

CABINET MEMBER FOR LIFELONG LEARNING

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

Date: Tuesday, 10th June 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. LEA Governor Appointments
4. Minutes of the previous meeting held on 20th May, 2008 (copy herewith) (Pages 1 - 2)
5. Membership of Sub-Groups, Working Parties, Panels etc. 16th May, 2008 to 15th May, 2009
LOCAL ADMISSIONS FORUM
Councillors Barron, Falvey, and Rushforth
(Confirmed with Cabinet Member, Children and Young People's Services on 28th May, 2008)
6. Report of Health, Welfare and Safety Panel visits held on Friday, 14th March, 2008 (report herewith) (Pages 3 - 7)
7. Raising Expectations: Enabling the System to Deliver (Joyce Thacker, Senior Director Children and Young People's Services) (report herewith) (Pages 8 - 15)
8. 2007 End of Key Stage 3 Statutory Test Results (David Light, Senior School Improvement Consultant) (report herewith) (Pages 16 - 36)
9. Date and Time of Next Meeting
24th June, 2008 at 10.30 a.m.

CABINET MEMBER FOR LIFELONG LEARNING
Tuesday, 20th May, 2008

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

66. LEA GOVERNOR APPOINTMENTS

Consideration was given to nominations received to fill Local Authority vacancies on school governing bodies.

Resolved:- That, with the effective date of appointment, the following appointments be made to school governing bodies, subject to satisfactory checks being undertaken:-

New Appointments

Thornhill Primary	Mr C Martin	20.5.08
Wickersley Northfield	Mr P Hague	20.5.08

Re-appointments

Canklow Woods Primary	Cllr R McNeely	6.7.08
Broom Valley Juniors	Cllr R McNeely	6.7.08
Dalton Listerdale	Mr R Lake	1.9.08
Rawmarsh Thorogate J and I	Mrs B Roden	6.7.08
Thrybergh Primary	Mrs J Fewster	6.7.08
St Mary's Catholic Maltby	Mr M McCann	6.7.08
Dinnington Comprehensive	Cllr I StJohn	6.7.08
Maltby Comprehensive	Mr K Thompson	1.9.08
Wingfield Comprehensive	Mr J Hague	6.7.08
Abbey Special School	Mrs PM Oxley	6.7.08

67. REPRESENTATIVES ON OTHER BODIES 2008-2009

Consideration was given to the appointment of Councillors to represent the Council on various bodies, panels and groups for the Municipal Year 2008/09.

Resolved:- That the following appointments for 2008/09 be approved:-

- (i) Wales Education Foundation
(Ward 18 – Wales – 2 reps only)
Councillors Sharp and Whysall
- (ii) Yorkshire and Humberside Grid for Learning
Joint Committee:- Councillor A. Rushforth
Foundation Committee:- Mr. G. Sinclair, Director of Resources

and Access

68. REPRESENTATIVES ON OTHER BOARDS, SUB-GROUPS, WORKING PARTIES, PANELS ETC. 16TH MAY 2008 TO 15TH MAY 2009

Consideration was given to the appointment of Councillors to represent the Council on Other Boards, Sub-Groups, Working Parties, Panels etc. for the Municipal Year 2008/09.

Resolved:- That the following appointments for 2008/09 be approved:-

- (i) **LEA Governors Panel**
Councillor A. Rushforth, Cabinet Member, Lifelong Learning
Councillor J. Falvey, Senior Advisor, Lifelong Learning
Councillor J. Havenhand, Advisor, Lifelong Learning
Councillor Littleboy
- (ii) **SACRE – Standing Advisory Council on Religious Education**
Councillors Ali, Hussain, Littleboy and Sharman
- (iii) **Transport (Education) Appeals Panel**
Councillors Dodson, Gosling, Hodgkiss, Rushforth and Whelbourn
- (iv) **Hospital Teaching and Home Tuition Service**
Councillor Thirlwall (to be confirmed with the Cabinet Member for Children and Young People's Services)
- (v) **Recycling Group**
Councillor Falvey

69. DATE AND TIME OF NEXT MEETING

Resolved:- That the next meeting of the Cabinet Member for Lifelong Learning take place on Tuesday, 10th June, 2008 at 10.30 a.m.

HEALTH, WELFARE AND SAFETY PANEL
 VISITS OF INSPECTION
 FRIDAY 14th March 2008



PARTY "A"

Present: Councillors: G. Smith, A Russell, C Barron.
 Union Representatives: J Clay,(ATL)), K. Moore,(AMICUS)
 Officers: L Sayles Safety Officer D. Wilde (Building Manager)

