performance and the performance of statistical neighbours is 1.7%

Table A4: 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
2007	87.5	87.9	0.4	88.8	1.3

- 87.5% of Rotherham pupils gained 5+A*-G (including English and mathematics), an increase of 1.5% from 2006.
- This is against a national average of 87.9% which increased by 0.1% from 2006 and the statistical neighbour average of 88.8%.

Table A5: 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
2007	97.0	98.9	1.9	97.6	0.6

- Only 3% of pupils in Rotherham left school in 2007 with no GCSE equivalent passes. The majority of these (2.3%) children were in special schools.

Table A6: Average Point Score (uncapped i.e all subjects taken)

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
APS (Uncapped)					
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
2007	348.4	378.1	29.7	375.2	26.8

- The system for calculating the average point score of pupil's attainment was changed in 2004. Comparisons, therefore, can only be made for 2004-2007 and not against performance in previous years.
- The average (uncapped) point score for pupils in Rotherham is 348.4, an increase of 10.6 in 2007. This is 29.7 points below the national average and 26.8 points below the average for our statistical neighbours.

Table A7: Average Point Score (capped – i.e. results of the best 8 subjects taken)

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
APS (capped)					
2004	263.0	282.3	19.3	266.4	3.4
2005	270.6	291.8	21.2	273.9	3.3
2006	274.4	296.0	21.6	279.3	4.9
2007	281.5	303.1	21.6	290.2	8.7

- The capped average points score is calculated, at the best 8 GCSEs or equivalent.
- The average (capped) point score for pupils in Rotherham is 281.5, an increase of 7.1 in 2007. This is 21.6 points below the national average and 8.7 points below the average for our statistical neighbours.

B. Progress from Key Stage 2 to Key Stage 4 and Key Stage 3 to 4 (GCSE)

The system used by most schools, LAs and the DCSF 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 - estimate 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 - estimate 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 terms of value-added
- In 2007, 10 of the 16 secondary schools showed progress from Key Stage 2 to Key Stage 4 in line with or better than the 5+A*-C FFT D estimates.
 - In 2007, 10 of the 16 secondary schools showed progress from Key Stage 3 to Key Stage 4 in line with or better than the 5+A*-C FFT D estimates.

C. 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. 10 secondary schools improved their 5+A*-C results in 2007 with three schools showing significantly improved results of 11% and over. 10 secondary schools improved their 5+A*-C (including English and Mathematics) results in 2007 with two schools showing significantly improved results of 12% 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 nationally using the estimates provided by the Fischer Family Trust data information system.

D. Local Authority Results (against number of entries)

The entries for the range of courses that were available within Rotherham schools in 2007 are as follows:

- 24,999 entries for 50 GCSE full courses
- 2,716 entries for 7 GCSE short courses
- 393 entries for GNVQ foundation and intermediate courses
- 1250 entries for Vocational GCSE courses
- 2622 entries for Basic Skills, ELQ Bands, Key Skills and VRQ Levels

Table D1: The number of entries per pupil (GCSE full courses)

Year	2000	2001	2002	2003	2004	2005	2006	2007
Cohort	3294	3566	3548	3620	3666	3599	3735	3803
Entries	27,144	30,205	28,738	28,989	28,739	27,626	27,715	27,122
Entries per pupil	7.6	8.4	8.0	8.0	7.8	8.0	7.4	7.1

- In 2007 the pass rate, against entries was:
 - 97.9% for full courses
 - 94.3% for short courses
 - 91.1% for GNVQ courses
 - 98.4% for Vocational GCSEs.
- The average number of entries per pupil was 7.1.

E. Vulnerable Groups

(i) Gender

Table E1: Gap between Girls' and Boys' Performance at 5+A*-C from 2004 - 2007

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
2007	48.8	57.7	60.5	66.4	11.7	8.7

- The gap between the performance of girls and boys at 5+A*-C has decreased in 2007 by 4.3%; this is due to an increase in boys' performance by 4.5% sustaining the improvement at GCSE over 4 years. Girls' performance improved only slightly between 2006/2007
- The gap in national performance between girls and boys is 8.7%, with a slight decrease of 0.7% from 2006.
- The gap nationally has reduced slightly each year.

Table E2: Analysis of Performance by Gender - 5+A*-C grades (including English and mathematics) (against cohort)

5+A*-C	Boys		Girls		Difference	
	LA	Nat	LA	Nat	LA	Nat
2005	30.7	40.7	42.3	49.1	11.6	8.4
2006	31.1	41.6	44.2	50.2	13.1	8.6
2007	32.7	42.4	45.5	51.2	12.8	8.8

- The gap between the performance of girls and boys at 5+A*-C (including English and maths) is 12.8% with a slight decrease of 0.3%.
- The gap in national performance between girls and boys is 8.8%, with a slight increase of 0.2%.

Table E3: Gap between Girls' and Boys' Performance in English from 2004 - 2007

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
2007	40.9	53.0	60.6	68.0	19.7	15.0

- The improvement in the performance of boys in English A*-C, is 2.9% from 2006 to 2007
- The increase in the percentage of Rotherham girls achieving A*-C in English from 2004 to 2006, is higher than the national rate of increase over this period.
- The gap between the performance of girls and boys at A*-C, in English, has decreased by 4.3% in 2007.
- The gap in the performance of boys and girls nationally, in English, has remained relatively static.

Table E4: Gap between Girls' and Boys' Performance in Mathematics from 2004 - 2007

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
2007	46.9	53.0	49.6	56.0	2.7	3.0

- The increase in the percentage of Rotherham boys achieving A*-C in mathematics, from 2004 to 2007, is 6.0% compared with a national boys increase of 7.3%.
- The increase in the percentage of Rotherham girls achieving A*-C in mathematics, from 2004 to 2007, is 7.3% compared with a national girls increase of 7.5%.
- The gap between the performance of girls and boys at A*-C, in mathematics, has decreased by 2.3% in 2007.
- The gap in performance of boys and girls nationally, in mathematics, has remained relatively static.

(ii) Looked After Children**Table E5: Percentage of Looked After Children (LAC) achieving 5+ GCSEs (or equivalent) at grade A*-G (2003- 2007)**

	2003	2004	2005	2006	2007
Rotherham %	52	28	29	50	26
Rotherham LAC Cohort No.	25	25	30	30	23
National %	36.8	39.4	40.7	NA	NA

Table E6: Percentage of Looked After Children achieving 1+ GCSEs (or equivalent) at grade A*-G 2003-2007

	2003	2004	2005	2006	2007
Rotherham %	72	40	65	70	61
Rotherham LAC Cohort No.	25	25	30	30	23
National %	52.9	56.1	60.2	43	44

- 8 LAC pupils attended special schools in the 2007 cohort.
- Care should be taken in comparing small numbers of pupils year on year.

iii) Performance by Ethnicity (mainstream schools)

Table E7: Performance by Ethnicity 2004 – 2007 (All pupils)

		Number in Group	3+ A* to A	5+ A* to C Inc Eng & Maths	5+ A* to C	5+ A* to G
2004	BME	238	10.4%	31.7%	47.1%	91.3%
	WBRI	3397	12.3%	33.6%	46.0%	89.5%
	ALL	3635	12.2%	33.5%	46.1%	89.6%
2005	BME	210	11.9%	31.9%	48.1%	90.5%
	WBRI	3355	13.3%	37.2%	50.1%	89.0%
	ALL	3565	13.2%	36.9%	50.0%	89.1%
2006	BME	250	15.5%	36.1%	51.2%	88.1%
	WBRI	3480	14.8%	38.3%	52.9%	89.7%
	ALL	3730	14.9%	38.1%	52.8%	89.6%
2007	BME	273	16.8%	39.9%	55.3%	93.0%
	WBRI	3427	14.5%	39.8%	55.4%	90.4%
	ALL	3700	14.7%	39.8%	55.4%	90.6%

(BME) Black and Minority Ethnic background

(WBRI) White British background

- The percentage of BME pupils has increased slightly from 2004 (6.5%) to 2007 (7.3%).
- The percentage of BME pupils achieving 3 or more GCSEs at grades A* or A, in 2006 and 2007, was higher than the percentage of WBR pupils. This is due largely to the marked improvement in the achievement of BME boys.
- The percentage of BME pupils achieving 5+A*-G BME was higher than the percentage of WBRI pupils by 2.6% in 2007.
- There was little difference between the performance of BME pupils and WBRI pupils in the percentage achieving 5+A*-C and 5+ A*-C (inc English and maths) in 2007.

Table E8: Performance by Ethnicity 2004 – 2007 (Girls)

		Number in Group	3+ A* to A	5+ A* to C Inc Eng & Maths	5+ A* to C	5+ A* to G
2004	BME	117	15.4%	38.5%	52.1%	94.9%
	WBRI	1701	13.6%	37.3%	49.7%	91.8%
	ALL	1818	13.8%	37.3%	49.9%	92.0%
2005	BME	104	12.5%	35.6%	48.1%	93.3%
	WBRI	1670	16.6%	43.0%	56.8%	92.0%
	ALL	1774	16.4%	42.6%	56.3%	92.1%

2006	BME	121	14.9%	43.8%	62.0%	95.9%
	WBRI	1736	18.5%	44.6%	60.7%	93.4%
	ALL	1857	18.3%	44.5%	60.7%	93.5%
2007	BME	133	17.3%	47.4%	62.4%	95.5%
	WBRI	1712	18.9%	46.0%	60.9%	92.9%
	ALL	1845	18.8%	46.1%	61.0%	93.1%

- The performance of BME girls achieving 3+A* or A, is still slightly below WBRI girls, although the gap has narrowed from 2006.
- In 2007 BME girls out-performed WBRI girls achieving 5+A*-C including English and maths, 5+ A* - C and 5+ A* - G achievement

Table E9: Performance by Ethnicity 2004 – 2007 (Boys)

		Number in Group	3+ A* to A	5+ A* to C Inc Eng & Maths	5+ A* to C	5+ A* to G
2004	BME	121	5.8%	25.6%	43.0%	89.3%
	WBRI	1696	10.9%	30.0%	42.3%	87.1%
	ALL	1817	10.6%	29.7%	42.3%	87.3%
2005	BME	106	11.3%	28.3%	48.1%	87.7%
	WBRI	1685	10.0%	31.3%	43.3%	85.8%
	ALL	1791	10.1%	31.2%	43.6%	85.9%
2006	BME	129	16.3%	29.5%	41.9%	82.2%
	WBRI	1744	11.2%	32.2%	45.5%	86.5%
	ALL	1873	11.5%	32.0%	45.3%	86.2%
2007	BME	140	16.4%	32.9%	48.6%	90.7%
	WBRI	1716	10.1%	33.6%	49.9%	87.8%
	ALL	1856	10.6%	33.6%	49.8%	88.0%

- In 2006 and 2007 BME boys significantly outperformed WBRI boys achieving 3+A* or A
- At 5+A*-C (including English and maths) the gap between BME boys and WBRI boys has narrowed from 4.4% in 2004 to 0.7% in 2007

F. Contextual Value Added (CVA)

In the autumn term of 2005, OFSTED introduced a new Performance and Assessment (PANDA) report, this has recently been replaced by RAISEonline (Reporting and Analysis for Improvement through School Self-Evaluation) a web-based interactive tool. 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.