Morning	
<p>Wath Comprehensive School (kitchen)</p> <p>The floor area in the kitchen is in areas slippery and has been the subject of a recent accident investigation involving a member of staff. This is the case even in areas where the floor covering appears to be clean and dry.</p> <p>Some staff have purchased their own slip resistant footwear while others are wearing normal footwear i.e. Trainer type shoes ect.</p> <p>No kitchen staffs at present are first aid qualified which was highlighted after the recent accident to a staff member.</p>	<p>Haydens have taken the following action to date.</p> <ol style="list-style-type: none"> 1. A representative from Marley Flooring has attended and recommended an alternative cleaning product (Stride 2000) this will be trialled in an attempt to improve the situation. 2. If this does not improve, the situation alternative measures will be investigated in order to ensure the safety of staff working in the kitchen area. <p>It was agreed at the visit that the Council investigate the feasibility of providing the kitchen staff with approved slip resistant footwear(Slip resistant footwear will be considered to be P.P.E. and should be supplied free of charge) RMBC Catering currently have no plans to issue footwear</p> <p>Hadens have taken the following action to date. The kitchen staff use the schools trained first aid staff</p>

Brinsworth Manor Junior School

Nursery Play ground

The back of the long bench is low and a small child could easily fall over this.

There are also pointed edges to the fencing, which can be accessed from this bench if a child was climbing and is a potential risk.

There need to be a risk assessment through out the authority as to what action should be taken when lead is removed from a roof. I.e. Inspections. Risk of ceiling collapses to occupiers etc.

Positive comment was made at the prompt action by all concerned to get the school was up and running a gain.

The Junior School does not have a Nursery and the Infant School was not inspected on this visit.

As Above.

Building manager to investigate with school head and report back why no pointed edges have been left on top of the fencing.

On the Junior School, they have made recommendations that Risk Assessments should be done on all our buildings to deal with the theft of lead and the possible consequences. Building Managers do not have the authority to say how we can do this, or what budget it would come from.

Unfortunately we only know the lead has been stolen when the leaks start, at which point it is too late. we do condition surveys every three years.

I really don't see how we can eliminate this apart from replacing all the lead with a non-lead substitute, which would of course be very costly.

Further works to remove the netting and suspended ceiling, remove the plaster and refit a new suspended ceiling is programmed for the summer holidays.

Aston Comprehensive School

<p>Two loose slabs at the top of the steps.</p> <p>The new stopper put on the external door is to be reviewed as although it reduces the original risk, by its design it has produced another as the door rebounds off the base stopper and the auto closure mechanism does not slow the door enough to stop its potential striking back onto a user.</p> <p>A risk assessment needs to be done on the safe use of this closure.</p> <p>It is requested that the suitability of the door is to be monitored and a fire drill to be undertaken to observe site users operating this door.</p> <p>Top floor windows in this building have large swivel windows. These windows were wide open at the time of the visit and could be a potential risk to someone falling out.</p> <p>A risk assessment needs to be done on the safe use of these windows.</p> <p>The school has expressed concerns over room temperatures if the windows cannot be opened.</p>	<p>These were removed by the caretakers and the steps fenced off, immediately. An order has been raised to re-bed the steps.</p> <p>The original stopper is to be removed to enable repositioning of the new base stopper to reduce the rebound. The door closer mechanism is designed to close the door slowly and it does work effectively to prevent trapped fingers within the door. It is the correct size for the weight of the door and surrounding structure.</p> <p>A risk assessment will be carried out of the door during the next fire drill as discussed.</p> <p>A full survey of all windows above 2m high was carried out. The school was given a full list of all windows that did not comply with legislation and informed that restrainers must be fitted to prevent them opening more than 100mm.</p> <p>This has been reiterated on numerous occasions by the Building Manager. Consideration was initially given to a window replacement programme by the school and the new windows would have complied.</p> <p>However when this did not materialise the Building Manager advised them again on the need to fit restrainers.</p> <p>Advice has been given and again the importance of the window restrainers expressed. The Schools Health and Safety Officer is arranging for the restrainers to be fitted.</p>
<p>Wales Comprehensive School</p> <p>Fencing was checked by the Health, Safety and Welfare</p>	<p>No further action required</p>

<p>panel.</p> <p>The school has a monthly regime to inspect all the fencing and any defects are repaired.</p> <p>Spot light columns at the front of the building have corroded covers over the electrical access point. These are a potential hazard.</p>	<p>Caretaker to undertake inspection and record information</p> <p>School are obtaining costs for replacement covers</p>
<p>Anston Brook Primary School</p> <p>Shrubbery on the access path to the school needs to be cut back as it protrudes through the fence at eye level to the children, this could cause eye/facial injury.</p> <p>A short low wall on the path has a steep drop on the opposing side and needs to be fenced to prevent children and other site users falling over.</p> <p>The staff has no safety concerns regarding the new build at the school at the time of the inspection.</p> <p>There is a large hole in the side of the access ramp that leads to the side of the school. This hole is a potential trip hazard.</p> <p>There are also trip hazards in the rest of the path that need repair.</p> <p>It was noted that there are sharp edges on the wooden handrail to the portable office.</p> <p>The rubber fixings on the herras fencing should be sprayed yellow to highlight them against the path.</p>	<p>This is to be dealt with by the caretaker</p> <p>Costs to be obtained to fence off this area</p> <p>No further action required</p> <p>This has now been filled in</p> <p>This is to be dealt with by Henry Boot</p> <p>This has been dealt with by the caretaker</p> <p>This is to be dealt with by Henry Boot</p>
<p>Afternoon</p>	

PARTY "B"

Present: Councillors P.Russell, (am) Alex Sangster (am) R Russell (pm)
Union representatives Jill Adams (N.U.T.)
Officers N. Keightley Principal Safety Officer. P Westnidge Safety Officer



Morning	
Rawmarsh Thorogate J & I School	
<p>Kitchen staff reported they had difficulty in disposing of waste in the exterior waste disposal bins due to the height of the bins from the ground and the weight of the waste bins in use in the kitchen area. Staff requested portable steps to enable them to access the exterior bin</p>	<p>A safer suggestion would be to reduce the size of the kitchen bins to reduce the weight carried and empty them more frequently.</p>
<p>F2 Y1 Toilets. No hot water from the hot tap and no soap provided.</p>	<p>Order for repair placed by school, soap supplied.</p>
<p>Exterior play area of F2. The green mat provided in the play area is not flush with the floor and may create a trip hazard.</p>	<p>Mat removed when not in use</p>
<p>The electric cooker in the dining room area could as well as being a potential fire hazard is a safety hazard to pupils if the cooking rings are inadvertently switched or left on.</p>	<p>Cooker switch to have locking box to prevent unauthorised use</p>

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Lifelong Learning Cabinet Member
2.	Date:	10th June 2008
3.	Title:	Raising Expectations: enabling the system to deliver
4.	Directorate:	Children and Young People's Services

5. Summary:

In March 2008, the Department for Children, Schools and Families (DCSF) and the Department for Innovation, Universities and Skills (DIUS) released their consultation document 'Raising Expectations: enabling the system to deliver'. This report sets out the context and scope of the consultation document and the possible impact on the Council.

6. Recommendations:

- **That Members consider the impact of the transfer of LSC responsibility for 16-19 funding to the Local Authority.**
- **That a progress report be brought to Members in six months time.**

7. Proposals and Details:

The Learning and Skills Council was created in 2001 and has helped drive significant progress towards its goal of improving the skills of England's young people and adults.

In June 2007, the government announced, subject to consultation and necessary legislation, that funding for **16-18 participation** would transfer to local authorities, through the Young People's Learning Agency, to deliver the right education and training provision for every young person in their area. This would take effect from 2010-11, with the new system fully in place from September 2010. A move to a 14-19 funding formula, if agreed, would be implemented from the start of the 2011-12 financial year. DCSF and DIUS want transitional arrangements with the LSC to begin wherever possible from September 2008 and fully in place from September 2009.

A national Young People's Learning Agency will have an important supporting role with responsibility for budgetary control and securing coherence locally where agreement cannot be reached.

The key elements of the proposed changes for 16-19 funding are:

- A clear role for local authorities, as strategic commissioner, to identify demand and plan provision as part of its Children and Young People's Plan, to meet the needs of young people.
- An operating system in which local authorities can commission the provision that is needed.
- A performance management system which ensures that the system raises standards for young people.
- A funding model which ensures that money reaches providers appropriately.
- A plan for managing the transition from the present to the future.

The system proposed for the **adult** sector dictates that structural change is necessary: the aim of a demand led system, and the integration of employment and skills. This will herald a closer working relationship between DIUS and the Department for Work and Pensions (DWP). There will be a new Skills Funding Agency set up to support and strengthen the system by ensuring public funds are best used through Train to Gain and Skills Accounts. The skills brokerage for the Train to Gain service will be incorporated within the single, integrated business support service (Business Link) operated by the RDAs. The Skills Funding Agency will also manage the framework and development, performance management of the FE service. In short, it will be a funding body.

In addition, there will be a new National Apprenticeship Service created to take end-to-end responsibility for the Apprenticeships programme. This will be a discrete service, led by a Director reporting to the Secretaries of State of DCSF and DIUS and managed by the Skills Funding Agency.

The Skills Funding Agency (SFA) will also manage the National Employer Service (NES), the single service for employers with 5,000+ employees.

The SFA will also lead the development and management of the new England wide adult advancement and careers service; responsible for setting targets and monitoring performance of the Offenders Learning and Skills Service (OLASS) and in the long term be responsible for all programmes of financial support to help adult learners meet the additional costs of learning in FE that could otherwise prevent them from participating.

The goal is a skills and FE system that targets support for individuals and employers where it is needed most and allows colleges and providers to deliver the excellent service needed for a high-skills, high-employment, high-productivity nation.

There will be a requirement for local authorities to work together formally in natural groupings and there will be a process of designation by the Secretary of State to allow functions to be delegated to them. Authorities will be expected to work together informally in each of the nine Government Office regions to ensure coherence. This will not preclude authorities from forming sub-regional groupings, which sit across regional boundaries.

The 22 questions set out in the consultation document are appended as **Appendix One**. Feedback is requested by the 9th June 2008 and the Learning and the Achieve Theme Boards will send this from the LSP in Rotherham through collaborative working.