The RAISE report uses a CVA model that OFSTED and the DCSF have worked together to derive. This involves looking at the progress observed amongst all pupils nationally in each year according to a wide range of contextual characteristics. The main factors in the models include:

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

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

The following tables provide a summary of the performance in Rotherham Key Stage 2-4 and Key Stage 3-4. This includes the overall CVA measure for each school, and core subject CVA scores relative to the national mean of 1000. Where the school value differs significantly from corresponding national value, sig+ or sig- is shown.

a) Key Stage 2-4

The total number of secondary schools in 2005 was 17. This reduced to 16 in 2006

Table F1: Overall CVA – Number of schools designated in each category

	2005	2006	2007
Significance -	6	4	2
Significance - and declining	0	0	2
Significance - and improving	0	0	2
Significance +	3	5	1
Significance + and improving	1	0	0
Significance + and declining	0	0	0
No significance	6	7	9

Minus sign (-) means below national average

Plus sign (+) means above national average

- The overall profile of Rotherham schools from Key Stage 2 to Key Stage 4 has moved closer to the national CVA profile with the majority of schools in 2007 (9) being in line with the national profile.
- 6 schools were significantly below the national profile
- 1 school was significantly above the national profile

Table F2: Number of schools designated in each category for English CVA

	2005	2006	2007
Significance -	4	4	1
Significance - and declining	7	2	1
Significance - and improving	0	1	1
Significance +	1	2	2
Significance + and improving	1	1	0
Significance + and declining	0	0	0
No significance	3	6	11

Minus sign (-) means below national average

Plus sign (+) means above national average

- The English profile of Rotherham secondary schools has also moved closer to the national profile in 2007 with 11 schools being in line with the national profile.
- 3 schools were significantly below the national profile
- 2 school were above the national profile

Table F3: Number of schools designated in each category for Mathematics CVA

	2005	2006	2007
Significance -	2	2	1
Significance - and declining	3	3	3
Significance - and improving	0	1	1
Significance +	3	4	2
Significance + and improving	0	1	1
Significance + and declining	0	0	0
No significance	8	5	8

Minus sign (-) means below national average

Plus sign (+) means above national average

- The mathematics profile of Rotherham secondary schools has improved slightly on 2005 figures with 8 out of 16 schools in 2007 being in line with the national profile compared with 8 out of 17 in 2005
- 5 schools were sig. below and 3 school were sig. above the national profile

b) Key Stage 3 - 4

Table F4: Overall CVA – Number of schools designated in each category

	2005	2006	2007
Significance -	4	1	1
Significance - and declining	1	0	3
Significance - and improving	0	0	0
Significance +	4	5	2
Significance + and improving	2	2	1
Significance + and declining	0	0	0
No significance	5	8	9

Minus sign (-) means below national average

Plus sign (+) means above national average

- The overall profile of Rotherham schools from Key Stage 3 to Key Stage 4 has moved closer to the national CVA profile with the majority of schools in 2007 (9) being in line with the national profile.
- 4 schools were significantly below the national profile
- 2 school was significantly above the national profile

Table F5: Number of schools designated in each category for English CVA

	2005	2006	2007
Significance -	4	5	1
Significance - and declining	4	1	1
Significance - and improving	2	0	0
Significance +	1	1	2
Significance + and improving	0	4	3
Significance + and declining	0	0	0
No significance	5	5	9

Minus sign (-) means below national average

Plus sign (+) means above national average

- The English profile of Rotherham secondary schools has also moved closer to the national profile in 2007 with 9 schools being in line with the national profile.
- 2 schools were significantly below the national profile
- 5 school were above the national profile

Table F6: Number of schools designated in each category for mathematics CVA

	2005	2006	2007
Significance -	2	1	1
Significance - and declining	2	3	1
Significance - and improving	0	0	0
Significance +	3	3	3
Significance + and improving	2	2	2
Significance + and declining	0	1	0
No significance	7	6	9

Minus sign (-) means below national average

Plus sign (+) means above national average

- The mathematics profile of Rotherham secondary schools has also moved closer to the national profile in 2007 with 9 schools being in line with the national profile.
- 2 schools were significantly below the national profile
- 5 school were above the national profile

G. 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 2007

A (ii) Rotherham 5+A*-C results compared with Statistical Neighbour and National averages 2004-2007

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 2004-2007 and 5+A*-C including English and mathematics 2007 calculated against the Year 11 Cohort

B (ii) Progress from 2004-2007 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, DCFS grant through the Standards Fund and income.

Schools also receive additional funding, through Standards Fund, to address the national strategies agenda to 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 will limit the economic prospects of the young people and 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 2004 - Report to Education Cabinet 2005.

GCSE Examination Results 2005 - Report to Education Cabinet 2006.

GCSE Examination Results 2006 - Report to Education Cabinet 2007.

Contact Name:

David Light
Head of School Effectiveness

T: 01709 82555

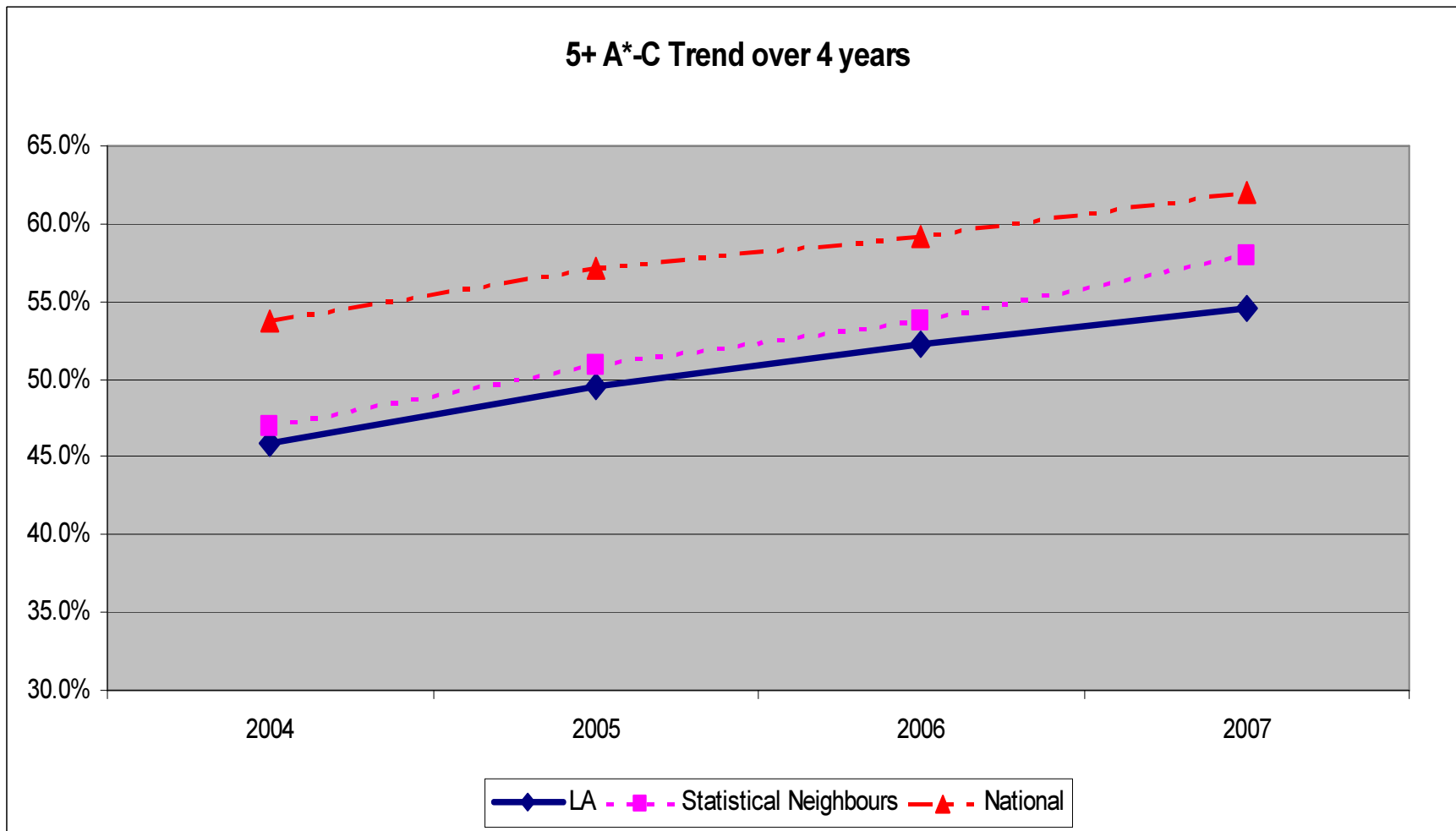
E: david.light@rotherham.gov.uk

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

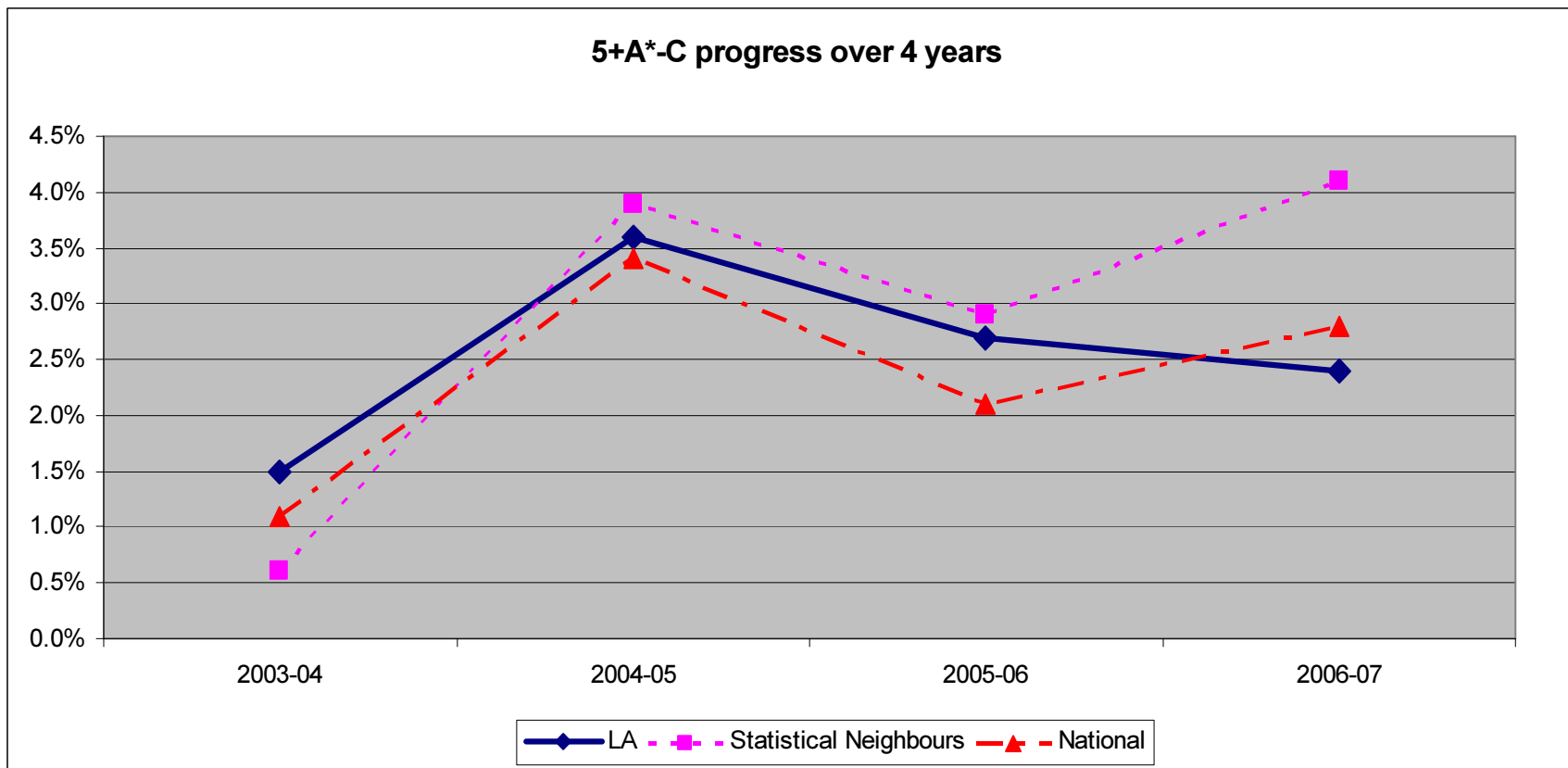
A (i) Rotherham LA, National and Statistical Neighbour Averages 2007

	Number of students at the end of Key Stage 4	Results of Key Stage 4 students							APS
		% of students achieving							
		5 or more grades A*-C including English and maths GCSEs	Level 2 in functional English and maths	Level 1 in functional English and maths	Level 2 (5 or more grades A*-C)	Level 1 (5 or more grades A*-G)	2 grades A*-C which cover the Key Stage 4 science programme of study	at least one qualification	
LA Average		39.0%	43.2%	91.5%	54.6%	89.4%	41.5%	97.0%	348.4
England Average		46.7%	50.3%	90.8%	62.0%	91.7%	50.3%	98.9%	378.1
Aston Comprehensive School	320	51%	56%	97%	66%	97%	41%	100%	358.1
Brinsworth Comprehensive School	256	45%	47%	98%	58%	95%	50%	99%	342.3
Clifton: A Community Arts School	247	26%	27%	94%	41%	90%	28%	99%	302.1
Dinnington Comprehensive School	259	37%	43%	92%	54%	87%	45%	97%	337.5
Maltby Comprehensive School	239	30%	48%	93%	46%	89%	28%	98%	330.5
Oakwood Technology College	218	44%	44%	90%	57%	91%	44%	95%	367.3
Rawmarsh Community School	238	36%	46%	97%	48%	89%	40%	100%	356.7
Saint Pius Catholic High School	138	39%	41%	96%	58%	92%	41%	99%	363.5
St Bernard's Catholic High School	130	58%	60%	95%	74%	92%	68%	98%	353.3
Swinton Community School	208	27%	31%	90%	51%	86%	24%	95%	350.3
Thrybergh Comprehensive School	127	24%	24%	84%	50%	87%	54%	98%	333.4
Wales High School	251	43%	45%	92%	64%	92%	47%	98%	372.9
Wath Comprehensive School: A Language College	284	38%	46%	95%	50%	87%	37%	97%	362.8
Wickersley School and Sports College	300	55%	55%	95%	74%	97%	68%	99%	455.5
Wingfield School	171	32%	36%	98%	47%	99%	16%	100%	326
Winterhill School	322	43%	44%	88%	54%	91%	47%	97%	344.6

A (ii) Rotherham 5+A*-C results compared with Statistical Neighbour and National Averages 2004-2007



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

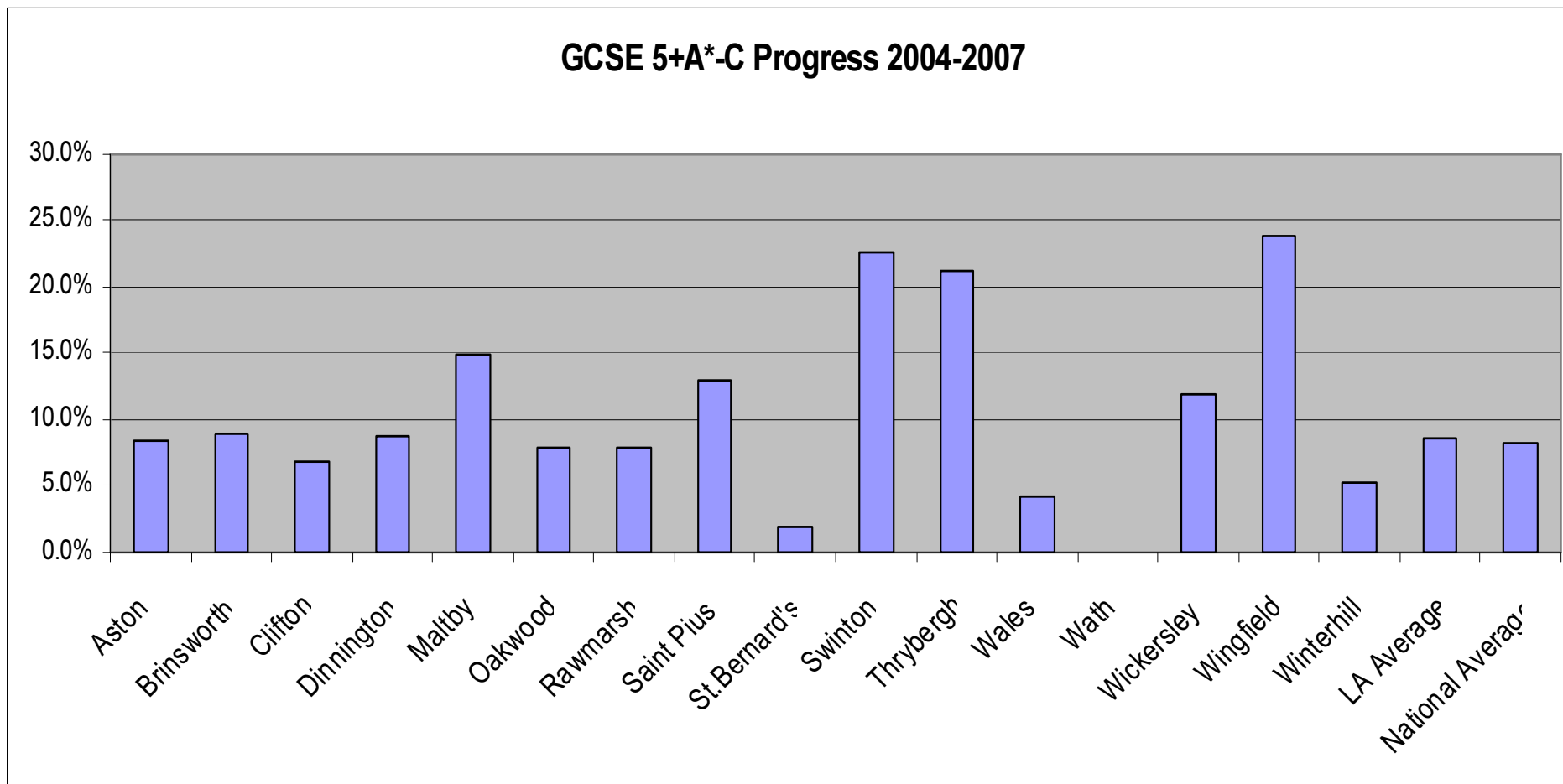


Appendix B Schools Results

B (i) Percentage of Pupils achieving 5+A*-C 2004-2007 and 5+A*-C including English and mathematics 2006-2007 calculated against the Year 11 Cohort

GCSE results	2004	2005	2006	2007	2006 (inc En & Ma)	2007 (inc En & Ma)	Progress 2004-2007
LA average	45.9%	49.5%	52.2%	54.6%	37.5%	39.0%	8.6%
National average	53.7%	57.1%	59.2%	62.0%	45.8%	46.7%	8.3%
Aston	57.5%	56.8 %	54.1%	66.0%	39%	51.0%	8.5%
Brinsworth	49.1%	57.7 %	58.1%	58.0%	42%	45.0%	8.9%
Clifton	34.2%	45.0%	40.0%	41.0%	26%	26.0%	6.8%
Dinnington	45.2%	45.4%	43.2%	54.0%	32%	37.0%	8.8%
Maltby	31.1%	33.1%	39.0%	46.0%	30%	30.0%	14.9%
Oakwood	49.1%	50.7%	58.0%	57.0%	45%	44.0%	7.9%
Rawmarsh	40.1%	45.4%	51.0%	48.0%	29%	36.0%	7.9%
Saint Pius	45.0%	46.9%	59.3%	58.0%	47%	39.0%	13.0%
St Bernard's	72.0%	65.7%	76.0%	74.0%	56%	58.0%	2.0%
Swinton	28.4%	47.8%	53.0%	51.0%	34%	27.0%	22.6%
Thrybergh	28.8%	24.4%	39.0%	50.0%	12%	24.0%	21.2%
Wales	59.8%	57.5%	67.0%	64.0%	49%	43.0%	4.2%
Wath	50.0%	47.0%	54.0%	50.0%	40%	38.0%	0.0%
Wickersley	62.1%	71.2%	68.0%	74.0%	56%	55.0%	11.9%
Wingfield	23.1%	44.1%	44.0%	47.0%	30%	32.0%	23.9%
Winterhill	N/A	48.8%	53.0%	54.0%	39%	43.0%	5.2%

B (ii) Progress from 2004-2007 in the percentage of pupils achieving 5+A*-C calculated against the Year 11 Cohort



ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
--

1.	Meeting:	Lifelong Learning Cabinet Member and Advisers
2.	Date:	18th March 2008
3.	Title:	Key Stage 1 Assessment results: Summer 2007
4.	Directorate:	Children and Young People's Services

5. Summary:

The purpose of this report is to inform Members of the performance of Rotherham children at the end of Key Stage 1, in 2007.