This clearly will be a time of enormous change which will demand the full attention of the Learning Partnership Board and the Achieve Theme Board to ensure the infrastructure we agree for Rotherham learners and workers meets the exacting demands of the skills based economy. A 14-19 Learning Plan has been developed which will become the commissioning document for post 16 provision in the borough. To manage this process has necessitated the creation of a 14-19 Strategy and Resources Group, which will report to the Children and Young People's Board. See **Appendix Two** for the governance structure and terms of reference as recently agreed by the Children and Young People's Board in April 2008.

8. Finance:

The resource currently managed by the LSC for commissioning 16-19 provision will transfer to the Local Authority in 2010-11 via the Young People's Learning Agency.

The spend in Rotherham amounted to £43,362,800 in 2006/07. This was broken down as follows:

Work Based Learning (WBL)	£4,061,000
Adult and Community Learning (ACL)	£902,800
Further Education (FE)	£30,061,000
6 th Forms	£7,968,000
Local Implementation Development Fund (LID)	£250,000
14-19 Challenge	£120,000

On top of this there is Train to Gain, ESF programmes along with the Learning Agreement Pilot – between them they would be in the region of £3 – 5M.

This is an approximation because the LSC do not break this down to individual LA areas.

To break this all down to an accurate figure for 16-19 is difficult, but if we take the national average which is indicating some 55% of funding is 16-19, then the spend in Rotherham would be in the region of £25.85M per annum to Rotherham institutes but not necessarily Rotherham residents.

This can fluctuate considerably - an example being Work Based Learning provision which is delivered across South Yorkshire and in some instances nationwide note solely in Rotherham.

The funds for post 19 provision will transfer to the National Skills Agency.

9. Risks and Uncertainties:

There will be enormous pressure on the finance, contract, performance and data management infrastructure of the Council when the 16-19 funding responsibility fully transfers from the LSC. It is not clear at this stage if the LSC will seek to transfer relevant staff under TUPE to the Local Authority to manage the risk and knowledge transfer.

10. Policy and Performance Agenda Implications:

Currently post 16 funding and targets are managed by the LSC. This will transfer to the Local Authority in 2010 and the risks associated with this. The 16-19 National Indicators currently being negotiated with the LSC for inclusion in the LAA will become the responsibility of the Local Authority from 2010.

11. Background Papers and Consultation:

Raising Expectations: enabling the system to deliver – DCSF/DIUS March 2008
Report to the Corporate Management Team 19th May 2008

Contact Name:

Joyce Thacker, Senior Director Children and Young People's Services.
Tel (01709) 822506
e-mail: joyce.thacker@rotherham.gov.uk

Raising Expectations: enabling the system to deliver

Consultation Questions

1. Do you agree that transferring funding from the LSC to local authorities to create a single local strategic leader for 14-19 education and training is the right approach?
2. Do you agree that the model we have proposed for transferring funding to the local authority is the best way to give local authorities effective powers to commission, to balance the budget, create coherence for providers and retain the national funding formula?
3. Do you agree that there is a need for:
 - a. Sub-regional groupings of local authorities for commissioning?
 - b. Authorities to come together regionally to consider plans collectively?
 - c. A slim national 14-19 Young People's Learning Agency with reserve powers to balance the budget and step in if needed?
4. Do you agree that we have described the way that these bodies would function in broadly the right way? Is the balance of responsibilities between them right?
5. Do you agree that there is a need for a single local authority to lead the conversation with each provider?
6. Do you agree with the proposed approach for Learners with Learning Difficulties and / or Disabilities?
7. Do you agree that local authorities should be responsible for commissioning provision for young offenders in custodial institutions?
 - a. Do you favour the 'host' funding model, or the model where 'home' authorities are charged?
 - b. Are there planning or legislative levers other than funding systems which would create the right responsibilities and incentives to promote the best outcomes for this group of young people?
8. Do you agree with:
 - a. Proposals to ensure that informed learner choices should be a key part of shaping the system?

- b. The proposed approach to a common performance management framework based on the Framework for Excellence?
 - c. The local authority role in commissioning to improve quality?
9. Do you agree with the proposals for managing changes to 16-19 organisation and adjusting the arrangements for 16-19 competitions and presumptions?
 10. Are you content with the proposals:
 - a. To retain a national funding formula based closely on the existing one?
 - b. For funding to flow to institutions on the basis described?
 11. Would you support a move to a single national 14-19 funding system?
 12. Do you agree with the proposals for capital funding?
 13. Do these proposals about timescale and transition appear reasonable?
 14. Do you agree with the proposal to create a new Skills Funding Agency to replace the Learning and Skills Council post 19?
 15. Do you agree with the proposed role of the Agency?
 16. Do you agree with the funding and commissioning role proposed for the Skills Funding Agency?
 17. Do the proposals in this chapter reflect the right balance of strategic commissioning and individual customer service?
 18. Do you agree with the proposals on performance management and the performance intervention role of the Skills Funding Agency?
 19. Have we got the right approach to sponsorship of the FE sector as a whole?
 20. Do you agree that each of the functions in this chapter should be performed by the Skills Funding Agency?
 21. Do you agree that each of the functions in this chapter should be performed by the Skills Funding Agency?
 22. Do you agree with this description of the wider skills landscape within which the Skills Funding Agency will operate?