6. Recommendations:

- **That the report be received.**
- **That Members note the improvements in the Key stage 1 profile and also the declines, when compared to the national trend**
- **That Members endorse 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 Members endorse the drive to improve standards, particularly in Reading, throughout this key stage together with the attainment of boys and other vulnerable and underachieving groups.**
- **That the report be presented to Children and Young People's 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). At the end of Key Stage 1 (age 7) children undertake a formal assessment, informed by Statutory Assessment Tasks (SATs) which, from 2005, have been reported as teacher assessment.

a) Overall Results for Key Stage 1

Table 1 below shows the percentage of pupils achieving the nationally reported level of Level 2 and above from 2004 to 2007. However, it is valuable to focus on Level 2B and above as this is considered to be the critical level for on-going, average achievement in other key stages. From 2005 the results were based on Teacher Assessment

Table 1:

Subject	2004	2005 TA	2006 TA	2007 TA	Diff 06-07	2007 National (% change)	Diff between Rotherham and National
En2: L2+	81%	82%	80%	80%	0%	84% (0%)	-4%
En2: L2B+	67%	70%	66%	67%	+1%	71% (0%)	-4%
En2: L3+	27%	26%	24%	25%	+1%	26% (0%)	-1%
En3: L2+	79%	81%	80%	78%	-2%	80% (-1%)	-2%
En3: L2B+	60%	62%	60%	57%	-3%	59% (-1%)	-2%
En3: L3+	15%	16%	13%	13%	0%	14% (-1%)	-1%
Ma: L2+	89%	89%	88%	88%	0%	90% (0%)	-2%
Ma: L2B+	75%	74%	70%	72%	+2%	74% (+1%)	-2%
Ma: L3+	28%	23%	21%	23%	+2%	22% (+1%)	+1%
Sc: L2+	88%	88%	87%	87%	0%	89% (0%)	-2%
Sc: L3+	26%	27%	26%	24%	-2%	23% (-1%)	+1%

Attainment at the end of KS1 has remained broadly static over the last 4 years, reporting standards below the national averages in all aspects except L3+ mathematics and science, which are slightly above. There has been some variability between subjects and levels over the period 2004 to 2007, however gains and declines have, in the majority of instances, followed the national trend. The exception has been in reading, which remains the furthest distance from the national (Average Point Score [APS]), but 2007 results at L2B+ were slightly above the national (+1%).

From a closer comparison with national averages at L2B+ in writing and mathematics in 2004, Rotherham standards are now below, although improvements in 2007 in mathematics at this level exceeded the national trend by 1%.

L3+ standards compare most positively with the national profile and that of statistical neighbours. The proportion of pupils working below L2+ is of concern to the LA, most particularly relating to boys' attainment at level 1.

Both Rotherham's and the national results showed a varying trend of improvement in 2007. Rotherham reported greater gains than the national at L2B+ and L3+ in both reading and mathematics. However the declines in Rotherham were more marked at L2+ and L2B+ in writing and L3+ in science than nationally.

Results for Vulnerable Groups

Appendix 1 and 2 show the Key Stage 1 results for those groups of pupils identified, in Rotherham as being vulnerable and/or likely to underachieve.

Gender

In reading and writing the difference in performance between girls and boys remains a significant issue both locally and nationally. The reduced gap between girls and boys performance in 2006 has not been maintained and in 2007 gender differences returned to being more in line with those reported in previous years. Girls attained more strongly in 2007 than in 2006 in all areas except L2B+ writing, while boys reported slight declines from 2006 in all areas except L2B+ mathematics where a slight improvement was noted. The gender differences in Rotherham exceed those nationally in both reading and writing at all levels while mathematics is more in line with the national and does not reflect the same significance.

Ethnicity

White British (WB) pupils continue to perform higher than pupils from Black and Minority Ethnic backgrounds (BME).

The improvement in reading at L2+, reported for BME pupils in 2006 has not been maintained in 2007, while WB pupils made slight gains. However, further improvements were made at L3+ by both groups in reading and that made by BME pupils (+3.7%) exceeded that of WB pupils (+0.5%) and therefore continued to reduce the difference in performance between the two groups at this higher level (8%). Improvements by girls contributed to this more positive profile.

Both groups reported further declines in writing at L2+, and although BME boys did report gains (+2.4%) in 2007, the overall decline for BME pupils overall was more marked than that of WB pupils. However good improvements were made by BME pupils (+2.8%) at the higher level of 3+ compared to a slight decline by WB pupils. The gains, made by BME girls (+8%), were significant and contributed to performance that exceeded that of WB girls for the first time. The overall performance of both groups in 2007 at L3+ in writing was similar.

The overall performance of BME pupils in mathematics at both levels declined in 2007, compared to slight improvements by WB pupils.

Actions taken

- 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
- All Headteachers have been informed of the ongoing low profile in reading and the high proportion of pupils failing to reach L2+ in reading, writing and mathematics
- A rigorous programme of training for all KS1 providers was undertaken in the summer term 2007, in the teaching of phonics, following the recommendations from the Rose Review
- The inclusion of a focus on Key Stage 1 standards and achievement in schools involved in the Intensifying Support Programme

Further actions to be taken

- Primary School Improvement Partners (SIPs) have been alerted to the above priorities for KS1 and will challenge instances of underperformance in each of the areas where appropriate.
- The School Effectiveness Service (SES) will use an unprecedented evidence base to broker and commission support across the school system.
- A rigorous and extensive programme of centrally led training in the National Primary Strategy Renewed Frameworks is being undertaken
- 2 of the 10 Lead Partner Schools are highly effective Infant Schools and are linked to 4 Primary Schools that cater for the 3 to 11 age range.
- 3 highly effective Infant Schools with high standards in reading have linked to create Lead Learning Centres for Reading at KS1.
- SES has developed an electronic programme on “Target Getting”, drawing together locally and nationally developed materials to support teaching and learning across all key stages in the primary phase.
- A new Adviser for Assessment has been appointed. She has a strong background in securing effective Assessment for Learning (AfL) practices at school and LA level. AfL will be a key element of all training and support provided.
- A programme of inspirational speakers has been confirmed for Headteacher Meetings during 2007/08 with a specific focus on “The Leadership of Learning”

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 Effectiveness Service.

9. Risks and Uncertainties:

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

- Declining and lower standards at the end of KS2
- 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 DCSF 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:

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

Key Stage 1 Assessment results: Summer 2006 – Report to Cabinet – 2007

Contact Name:

Helen Rogers,
Assistant Head of School Effectiveness

T: ext 2591

E: helen.rogers@rotherham.gov.uk

Appendix 1

Performance of Boys and Girls 2004 - 2007 (Gender)

Reading L2+	2004	2005	2006	2007
Rotherham Boys	76.1%	76.0%	75.8%	74.2%
Rotherham Girls	85.3%	88.8%	84.5%	85.3%
National Boys	81.0%	81.0%	80.0%	80.0%
National Girls	89.0%	89.0%	89.0%	88.0%
G-B Diff Rotherham	9.2%	12.8%	8.7%	11.1%
G-B Diff National	8.0%	8.0%	9.0%	8.0%

Reading LB+	2004	2005	2006	2007
Rotherham Boys	61.1%	62.7%	61.2%	60.3%
Rotherham Girls	74.1%	77.1%	70.9%	74.0%
National Boys	65.0%	67.0%	66.0%	66.0%
National Girls	76.0%	78.0%	77.0%	77.0%
G-B Diff Rotherham	13.0%	14.4%	9.7%	13.7%
G-B Diff National	11.0%	11.0%	11.0%	11.0%

Reading L3	2004	2005	2006	2007
Rotherham Boys	22.0%	20.2%	20.4%	19.8%
Rotherham Girls	32.1%	31.7%	27.9%	30.9%
National Boys	24.0%	22.0%	21.0%	22.0%
National Girls	33.0%	32.0%	30.0%	30.0%
G-B Diff Rotherham	10.1%	11.5%	7.5%	11.1%
G-B Diff National	9.0%	10.0%	9.0%	8.0%

Writing L2+	2004	2005	2006	2007
Rotherham Boys	72.8%	75.3%	74.7%	71.0%
Rotherham Girls	85.9%	87.5%	84.7%	85.1%
National Boys	76.0%	77.0%	76.0%	75.0%
National Girls	87.0%	88.0%	87.0%	86.0%
G-B Diff Rotherham	13.1%	12.2%	10.0%	14.1%
G-B Diff National	11.0%	11.0%	11.0%	11.0%

Writing L2B+	2004	2005	2006	2007
Rotherham Boys	51.3%	51.9%	51.5%	48.2%
Rotherham Girls	70.0%	72.6%	67.2%	66.1%
National Boys	53.0%	54.0%	52.0%	51.0%
National Girls	70.0%	70.0%	69.0%	67.0%
G-B Diff Rotherham	18.7%	20.7%	15.7%	17.9%
G-B Diff National	17.0%	16.0%	17.0%	16.0%

Writing L3	2004	2005	2006	2007
Rotherham Boys	10.1%	10.7%	8.9%	7.5%
Rotherham Girls	20.8%	20.8%	17.3%	17.7%
National Boys	11.0%	10.0%	9.0%	9.0%
National Girls	21.0%	20.0%	19.0%	17.0%
G-B Diff Rotherham	10.7%	10.1%	8.4%	10.2%
G-B Diff National	10.0%	10.0%	10.0%	8.0%

Maths L2+	2004	2005	2006	2007
Rotherham Boys	87.0%	87.6%	87.0%	86.0%
Rotherham Girls	90.8%	91.2%	88.7%	89.8%
National Boys	89.0%	90.0%	89.0%	88.0%
National Girls	92.0%	92.0%	92.0%	91.0%
G-B Diff Rotherham	3.8%	3.6%	1.7%	3.8%
G-B Diff National	3.0%	2.0%	3.0%	3.0%

Maths LB+	2004	2005	2006	2007
Rotherham Boys	71.8%	71.3%	69.6%	70.1%
Rotherham Girls	77.4%	75.8%	69.4%	74.1%
National Boys	74.0%	73.0%	72.0%	73.0%
National Girls	76.0%	75.0%	74.0%	75.0%
G-B Diff Rotherham	5.6%	4.5%	-0.2%	4.0%
G-B Diff National	2.0%	2.0%	2.0%	2.0%

Maths L3	2004	2005	2006	2007
Rotherham Boys	29.3%	23.5%	24.1%	23.0%
Rotherham Girls	26.3%	21.4%	18.8%	22.5%
National Boys	31.0%	25.0%	24.0%	24.0%
National Girls	25.0%	20.0%	19.0%	20.0%
G-B Diff Rotherham	-3.0%	-2.1%	-5.3%	-0.5%
G-B Diff National	-6.0%	-5.0%	-5.0%	-4.0%