Terms of Reference for the 14-19 Strategy and Resources Group

1. Context

The **14-19-reform programme** presents a significant challenge to all agencies, institutions and organisations in the compulsory and post-compulsory learning and skills sector.

The three areas of reforms, *as set out in the 14-19 Education and Skills, Implementation Plan, DfES 2006*, are as follows:

- Raising attainment now – getting young people on a learning programme that meets their needs, and helping them to achieve their potential
- Designing new curriculum and qualifications - reforming 14-19 learning programmes so that what young people learn better prepares them for life and work, enabling them to participate in, and benefit from, local economic activity
- Delivering on the ground – creating local arrangements and infrastructure which are fit for purpose and capable of delivering the 14-19 educational entitlement

Directors of Children's Services have an explicit statutory responsibility for 14-19 education within local Children's Trust arrangements. Each Children's Service Authority is charged with having a Children and Young People's Strategic Plan (CYPP), which must have a strong 14-19-education component, or be supported by a complementary 14-19 learning plan.

2. Purpose

The plan includes a strategic analysis of the curriculum offer and highlights where new provision is needed to deliver the reforms, areas of over supply, and gaps in provision, so that commissioning bodies can respond effectively, and ensure that sufficient and high quality provision is in place to meet the learning entitlement of every 14-19 year old in the area.

The proposed 14-19 Strategy and Resources Group will be a commissioning group. The purpose of this group is to:

- Monitor and develop 14-19 strategy
- Plan and commission provision
- Gather the views of young people on the content and delivery of the plan
- Manage the transitional arrangements from the LSC to the Local Authority

3. Accountability

The 14-19 Strategy and Resources Group will report to the Children and Young People's Board.

4. Membership

The Groups's Membership is key. Partnerships should reflect the local diversity of education provision, including representation from education trusts and the local population of schools, including academies. It is important that it has an independent Executive group who commission to avoid any conflict of interest. It is also important that strong links are made with the skills and economic agenda. The proposed membership is as follows:

Board:

Representative from Further Education
Representative from Work Based Learning
Representative from Secondary Schools 11-16
Representative from Secondary Schools 16-18
Representative from Special Schools
Representative from Voluntary Sector
Representative from School Council
Representative from College Student Council

Board Executive:

Chair: Cabinet Member for Lifelong Learning
Vice Chair: Strategic Director of Children and Young People's Services
Senior Director Children and Young People's Services
LSC Area Director
Director of Learning Services
Director of Planning, Information and Performance
Chief Executive, Chamber of Commerce
Chair of Learning Theme Board
Chair of Achieve Theme Board
Chair of Work and Skills Board

5. Frequency of meetings

The Board shall meet on a quarterly basis and no less than four times per year.

June 2008

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Cabinet Member for Lifelong Learning and Advisers
2.	Date:	10th June 2008
3.	Title:	2007 End of Key Stage 3 Statutory Test Results
4.	Directorate:	Children and Young People's Services

5. Summary:

The purpose of this report is to inform members of the results of the statutory assessment at the end of Key Stage 3 in 2007.

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

6. Recommendations:

It is recommended that:

- **The report be received.**
- **The Members note the improved levels of performance in English and mathematics at the end of Key Stage 3.**
- **Members encourage all schools to continue to improve their results and strive to achieve outcomes at least in line with national average rates of improvement.**
- **Members endorse the drive to:**
 - **Reduce the gap between Rotherham's performance and the national average performance in the core subjects**
 - **Improve boys' attainment, especially in English**
 - **Improve the performance of black, minority ethnic (BME) pupils, and**
 - **Improve the attainment of Looked After Children (LAC)**
- **The report be forwarded to the Children and Young people's Scrutiny Panel for consideration**

7. Proposals and Details:

7.1 Overview and Summary

A: Rotherham schools' performance in 2007

1. Performance across the 16 secondary schools in English, Maths and Science in 2007 saw significant improvement over 2006 and preceding years
2. The Average Points Score (APS), representing the average performance by students across the 3 subjects, rose 0.4 in Rotherham when it fell 0.1 nationally
3. In English, at L5, standards rose 6% on 2006, narrowing the gap to national averages from 10% to 5%. At L6, standards rose 5%, narrowing the gap to 4% from 11%. Fluctuations in English results make year-on-year comparisons particularly difficult
4. Maths remained static against national averages at L5 but improved by 1% at L6.
5. Science was a second area of emphatic success. At L5, standards rose 3%, reducing the gap to national from 5 to 3%; at L6, Rotherham improved by 4%, reducing the gap from 7 to 2%.
6. In both English and Science the LA improved its position in relation to its Statistical Neighbours. There was no change in Maths
7. Rotherham was the highest performing LA in South Yorkshire on all the main SATs measures – Level 5 and 6 in the three subjects and the APS