Appendix 2
Ethnicity 2005 - 2007

(i) Reading

Boys	2005		2006		2007	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
BME *	65.9	8.5	67.9	14.3	63.8	10.1
White British	76.9	21.2	76.6	21.0	75.4	21
Difference	11	12.7	8.7	6.7	11.6	10.9

Girls	2005		2006		2007	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
BME *	81.4	18.0	81.9	15	72.1	25.6
White British	89.6	33.3	84.8	29.4	87.1	31.7
Difference	8.2	15.3	2.9	14.4	15	6.1

Overall	2005		2006		2007	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
BME *	74.5	13.8	75.6	14.7	68.2	18.4
White British	83.1	27.1	80.8	25.3	81.3	26.4
Difference	8.6	13.3	5.2	10.6	13.1	8

(ii) Writing

Boys	2005		2006		2007	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
BME *	67.4	6.2	64.7	6.5	69.1	3.4
White British	76	11	75.7	9.2	71.5	8
Difference	8.6	4.8	11	2.7	2.4	4.6

Girls	2005		2006		2007	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
BME *	80.1	11.8	80.7	10.6	72.2	18.6
White British	88.4	21.9	85.2	18.1	86.8	17.6
Difference	8.3	10.1	4.5	7.5	14.6	-1

Overall	2005		2006		2007	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
BME *	74.5	9.3	73.6	8.7	70.4	11.5
White British	82	16.3	80.6	13.7	79.2	12.9
Difference	7.5	7	7	5	8.8	1.4

(iii) Maths

Boys	2005		2006		2007	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
BME *	86	14.7	81.3	15.1	81.9	14.8
White British	87.7	24.2	87.7	25	86.6	24
Difference	1.7	9.5	6.4	9.9	4.7	9.2

Girls	2005		2006		2007	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
BME *	84.5	9.9	86.9	13.1	77.3	11
White British	92	22.8	88.9	19.4	91.5	24.1
Difference	7.5	12.9	2	6.3	14.2	13.1

Overall	2005		2006		2007	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
BME *	85.2	12.1	84.3	14	79.4	12.8
White British	89.8	23.5	88.3	22.2	89.1	24
Difference	4.6	11.4	4	8.2	9.7	11.2

* *Black and Minority Ethnic background*

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
--

1.	Meeting:	Lifelong Learning Cabinet Member and Advisers
2.	Date:	18th March 2008
3.	Title:	Summer 2007 Key Stage 2 Assessment Results
4.	Directorate:	Children & Young People's Services

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 2007.

6. Recommendations:

- That the report be received.
- That Members note the improvements in performance in Key Stage 2, most particularly when compared to those reported nationally
- That Members support 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 Members endorse the 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
- That the report be presented to Children and Young People's 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). 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 2002.

Table 1:

SUBJECT	2002	2003	2004	2005	2006	2007	Diff 06-07	2007 National (%change)	Diff in R'ham and National
PERCENTAGE L4+									
English SAT	70%	70%	73%	77%	73%	76.0%	3.0%	80% (+1%)	-4%
Reading SAT	76%	76%	79%	82%	78%	80.0%	2.0%	84% (+1%)	-4%
Writing SAT	55%	57%	59%	62%	61%	63.0%	2.0%	67% (0%)	-4%
Mathematics SAT	73%	69%	71%	74%	71%	72.0%	1.0%	77% (+1%)	-5%
Science SAT	86%	85%	84%	86%	82%	84.0%	2.0%	88% (+1%)	-4%
PERCENTAGE L5									
English SAT	22%	21%	21%	24%	25%	26.0%	1.0%	34% (+2%)	-8%
Reading SAT	31%	34%	34%	37%	39%	39.0%	0.0%	48% (+1%)	-9%
Writing SAT	14%	13%	13%	14%	13%	15.0%	2.0%	19% (+1%)	-4%
Mathematics SAT	25%	25%	27%	29%	28%	26.0%	-2.0%	32% (-1%)	-6%
Science SAT	36%	37%	41%	44%	39%	40.0%	1.0%	46% (0%)	-6%

Rotherham's improvements at L4+ in 2007 exceeded those nationally in all areas, except mathematics which was in line, and regained some of the ground lost in 2006. This improvement was most significant in English. The gains made at L5+ were less successful, with only writing and science at this higher level reporting improvements above the national.

The 2007 Key Stage 2 Level 4+ results were encouraging, most particularly following the declines reported in 2006, but they did not match the school's aggregated target of 79% for both English and mathematics at this level, for this cohort. While only writing matched the high performance reported in 2005, all L4+ outcomes were above those reported in 2004. The gap in performance between Rotherham and those nationally was 4% in all subjects/aspects except mathematics, which reported a distance of 5%. Matching at least national averages at this level remains a priority for Rotherham.

The higher performance at Level 5+ did reflect some gains from 2006 (English, writing and science), but mathematics at this level once again reported a decline. All aspects of English at L5+ present an improving trend over the last 4 years, with 2007 results reflecting the highest outcomes to date. L5+ attainment remains some distance from those reported nationally. (English -8%, Reading -9%, Writing -4%,

Mathematics -6% and Science -6%). Improving performance at this higher level is a particular focus for 2007/08.

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)

English L4+	2004	2005	2006	2007
LA Boys	67.3%	71.3%	67.3%	70.0%
LA Girls	78.3%	81.1%	80.1%	82.0%
National Boys	72.0%	74.0%	74.0%	76.0%
National Girls	83.0%	84.0%	85.0%	85.0%
G-B LA	11.0%	9.8%	12.8%	12.0%
G-B National	11.0%	10.0%	11.0%	9.0%

Maths L4+	2004	2005	2006	2007
LA Boys	71.4%	73.9%	70.8%	73.0%
LA Girls	70.2%	73.5%	70.8%	71.0%
National Boys	74.0%	76.0%	77.0%	78.0%
National Girls	74.0%	75.0%	75.0%	76.0%
G-B LA	-1.2%	-0.4%	0.0%	-2.0%
G-B National	0.0%	-1.0%	-2.0%	-2.0%

Science L4+	2004	2005	2006	2007
LA Boys	84.8%	86.1%	80.9%	83.0%
LA Girls	83.3%	85.3%	82.8%	85.0%
National Boys	86.0%	86.0%	86.0%	87.0%
National Girls	86.0%	87.0%	87.0%	88.0%
G-B LA	-1.5%	-0.8%	1.9%	2.0%
G-B National	0.0%	1.0%	1.0%	1.0%

English L5	2004	2005	2006	2007
LA Boys	16.8%	18.3%	19.3%	20.0%
LA Girls	26.4%	29.7%	31.4%	32.0%
National Boys	21.0%	21.0%	26.0%	28.0%
National Girls	33.0%	33.0%	39.0%	39.0%
G-B LA	9.6%	11.4%	12.1%	12.0%
G-B National	12.0%	12.0%	13.0%	11.0%

Maths L5	2004	2005	2006	2007
LA Boys	28.4%	31.5%	29.9%	28.0%
LA Girls	26.3%	26.5%	25.4%	24.0%
National Boys	33.0%	33.0%	36.0%	35.0%
National Girls	29.0%	28.0%	31.0%	30.0%
G-B LA	-2.1%	-5.0%	-4.5%	-4.0%
G-B National	-4.0%	-5.0%	-5.0%	-5.0%

Science L5	2004	2005	2006	2007
LA Boys	40.7%	44.5%	38.5%	39.0%
LA Girls	41.0%	44.1%	39.8%	40.0%

National Boys	43.0%	48.0%	45.0%	46.0%
National Girls	42.0%	46.0%	46.0%	46.0%
G-B LA	0.3%	-0.4%	1.3%	1.0%
G-B National	-1.0%	-2.0%	1.0%	0.0%

The performance of boys and girls continued to show differences in the attainment between each group, most particularly in English. However, these differences were broadly in line with those reported nationally, although L4+ English was more marked. Girls outperformed boys in English and science at both L4+ and L5+, while boys' performance was stronger than that of girls in mathematics. Both boys and girls performed below the national averages for each group in all subjects in 2007 and at both Levels 4+ and 5+. However boys' improvement rate from 2006 exceeded that of girls in the majority of L4+ areas, only Writing and Science were comparable. This more positive improvement rate for boys was also evident at L5+ in Reading and Science, while only Writing and Mathematics favoured girls. The more marked gender differences reported in 2006 have been narrowed in 2007, most particularly in Reading.

Table 2b: Ethnicity

English

Boys	2005		2006		2007	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME*	67.3	12.7	57.1	12.5	61.2	11.5
White British	71.7	18.8	68.4	20.1	70.2	21.0
Difference	4.4	6.1	11.2	7.6	9.0	9.5

Girls	2005		2006		2007	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME*	78.0	23.6	72.3	21.8	73.2	23.3
White British	82.1	30.2	80.7	32.2	83.2	33.0
Difference	4.1	6.6	8.4	10.3	10.0	9.7

Overall	2005		2006		2007	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME*	72.2	17.7	63.6	16.4	67.3	17.4
White British	76.9	24.5	74.3	25.9	77.0	27.0
Difference	4.7	6.8	10.7	9.5	9.7	9.6

Maths

Boys	2005		2006		2007	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME*	69.3	29.3	56.0	23.8	64.0	18.7
White British	74.3	31.7	72.5	30.5	74.4	29.1
Difference	5	2.4	16.5	6.7	10.4	10.4

Girls	2005		2006		2007	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME*	65.4	23.6	56.3	18.5	62.7	24.6
White British	74.2	26.7	71.9	26.0	72.4	24.2
Difference	8.8	3.1	15.6	7.5	9.7	-0.4

Overall	2005		2006		2007	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME*	67.5	27.1	56.3	21.7	63.3	21.7
White British	74.3	29.2	72.2	28.4	73.4	26.7
Difference	6.8	2.1	15.9	6.7	10.1	5.0

Science

Boys	2005		2006		2007	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME*	76	34	70.8	20.8	70.7	29.3
White British	87.1	45.5	82.0	40.4	84.3	40.1
Difference	11.1	11.5	11.2	19.6	13.6	10.8

Girls	2005		2006		2007	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME*	81.1	32.3	65.5	24.4	69.7	28.2
White British	85.6	45.1	84.2	41.1	87.1	41.4
Difference	4.5	12.8	18.7	16.7	17.4	13.2

Overall	2005		2006		2007	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME*	78.3	33.2	68.9	22.4	70.2	28.7
White British	86.4	45.3	83.1	40.7	85.7	40.7
Difference	8.1	12.1	14.2	18.3	15.5	12.0

* Black and Minority Ethnic background

The proportion of pupils from backgrounds, other than White British, was broadly similar to the 2006 cohort, although the proportion of pupils from Asian/Pakistani (APKN) background was marginally lower and those from MWBC was slightly higher. Improvements for these minority groups were above those for White British pupils in the majority of subjects at L4+, although more variable at L5+. Pupils from Mixed/White/Black Caribbean (MWBC) backgrounds significantly exceeded the LA averages at L4+, while the gap was narrowed for pupils from APKN at L4+ in English and Mathematics and most significantly at L5+ Mathematics and Science.