B: Priority Areas for Continued Improvement

1. The national focus is now on combined performance in both English and Maths. Schools will be accountable for all students achieving at least two levels progress. Both these priorities dominate target setting for schools and the LA from 2009
2. Rotherham schools have set very ambitious targets for KS3 in 2009. This reflects the aspirations of our schools and a greater confidence in provision at KS3 when schools have, until recently, concentrated efforts on GCSE
3. Performance in English at both L5 and L6 requires sustained improvement if these targets are to be met. Despite a strong showing in 2007, we are still adrift of national averages and the higher performing Statistical Neighbours
4. English performance remains compromised by the wide gap between the genders, although this is narrowing. In Maths and Science, Rotherham is much closer to national gender differentials
5. Ethnic minority achievement is much less strong at KS3 than KS4. The gap between BME and white students is still too wide in all three core subjects
6. Schools recognise that too many of the most able pupils at KS3 are not yet fulfilling their potential

C: Actions for 2008/9

1. The LA has been supporting all schools in reviewing their curriculum at KS3 for September 2008. Changes will attempt to address areas of underachievement, especially in Literacy
2. Consultancy support in English and Maths is being increased in scope and range from September 2008, drawing upon our most successful teachers and departments
3. Leadership teams are focussing on how to improve combined performance in English and Maths at KS3 and GCSE with Consultant Headteacher support

4. New programmes to advance the progress of more able students, pupils from ethnic minority backgrounds and Looked After Children are planned for September 2008 – these are included in the second Partnership Plan, agreed by schools with the LA for the period 2008-10

7.2 Background

The expected performance for pupils at the end of Key Stage 3 is Level 5/6. Nationally, comparative figures are given for the percentage of pupils achieving Level 5 or above and Level 6 or above in the statutory test. Comparisons with statistical neighbours are also included. Comparative data is also provided for the average points score (APS) and this includes the attainment of all pupils.

In 2007 a new statistical neighbour (SN) 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 LAs designated to have similar characteristics to Rotherham has now changed; therefore, comparisons cannot be made to previous years. The current SN group provides a more challenging set of comparators for Rotherham.

To indicate progress from Key Stage 2 to Key Stage 3, 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 - predict the future performance of each pupil, and from this each school, if they make as much progress as similar pupils in similar schools
- FFT D estimates - predict the future performance of each pupil, and from this each school, if they make as much progress as the progress made by pupils in the top 25% of schools

The results published in this report represent the performance of Rotherham pupils at the end of Key Stage 3.

7.3 Average Points Score

	APS 2005	APS 2006	APS 2007	Diff 06/07
LA Average	33.4	33.7	34.1	0.4
National Average	34.5	35.0	34.9	-0.1
Aston Comprehensive School	35.5	35.0	35.3	0.3
Brinsworth Comprehensive School	34.0	34.4	33.5	-0.9
Clifton: A Community Arts School	31.8	31.6	30.6	-1.0
Dinnington Comprehensive Specialising in Science and Engineering	33.9	34.2	34.0	-0.2
Maltby Comprehensive School	32.7	32.4	32.7	0.3
Oakwood Technology College	33.6	33.7	33.9	0.2
Rawmarsh Community School - A Sports College	32.5	31.9	32.5	0.6
Saint Pius X Catholic High School	32.9	33.7	34.7	1.0
St Bernard's Catholic High School	36.4	36.1	36.8	0.7
Swinton Community School	32.9	33.3	33.6	0.3
Thrybergh Comprehensive School	29.6	31.3	32.0	0.7
Wales High School	35.0	35.1	35.4	0.3
Wath Comprehensive School : a Language College	34.3	34.9	36.4	1.5
Wickersley School and Sports College	35.9	37.2	36.6	-0.6
Wingfield School	33.0	32.8	33.6	0.8
Winterhill School	33.5	33.7	35.1	1.4

- The LA average APS increased by 0.4 from 2006 to 2007. The gap between LA and national averages was reduced by 0.5.
- Within the LA, twelve schools improved against this measure. Three of these, Saint Pius, Wath and Winterhill, improved significantly.

7.4 English

LA results (all schools)

	LA % Level 5+	National % Level 5+	LA % Level 6+	National % Level 6+
2004	62.0	71.0	23.6	34.0
2005	70.0	74.0	27.0	35.0
2006	63.0	73.0	24.1	35.0
2007	69.0	74.0	29.0	33.0

- The test results for Rotherham pupils in 2007 increased by 6% at Level 5+ and 4.9% at Level 6+.
- The results for Rotherham pupils remain below national results. The 2007 performance is below the average of our group of statistical neighbours by 2% at Level 5+ and is in line at Level 6+.
- At Level 5+ five secondary schools showed progress in line or better than the FFT B estimates; three secondary schools were in line with FFT D.
- At Level 6+ six secondary schools showed progress in line or better than the FFT B estimates; five secondary schools were in line with or above FFT D.
- The LA English results were below FFT B and D at L5+ and L6+.

a) Reading:

	LA % Level 5+	National % Level 5+	LA % Level 6+	National % Level 6+
Reading 2004	60.0	65.0	24.0	32.0
Reading 2005	62.0	68.0	26.4	32.0
Reading 2006	58.0	66.0	24.6	32.0
Reading 2007	67.0	71.0	28.0	32.0

- The difference between LA and national results in reading is 4.0% for Level 5+ and 4.0% for Level 6+

b) Writing

	LA % Level 5+	National % Level 5+	LA % Level 6+	National % Level 6+
Writing 2004	59.8	72.0	25.3	36.0
Writing 2005	73.5	76.0	30.9	37.0
Writing 2006	65.6	76.0	25.0	37.0
Writing 2007	69.0	73.0	30.0	33.0

- The difference between LA and national results in writing is 4.0% for Level 5+ and 3.0% for Level 6+.

7.5 Mathematics**LA results (all schools)**

	LA % Level 5+	National % Level 5+	LA % Level 6+	National % Level 6+
2004	69.0	73.0	48.0	52.0
2005	71.0	74.0	48.0	53.0
2006	73.0	77.0	51.0	57.0
2007	72.0	76.0	51.0	56.0

- In 2007 the gap between LA and national performance was 4.0% at L5+ and 5.0% at L6+ and 2% below the statistical neighbour average at both L5 and L6.
- At L5+ eleven secondary schools showed progress in line with or better than the FFT B estimates; five secondary schools were in line with or above FFT D
- At Level 6+ eleven secondary schools showed progress in line with or better than the FFT B estimates ; seven schools were in line with or above FFT D
- The LA Maths results were in line with FFT B and slightly below FFT D at L5+ and above FFT B and slightly below FFT D at L6+.

7.6 Science

LA results (all schools)

	LA % Level 5+	National % Level 5+	LA % Level 6+	National % Level 6+
2004	62	66	28	34
2005	65	70	30	37
2006	67	72	34	41
2007	70	73	38	40

- 2007 science results reduced the gap with national results to 3% at L5+ and 2% at L6+. The LA average was 1% below the statistical neighbour average at L5+ but 1% above at L6+.
- At L5+ nine secondary schools showed progress in line with or better than the FFT B estimates ; seven secondary schools were in line with or above FFT D
- At Level 6+ twelve secondary schools showed progress in line with or better than the FFT B estimates ; eight schools were in line with or above FFT D
- The LA science results were above FFT B L5+ and L6+ and below FFT D L5+ and L6+.

7.7 Vulnerable Groups

Gender at level 5+

English L5+	2004	2005	2006	2007
LA Boys	52.2	62.2	55.0	61.0
LA Girls	72.5	77.6	71.0	76.0
National Boys	64.0	67.0	65.0	68.0
National Girls	77.0	80.0	80.0	81.0
G-B LA	20.3	15.4	16.0	15.0
G-B National	13.0	13.0	15.0	13.0

Maths L5+	2004	2005	2006	2007
LA Boys	66.4	69.2	73.0	72.0
LA Girls	74.0	72.0	73.0	72.0
National Boys	72.0	73.0	76.0	75.0
National Girls	74.0	74.0	77.0	76.0
G-B LA	7.6	2.8	0.0	0.0
G-B National	2.0	1.0	1.0	1.0

Science L5+	2004	2005	2006	2007
LA Boys	58.3	64.5	67.0	69.0
LA Girls	66.0	64.9	67.0	70.0
National Boys	65.0	69.0	71.0	72.0
National Girls	67.0	70.0	73.0	73.0
G-B LA	7.7	0.4	0.0	1.0
G-B National	2.0	1.0	2.0	1.0

b) Gender at level 6+

English L6+	2004	2005	2006	2007
LA Boys	17.0	20.5	18.0	23.0
LA Girls	30.4	34.1	30.0	35.0
National Boys	27.0	28.0	27.0	26.0
National Girls	41.0	41.0	41.0	40.0
G-B LA	13.4	13.6	12.0	12.0
G-B National	14.0	13.0	14.0	14.0

Maths L6+	2004	2005	2006	2007
LA Boys	45.6	47.7	52.0	52.0
LA Girls	50.5	48.4	51.0	50.0
National Boys	52.0	53.0	57.0	57.0
National Girls	52.0	53.0	57.0	55.0
G-B LA	4.9	0.7	-1.0	-2.0
G-B National	0.0	0.0	0.0	-2.0

Science L6+	2004	2005	2006	2007
LA Boys	26.8	31.2	35.0	38.0
LA Girls	30.5	29.3	34.0	38.0
National Boys	34.0	38.0	41.0	41.0
National Girls	35.0	36.0	41.0	41.0
G-B LA	3.7	-1.9	-1.0	0.0
G-B National	1.0	-2.0	0.0	0.0

- There is a significant difference between the percentage of boys and girls achieving level 5+ and Level 6+ in English. This follows a similar pattern to national and statistical neighbours. The difference between the percentage of boys and girls achieving level 5+ in English in Rotherham for 2007 is 15% which is slightly above the difference nationally of 13%.
- Historically there is no significant difference between the attainment of boys and girls in mathematics. There is no difference in the performance of boys and girls in Rotherham in 2007. There is a 1% difference between boys and girls nationally.
- There is a 1% difference in the performance of boys and girls in Science in Rotherham and nationally in 2007.