APKN girls continued to outperform APKN boys at L4+ and L5+ English and Mathematics while attainment remained similar in Science at this level. MWBC girls outperformed boys in English at both levels, reversing the previous trend in this subject. Girls and boys attainment profile at L4+ in Mathematics was more comparable than in 2006. Boys' attainment at L5+ was higher than that of girls in Mathematics and Science, reporting significant gains for boys at this level.

Table 2c: Comparative Data for Looked After ChildrenPercentage of looked after children achieving L4+ at KS2 in **English** 2004–2007

	2004	2005	2006	2007
% achieving L4+	21.0	62	36.4	29.0
Rotherham LAC Cohort	15	15	22	24
ENGLAND	39.9	42.1	*	*

Percentage of looked after children achieving L4+ at KS2 in **Maths** 2004- 2007

	2004	2005	2006	2007
% achieving L4+	31.0	62	50.0	33.3
Rotherham LAC Cohort	15	15	22	24
ENGLAND	37.2	37.6	*	*

Percentage of looked after children achieving L4+ at KS2 in **Science** 2004- 2007

	2004	2005	2006	2007
% achieving L4+	35.3	69	68.2	41.7
Rotherham LAC Cohort	15	15	22	24
ENGLAND	53.0	53.4	*	*

* National Data for KS2 achievement hasn't been published since 2005

2007 reported 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 once again in 2007 in all subjects at L4+.

c) 1998 - 2007 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:

SCHOOLS ACHIEVING:	% of pupils achieving L4+ overall	Number of schools achieving 90%+ at L4+	Number of schools achieving <50% at L4+	Number of schools achieving <65% at L4+ (DfES Floor Target)
ENGLISH SAT 2007	76%	18	5	16
ENGLISH SAT 2006	73%	14	7	19
ENGLISH SAT 2005	77%	16	3	14
ENGLISH SAT 2004	73%	14	5	19
ENGLISH SAT 2003	70%	6	7	26
ENGLISH SAT 2002	70%	6	12	33
ENGLISH SAT 2001	72%	8	6	23
ENGLISH SAT 2000	71%	9	7	23
ENGLISH SAT 1999	64%	6	12	39
ENGLISH SAT 1998	55%	1	26	54

SCHOOLS ACHIEVING:	% of pupils achieving L4+ overall	Number of schools achieving 90%+ at L4+	Number of schools achieving <50% at L4+	Number of schools achieving <65% at L4+ (DfES Floor Target)
ENGLISH (READING) SAT 2007	80%	21	4	11
ENGLISH (READING) SAT 2006	78%	18	3	13
ENGLISH (READING) SAT 2005	82%	25	1	3
ENGLISH (READING) SAT 2004	79%	25	3	9
ENGLISH (READING) SAT 2003	76%	14	5	14
ENGLISH (READING) SAT 2002	74%	14	5	19
ENGLISH (READING) SAT 2001	78%	19	5	13
ENGLISH (READING) SAT 2000	79%	23	2	11
ENGLISH (READING) SAT 1999	74%	12	3	21
ENGLISH (READING) SAT 1998	60%	2	18	46
ENGLISH (WRITING) SAT 2007	63%	5	19	41
ENGLISH (WRITING) SAT 2006	61%	4	19	45
ENGLISH (WRITING) SAT 2005	62%	4	18	44
ENGLISH (WRITING) SAT 2004	59%	3	21	45
ENGLISH (WRITING) SAT 2003	57%	0	25	57
ENGLISH (WRITING) SAT 2002	55%	1	32	63
ENGLISH (WRITING) SAT 2001	55%	1	26	58
ENGLISH (WRITING) SAT 2000	53%	2	27	67
ENGLISH (WRITING) SAT 1999	48%	1	43	65
ENGLISH (WRITING) SAT 1998	47%	0	46	71

MATHEMATICS SAT 2007	72%	10	6	19
MATHEMATICS SAT 2006	71%	11	10	27
MATHEMATICS SAT 2005	74%	13	4	15
MATHEMATICS SAT 2004	72%	7	6	21
MATHEMATICS SAT 2003	69%	3	7	29
MATHEMATICS SAT 2002	73%	12	10	27
MATHEMATICS SAT 2001	71%	13	9	26
MATHEMATICS SAT 2000	71%	14	8	24
MATHEMATICS SAT 1999	63%	9	14	42
MATHEMATICS SAT 1998	49%	0	39	65

SCIENCE SAT 2007	84%	41	1	8
SCIENCE SAT 2006	82%	32	3	13
SCIENCE SAT 2005	86%	40	0	3
SCIENCE SAT 2004	84%	43	3	7
SCIENCE SAT 2003	85%	34	2	7
SCIENCE SAT 2002	86%	41	1	7
SCIENCE SAT 2001	88%	48	0	1
SCIENCE SAT 2000	83%	37	2	8
SCIENCE SAT 1999	74%	22	6	22
SCIENCE SAT 1998	60%	7	35	46

*Floor Targets apply to English, mathematics and science

Another indicator 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 that the proportion of schools below floor targets of 65% was reduced in 2007 following the increases reported in 2006. The greatest reduction was reported in Mathematics (-8 schools) with 19 schools below this critical measure and 16 schools below in English. The number of schools with standards below 65% in both English and Mathematics remained significant, exceeding 10% of schools across Rotherham. 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.

Contextual Value Added (CVA) Summary

In 2005, OFSTED introduced a new Performance and Assessment measure. 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, Contextual Value Added (CVA) was introduced. This measure is now a key factor in judging school performance and has replaced the previous value added measure. It involves looking at the progress made by all pupils nationally in each year according to a wide range of contextual characteristics. The following factors contribute to this measure:

- 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 and compared against a national average of 100. Rotherham reported a collective CVA measure of 99.5, which was below the national average. However, 26 schools reported CVA above the national average of 100, and 9 of these were significantly above with scores exceeding 101.

Statutory Targets

Statutory targets for 2008 remain at 83% for both English and Mathematics. Targets for 2009 will be in line with the new regulations and will give due regard to (i) estimates according to Fisher Family Trust estimates - level D and (ii) improving individual school's quartile ranking as informed by RAISEonline. Targets will exceed the current performance at L4+ in both English and Mathematics (65%). Primary School Improvement Partners have been trained in target setting in line with the new regulations and in the use of Rotherham's target setting processes.

Areas for Development

- Further improve standards in English and most particularly in Mathematics so that they are more closely aligned to statutory targets for 2008 (83%)
- Further reduce the number of schools below floor targets in English and Mathematics
- Improve conversion rates in both English and Mathematics so that a higher proportion of pupils make at least 2 National Curriculum levels progress during key stage 2
- Improve the performance of more able pupils therefore increasing the proportion of pupils that reach L5+ in all subjects
- Improve boys' achievement and standards
- Improve the achievement and standards of ethnic minority groups

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 DCSF 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 – 2004/05

Summer 2005 Key Stage 2 Assessment Results – Report to Cabinet – 2005/06

Summer 2006 Key Stage 2 Assessment Results – Report to Cabinet – 2006/07

Contact Name:

Helen Rogers

Assistant Head of School Effectiveness

Tel: Extension 2591

Email: helen.rogers@rotherham.gov.uk

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
--

1.	Meeting:	Cabinet Member for Lifelong Learning
2.	Date:	18th March 2008
3.	Title:	Admissions Consultation: Annual consultation feedback report for 2009/10 Admission
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 2008).

6. Recommendations:**That:**

- i) the proposed admission numbers contained within Annex 1 for community and controlled schools be confirmed for 2009/10, subject to the clarifications/ amendments contained in Annex 2 at 1Ai).
- ii) changes relating to voluntary aided schools' admissions criteria shown at Annex 2 b ii) be noted.
- iii) the appropriate notice be published in respect of the proposed admission numbers for schools named in Annex 2, where the admission number will be less than that indicated by the current net capacity calculation.
- iv) this report be placed on the Authority's website
- v) this report be forwarded to the Local Admissions Forum (LAF) for consideration at its next meeting
- vi) the co-ordinated schemes for Primary and Secondary preferences be confirmed.
- vii) a further report be prepared for the meeting to be held on 15th April, 2008 to report on any feedback from the Local Admissions Forum and to finally determine the admissions criteria for community and controlled schools for 2009/10.

7. Proposals and Details:

Annex 1 shows details of the LEA's consultation document, which was considered by governing bodies during the Autumn Term 2007. This has also been accessible on the Authority's website between 1st February and 1st March 2008.

All feedback received by the Authority is summarised in Annex 2.

The Local Admissions Forum also needs to consider this report before final determination is made by the Authority on any changes to the admissions criteria for community and controlled schools.

8. Finance:

There are no specific quantifiable financial consequences arising from this report.

9. Risks and Uncertainties:

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

10. Policy and Performance Agenda Implications:

The 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 potential changes to the ranking of the admissions criteria may have some effect on admissions performance indicators, but this is likely to be minimal and 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.

Contact Name : Martin Harrop. Principal Officer, Forward Planning
(01709) 822415
e-mail: martin.harrop@rotherham.gov.uk

ROTHERHAM METROPOLITAN BOROUGH COUNCIL
REPORT TO GOVERNING BODIES – AUTUMN TERM 2007

Annex 1

CONSULTATION ON ADMISSION ARRANGEMENTS FOR THE ADMISSION YEAR
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 2009/10. The Local Admission Forum has previously considered the requirements for consultation and has agreed that the LA should facilitate this, as far as possible, by use of the Authority's Internet site.

The timetable for the year is:-
Autumn Term 2007
which will

Governing bodies consider the arrangements
apply.

By 13th January 2008

All relevant details to be forwarded to the LA.

18th January – 1st March 2008

Period of consultation via the LA's website.

By end of March

LA and the Local Admission Forum consider any
changes and forward any comments to
appropriate Admission Authority(ies).

By 15th April 2008

All admission authorities to determine their
arrangements and notify those consulted.

Community and Controlled Schools

For these schools, the LA is the admission authority. The proposed admissions criteria for 2009/10 are shown at Appendix 1. **There are proposed changes to the criteria which applied for 2008/09 and the LA is consulting on these – further details are overleaf.**

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 13th January 2008.

Voluntary Aided Schools

The governing body is the admission authority. Full consultation is only required this year if there are any proposed changes to the arrangements that applied for 2008/09. If there are any proposed changes at Church of England schools, Governing Bodies 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. If there are any proposed changes, full details of the admissions criteria and admissions number to be forwarded to the LEA by 13th January 2008 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 2008/09.

Once again, there are no proposed changes to those schemes, except for any necessary minor amendments to dates.

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

Proposed changes to the admissions criteria applying to community and controlled schools

The Authority is consulting on possible amendments to its admissions criteria applying to community and controlled schools. This is in response to provisions contained within the Schools Admissions Code under Chapter 2 – Setting fair oversubscription criteria, particularly in relation to Government advice on the treatment of siblings and also in relation to those with a specified medical/social need. The following gives the background to the proposed changes.

The latest School Admissions Code was eventually published and came into force on 28th February 2007, which was one day before the end of the consultation period for 2008/09 admissions.

There was sufficient time for admission authorities to make the necessary mandatory changes in respect of Looked After Children (top priority) and any 'first preference first' criteria, which were effectively banned, but there was no opportunity to consider, and consult on, any other changes which would be seen as good practice by the Code.

Under Section 2 of the Code – Setting Fair Oversubscription Criteria there are a number of paragraphs which consider the position of siblings and also those children with a Social or Medical need.

Paragraph 2.18 'Siblings at Primary Schools' reads:

'Families must be at the heart of the admissions system and the Government expects the admission authorities for primary schools to take the needs of parents with young children into account in deciding which oversubscription criteria will be used. At primary schools it is good practice to give priority to siblings. Admission authorities **should** ensure in their oversubscription criteria that, as far as possible, siblings (including twins, triplets or children from other multiple births) can attend the same primary school, as long as they comply with the infant class size regulations.'

Interestingly, in respect of secondary school aged children Paragraph 2.19 reads:

'At secondary school age, children are usually more independent but many parents will still want their children to attend the same schools. Giving priority to siblings at secondary schools that have no more than 10% selection by ability and aptitude is acceptable and can be good practice.'

On 'Social and medical need' the Code includes at Paragraph 2.25:

'Admission authorities **must not** use this criterion to give a child a lower priority in obtaining a place at the school, but it is acceptable to give higher priority to children or families where there is a social or medical need (for example where one or both parents or the child has a disability that may make travel to a school further away more difficult).'

Rotherham has always used catchment areas as part of the published criteria and this has usually been afforded top priority, save for the mandatory requirement, now in place, which puts 'relevant looked after children' as the first criterion and the special conditions, in relation to Y3, where attendance at the associated Infant school has a higher priority. The majority of children entering community and controlled schools fall into the 'catchment area' category and the Code confirms that use of catchment areas is lawful and acceptable. However, living in the catchment area does not guarantee a place in a school as, in some instances, there will be more catchment area preferences than places available. Where that is the case, the distance tie-breaker comes into use, but it means that with reference to the current priority order, those living outside the catchment area with a sibling on roll at the school and those with a recognised social or medical need would not be offered a place. In respect of the latter, that decision would seem particularly perverse since the pupil would fall into a category which the LA (the admission authority for the school) would be agreeing would make attendance **at that particular school essential**.

In view of the above it is, therefore, recommended that the LA (as the admission authority for all Rotherham's community and controlled schools) should include as part of the consultation requirements for the 2009/10 admissions year a proposal to give a higher priority within its admissions criteria to:

- those children whose older brothers or sisters will be on roll of the preferred school (or its associated junior school in respect of Reception preferences) at the time of their admission,
- children who have a specific medical reason confirmed by a medical practitioner which the Authority is satisfied makes attendance **at that particular school essential**,
- 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.

The above three categories would have a higher priority than:

- children living in the catchment area of the school as defined by the Authority and any other criteria with a lower priority within the published 2008/09 admissions criteria.

Appendix 1 shows the full revised criteria which the Authority is consulting on.

Proposed admission criteria for community and controlled schools – 2009/10

Primary Reception

Places will be allocated in the following order of priority:

- i) Relevant looked after children (see note 2 below).
- ii) Those children 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.
- iii) Children who have a specific medical reason confirmed by a medical practitioner which the Authority is satisfied makes attendance **at that particular school essential**.
- iv) 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.
- v) Children living in the catchment area of the school as defined by the Authority.
- 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 whose older brothers or sisters will be on the roll of the 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**.
- vi) Children living in the catchment area of the school as defined by the Authority.
- 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) Those children whose older brothers or sisters will be on the roll of the preferred school at the time of their admission.
- iii) Children who have a specific medical reason confirmed by a medical practitioner which the Authority is satisfied makes attendance **at that particular** school essential.
- iv) 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.
- v) Children who, on the Allocated Date, are living in the catchment area of the school as defined by the Authority.
- 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. Where any final place at a school is available and two or more pupils are judged to be living equidistant from the school (e.g in flats), the final place will be allocated by the drawing of lots by officers of the authority.
3. 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.
4. 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.

5. 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.

Appendix 2

PRIMARY SCHOOLS

School	Net Capacity	Indicated Admission Number	Admission Number 2008/2009	Proposed Admission Number 2009/2010	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	239	59	60	60	
Canklow Woods Primary	270	38	30	30	New build cap = 210
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 2008/2009	Proposed Admission Number 2009/2010	Comments
Kilnhurst Primary	196	28	28	28	
Kimberworth Primary	210	30	30	30	
Kiveton Park Infant	162	54	54	54	
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	180	60	60	60	
Maltby Craggs Junior	243	60	60	60	
Maltby Hall Infant	178	59	60	60	
Maltby Manor Primary	420	60	60	60	
Maltby Redwood J&I	315	45	45	45	
St Mary's Catholic Primary (Maltby)	210	30	30		
Meadow View Primary	280	40	40	40	
Ravenfield Primary	210	30	30	30	
Rawmarsh Ashwood J&I	210	30	30	30	
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 2008/2009	Proposed Admission Number 2009/2010	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	80	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 2008/2009	Proposed Admission Number 2009/2010	Comments
Aston Comprehensive School, A Specialist School in Maths and Computing	1755	300	280	280	Subject to annual notice – lower no. than IAN
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 – new build
Wingfield Comprehensive	845	169	170	170	Net capacity should be 850 - new build
Winterhill	1128 (before new build)	225	320	320	Net capacity should be 1600 - new build.
St Bernard's Catholic High, Specialist School for the Arts	792	158	140		Subject to annual notice no. lower than IAN
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 2009/10*
Aston Comprehensive School, A Specialist School in Maths and Computing	280	42
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.

ADMISSIONS CONSULTATION FOR 2009/10 ENTRY

A) Community and Controlled Schools

1) There are proposed changes to the LA's current admissions criteria applicable to community and controlled schools shown at Appendix 1. The revised priority order would provide a better fit with the requirements of the new Code.

Does the Governing Body -

Agree with the changes

Disagree

Further comments (if any):

2) The proposed Admission Number for 2009/10 is shown in Appendix 2.

Does the Governing Body -

Agree with the number

Disagree

If disagree, the suggested admission number for the school is

Further comments:

B) Voluntary Aided Schools

1) There are no proposed changes to the current admission criteria.

or

Amendments will be made to the admissions criteria for the school admission year 2009/10

2) The proposed admission number for the school for 2009/10 is

C) All Schools

1) There are no proposed changes to the co-ordinated schemes applying to both Primary and Secondary schools, except for any necessary minor changes to dates.

Noted and agree

Comments (if any):

NB Please complete this pro-forma and return to Martin Harrop by no later than **13th January 2008**.

All voluntary aided schools should forward their full proposed admissions criteria, **if there are any changes** via e-mail to martin.harrop@rotherham.gov.uk by the same date, in order that appropriate consultation can be undertaken via the website.

Signature _____

Date _____

School _____

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

The following matters have been raised:-

Anston Brook

Work is currently taking place to renew the school under the Capital Programme. This provides an opportunity to also reduce the capacity of the school to take out surplus places.

The appropriate admission number for 2009/10 will be **30**. All Foundation/Key Stage 1 classes are currently below that number.

Anston Greenlands

The governors have requested an admission number of **30** rather than the current 38. This would be beneficial in terms of class size arrangements and is within the assessed capacity range, based on current usage. Numbers on roll in Foundation and Key Stage 1 are currently below 30 in all year groups.

Aston Fence

Building work will be taking place at the school in order to replace long-standing temporary classrooms and to provide some additional capacity in order to provide places for the larger number of children within the school's catchment area following recent house building. Statutory notices will be required for an expansion of the school with an admission number of **30** rather than the current 20. The school is currently full in all year groups.

Sitwell Infant

The governors have requested an admission number of **74** rather than 76. This would be better for class size organisation in that it would not require mixed classes of Foundation and Key Stage 1 pupils in Y1. In any years where the school is full in Y1 and Y2, $2 \times 76 = 152$ pupils cannot be accommodated in 5 classes. 74 sits within the assessed range of capacity for the school. Current numbers on roll are between 70 and 72.

Swinton Fitzwilliam

Governors have requested an admission number of **45** rather than the current 50. This equates to 1.5×30 leading to easier management of classes in Key Stage 1. 45 fits within the net capacity range for the assessment based on current usage. Current year groups in Foundation (FS2) and Key Stage 1 are 36/41/46.

Thorpe Hesley Infant

The assessed capacity of the school gives an indicated admission number of **70**. The governors have previously wished to continue with an admission number of 80, but have now requested the lower number. Numbers on roll currently do not exceed 70.

There is no reason why each of the numbers identified above in bold type cannot be agreed for the schools concerned.

ii) Admissions criteria

The proposal to make amendments to the ranking of the admissions criteria was agreed by the vast majority of Governing bodies. Just four returns registered disagreement. Two of these (from Kilnhurst Primary and Winterhill schools) were principally in relation to the proposal for a higher priority to be given to pupils with social/medical needs which might lead to an increased number of admissions of children within specific categories. In relation to Kilnhurst, for instance, there is a perception that this might lead to parents of children with autism/aspergers applying to the school, because the school also has an additional resourced unit for such children with Statements of Educational Needs. Although this could happen, such children would not be placed in the social/medical category for admission purposes. Children without statements would be able to attend any other mainstream school. Perhaps it needs to be re-emphasised that there are very few pupils in any one year group who are deemed to have social/medical needs which are so strong as to make attendance at a specific school essential.

There were also two governing bodies who disagreed with the proposal to give a higher priority to siblings within the admissions criteria. These were from Aston Fence and Wentworth CE primary schools. Both are relatively small schools, rural in nature, which usually fill up each year. They are also both situated on the edge of the borough. Both governing bodies felt strongly that those living in the catchment area should have priority over those living outside of the area but with an older sibling on roll at the school.

In the course of discussion in respect of the potential higher priority for siblings, a further possibility has emerged. This would be to give a higher priority to those siblings living **within** the catchment area over those simply resident in the catchment area. This possibility has not formed part of the consultation and if this is to be put forward as a potential change, then it would be most appropriate to include this as part of the annual consultation which would relate to the 2010/11 admission year.