7.8 Ethnicity

a) English

Boys	2005		2006		2007	
	Level 5+	Level 6+	Level 5+	Level 6+	Level 5+	Level 6+
BME*	56.2	17.7	37.3	15.9	53.8	20.0
White British	62.7	20.7	55.6	18.1	61.6	23.3
Difference	6.5	3	18.3	2.2	7.8	3.3

Girls	2005		2006		2007	
	Level 5+	Level 6+	Level 5+	Level 6+	Level 5+	Level 6+
BME*	71.2	30.3	68.0	25.6	69.5	27.4
White British	78.1	34.4	71.7	31.3	77.2	35.9
Difference	6.9	4.1	3.7	5.7	7.7	8.5

Overall	2005		2006		2007	
	Level 5+	Level 6+	Level 5+	Level 6+	Level 5+	Level 6+
BME*	63.7	24	52.6	20.7	61.6	23.6
White British	70.3	27.5	63.4	24.5	69.2	29.5
Difference	6.6	3.5	10.8	3.8	7.6	5.9

b) Maths

Boys	2005		2006		2007	
	Level 5+	Level 6+	Level 5+	Level 6+	Level 5+	Level 6+
BME*	65.9	47.3	61.6	40.0	62.6	44.1
White British	69.4	47.7	73.5	52.8	72.9	53.6
Difference	3.5	0.4	11.9	12.8	10.3	9.5

Girls	2005		2006		2007	
	Level 5+	Level 6+	Level 5+	Level 6+	Level 5+	Level 6+
BME*	65.4	40.6	67.7	41.9	62.6	38.4
White British	72.6	49	73.6	51.5	73.4	51.5
Difference	7.2	8.4	5.9	9.6	10.8	13.1

Overall	2005		2006		2007	
	Level 5+	Level 6+	Level 5+	Level 6+	Level 5+	Level 6+
BME*	65.6	43.9	64.7	41.4	62.6	41.3
White British	71	48.4	73.5	52.0	73.1	52.6
Difference	5.4	4.5	8.8	10.6	10.5	11.3

c) Science

Boys	2005		2006		2007	
	Level 5+	Level 6+	Level 5+	Level 6+	Level 5+	Level 6+
BME*	56.2	30	50.0	23.0	56.5	30.1
White British	65.1	31.3	67.4	35.4	71.2	39.0
Difference	8.9	1.3	17.4	12.4	14.7	8.9

Girls	2005		2006		2007	
	Level 5+	Level 6+	Level 5+	Level 6+	Level 5+	Level 6+
BME*	56.4	27.8	55.6	27.4	61.5	25.7
White British	65.6	29.5	68.2	34.3	70.8	39.2
Difference	9.2	1.7	12.6	6.9	9.3	13.5

Overall	2005		2006		2007	
	Level 5+	Level 6+	Level 5+	Level 6+	Level 5+	Level 6+
BME*	56.3	28.9	51.3	23.0	58.5	27.7
White British	65.3	30.4	67.4	35.4	71.0	39.1
Difference	9	1.5	16.1	12.4	12.5	11.4

* Black and Minority Ethnic background

7.9 Statistical Neighbours (SN)

	% Level 5+ in 2007 and (% change from 2006)		
	English	Maths	Science
Barnsley	67 (+5)	70 (+1)	68 (+3)
Doncaster	67 (+1)	71 (-1)	70 (+2)
Dudley	75 (+4)	74 (0)	73 (+2)
Hartlepool	74 (+4)	77 (+1)	69 (-1)
Redcar & Cleveland	73 (+4)	77 (+2)	74 (+2)
Rotherham	69 (+6)	72 (-1)	70 (+3)
St Helens	69 (-5)	76 (0)	73 (+3)
Tameside	73 (+1)	72 (-3)	68 (-1)
Telford & Wrekin	70 (0)	72 (-3)	69 (0)
Wakefield	74 (0)	74 (-4)	70 (-1)
Wigan	68 (-4)	77 (-2)	72 (-1)
S N Average	71 (+2)	74 (-1)	71 (+1)
National Average	74 (+1)	76 (-1)	73 (+1)

- The improvement in English at Level 5+ from 2006 to 2007 is greater than the average of our statistical neighbours and the national average.

- The decline in maths at Level 5+ in 2007 is similar to that of the average of our statistical neighbours and the national average.
- The improvement in Science at Level 5+ is greater than the average of our statistical neighbours and the national average.

7.10 Contextual Value Added (CVA) Summary

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 from Key Stage 2 to Key Stage 3. This includes the overall CVA measure for each school, and core subject CVA scores relative to the national mean of 100. Where the school value differs significantly from corresponding