A determination on this matter will have to be made by 15th April, but the Local Admission Forum should have the opportunity to discuss this matter at its next meeting to be held on 20th March.

iii) There was full agreement on the proposal to continue with the current co-ordinated schemes save for any necessary minor changes to dates.

B Voluntary aided schoolsi) Admission numbers

There were no proposed changes to those admission numbers already applying to 2008/09.

ii) Admissions criteria

There are two schools where there are proposed changes to the admissions criteria. These are:

Treeton CE Primary where the proposed changes give higher priority to those resident in Treeton.

Saint Pius X Catholic High where there are a number of small changes which clarify matters brought up by the Admissions Code and which ensure that the criteria fully conform with the Code.

2. 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 2009/10, this would apply to the following schools:-

School	Change	Comments
Clifton: A Community Arts School	250 rather than 286	will have changed capacity through PFI – awaiting new assessment (may not be necessary if new capacity assessment is available)
Aston Comp A Specialist School In Maths & Comp.	280 rather than 300	pressure on the school's accommodation as agreed for 2008/09
St. Bernard's Catholic High Specialist School For the Arts	140 rather than 158	pressure on the school's accommodation as agreed for 2008/09
Canklow Woods	30 rather than 38	will have new school building with reduced capacity in 2009/10
Thurcroft Junior	70 rather than 93	large classrooms inflate the capacity calculation
Anston Brook	30 rather than 36	reduced capacity through rebuild and reduction of surplus places.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
--

1.	Meeting:	Lifelong Learning Cabinet Member and Advisers
2.	Date:	18th March 2008
3.	Title:	Foundation Stage Assessment results: Summer 2007
4.	Directorate:	Children and Young People's Services

5. Summary:

The purpose of this report is to inform Members of the performance of Rotherham children in Foundation Stage, in 2007.

6. Recommendations:

- **That the report be received.**
- **That Members note the lower outcomes in the Foundation Stage profile**
- **That Members endorse the drive to encourage all schools to continue to improve their results, and strive to reflect outcomes more in line with national averages.**
- **That Members endorse the drive to improve standards, particularly in Communication, Language and Literacy, (CLLD) throughout Foundation Stage together with the attainment of boys and other vulnerable and underachieving groups.**
- **That the report be presented to Children and Young People's 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).

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 2005. The expected level of attainment for Foundation Stage children is a score of 6.

Table 1: Foundation Stage Assessment Summary 2005 - 2007:

LA Assessment	Boys average score			Girls average score			Overall average score		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Personal, Social & Emotional (PSE) – Disposition and Attitude	6.6	6.6	6.5	7.1	7.0	6.9	6.9	6.8	6.7
PSE – Social Development	5.9	6.0	5.8	6.6	6.5	6.3	6.2	6.2	6.0
PSE – Emotional Development	5.9	6.0	5.8	6.6	6.6	6.4	6.2	6.3	6.1
PSE - Area of Learning	6.1	6.2	6.0	6.8	6.7	6.6	6.5	6.4	6.3
Communication, Language & Literacy (CLL) – Language for Communicating & Thinking	5.8	5.9	5.6	6.4	6.4	6.2	6.0	6.1	5.9
CLL – Linking Sounds & Letters	5.0	5.3	5.1	5.8	5.8	5.8	5.4	5.6	5.5
CLL - Reading	5.5	5.6	5.5	6.1	6.1	6.0	5.7	5.9	5.8
CLL - Writing	4.7	4.9	4.7	5.7	5.6	5.6	5.1	5.2	5.2
CLL - Area of Learning	5.2	5.4	5.3	6.0	6.0	5.9	5.6	5.7	5.5
Maths – Numbers as Labels & for Counting	6.8	6.7	6.6	7.1	6.9	6.8	6.9	6.8	6.7
Maths - Calculating	5.7	5.7	5.3	6.1	5.9	5.6	5.8	5.8	5.4
Maths – Shape, Space & Measures	6.2	6.1	5.8	6.5	6.3	6.1	6.3	6.2	6.0
Maths - Area of Learning	6.2	6.1	5.9	6.6	6.4	6.1	6.3	6.3	6.0
Knowledge and Understanding of the World (KUW)	5.9	6.0	5.7	6.2	6.2	6.0	6.0	6.1	5.8
Physical Development (PD)	6.6	6.6	6.4	7.0	7.0	6.8	6.8	6.8	6.6
Creative Development (CD)	5.6	5.8	5.5	6.5	6.6	6.3	6.0	6.2	5.9

The national assessment profile for pupils at the end of the Foundation Stage (Foundation Stage Profile [FSP]) has been in place for five years. Increased security in the assessments made over recent years are judged to be a more valid and reliable indicator than those collected in 2003 and 2004. This has been achieved by extensive moderation activities undertaken by the majority of schools across Rotherham and led by members of the School Effectiveness Consultant workforce.

2007 outcomes were disappointing, most particularly following the improvements made in 2006. The average score for each assessment scale reported declines, except in writing where this maintained the standard reported in 2006. The most significant declines were reported in “Calculations” (Maths Area of Learning [AoL]), Knowledge and Understanding of the World and Creative Development. Assessment outcomes continue to show the weakest areas of capability are within Communication, Language and Literacy (CLLD) with an ongoing weakness in writing (average score 5.2).

The specific aspects of Numbers as Labels & for Counting (in Mathematical Development) and Dispositions & Attitude (within the Personal, Social and Emotional Development [PSED]) have maintained the stronger outcomes previously reported.

Boys continue to perform below girls in all assessment outcomes and most particularly in CLLD and Creative Development (CD). Declines from 2006 were more extensive and marked for boys than for girls.

Table 2, below, shows the new national measures that have been introduced, in relation to the Foundation Stage Profile outcomes. These are now key indicators and Local Authorities are required to set targets against each of these and submit them, for approval, to the DCSF.

Table 2: LA Level Foundation Stage Summary for 2005 - 07

	2005	2006	2007
% achieving 6+ in Personal, Social & Emotional Development	62.1%	62.8%	60.5%
% achieving 6+ in Communication, Language & Literacy	38.3%	42.5%	40.0%
% achieving 6+ in PSE & CLL	36.1%	39.5%	36.7%
Number of pupils in cohort	2,987	2,772	2,836
% achieving at least 78 points across the FSP	60.2%	61.6%	57.6%
% achieving at least 78 points and 6+ in PSE & CLL	36.0%	39.4%	36.6%

2007 outcomes reported declines against each of these measures, most particularly when compared to the improvements made in 2006. The ongoing low proportion of pupils reaching at least point 6 in CLLD continues to impact negatively on the majority of these indicators.

Foundation Stage Summary for 2005 to 2007 compared to the national profile

Table 3, shows the Foundation Stage summary from 2005 to 2007 comparing the percentage of children working below the Early Learning Goals (ELG), 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.

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 national profile in 2007 reported declines in the proportion of pupils working above the Early Learning Goals in the majority of areas, often exceeding the declines reported by Rotherham, but the gap remains marked. This continuing lower 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.

Table 3: Foundation Stage Summary for 2005-07

Area of learning		LA 2005	National 2005	LA 2006	National 2006	LA 2007	National 2007
Personal, Social & Emotional Development							
PSE - DA	Working below ELGs	2	2	3	2	4	2
	Working at ELGs	91	76	91	81	90	84
	Working above ELGs	6	23	6	17	5	15
PSE - SD	Working below ELGs	6	4	7	4	8	4
	Working at ELGs	88	75	89	81	88	83
	Working above ELGs	5	21	4	15	4	13
PSE - ED	Working below ELGs	9	6	9	6	9	6
	Working at ELGs	87	74	87	80	87	82
	Working above ELGs	4	19	4	14	4	12
Communication, Language and Literacy							
CLL - LCT	Working below ELGs	10	6	10	6	13	6
	Working at ELGs	84	77	85	80	83	82
	Working above ELGs	5	18	4	13	3	11
CLL - LSL	Working below ELGs	23	16	20	17	20	14
	Working at ELGs	71	67	74	69	75	72
	Working above ELGs	5	17	5	14	5	13
CLL - Reading	Working below ELGs	11	7	10	8	12	8
	Working at ELGs	84	80	85	83	83	84
	Working above ELGs	4	12	4	9	4	9
CLL - Writing	Working below ELGs	22	15	22	17	22	15
	Working at ELGs	75	76	75	77	75	78
	Working above ELGs	2	9	2	6	2	6
Mathematical Development							
Maths - NLC	Working below ELGs	5	3	5	4	6	3
	Working at ELGs	82	72	86	78	85	78
	Working above ELGs	13	24	9	19	8	18
Maths - Cal	Working below ELGs	15	10	13	11	17	10
	Working at ELGs	81	77	82	80	77	82
	Working above ELGs	3	11	3	8	2	7
Maths - SSM	Working below ELGs	8	5	8	6	12	6
	Working at ELGs	85	79	86	83	83	84
	Working above ELGs	6	16	4	11	4	10
KUW	Working below ELGs	11	6	10	6	11	6
	Working at ELGs	87	85	88	88	87	90
	Working above ELGs	1	8	1	5	1	4
PD	Working below ELGs	4	3	5	3	6	3
	Working at ELGs	90	79	91	85	91	87
	Working above ELGs	5	18	4	12	3	10
CD	Working below ELGs	7	3	6	4	9	4
	Working at ELGs	92	85	91	89	89	91
	Working above ELGs	1	11	2	7	1	5

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

Actions taken

- 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
- Concerns related to the declines reported have been shared with all Headteachers
- An extensive programme of central training in the teaching of phonics has been provided to all Foundation Stage providers
- Consultant and Lead Teacher support has been targeted to those schools reporting the greatest declines, most particularly in PSED and CLLD
- New staff to Foundation Stage have been linked to a mentor
- Increased involvement of Family Learning Team to strengthen parents' support for children prior to entering and during Foundation Stage
- Ongoing support for high quality provision within Early Years and Foundation Stage
- A Headteacher task group has been established to promote improved standards across all maintained sectors

Actions to be taken

- The appointment of an additional consultant for CLLD, funded by the National Primary Strategy, to be made
- Launch of "Imagination Library" will raise the status of reading across Rotherham and will support an increased level of involvement and interaction with high quality books from a very early age
- An external joint review of Foundation Stage provision is to be undertaken by the National Primary Strategy (NPS) and the School Effectiveness Service
- Visits to be made to high performing LAs, recommended by NPS
- 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

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 Effectiveness Service.

9. Risks and Uncertainties:

Should Rotherham's schools continue to show low and declining outcomes at the end of Foundation Stage this could result in:

- Declining and lower standards at the end of KS1 and KS2
- 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 DCSF 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 Assessment results: Summer 2006

Contact Name:

Helen Rogers,
Assistant Head of School Effectiveness
T: ext 2591
E: helen.rogers@rotherham.gov.uk: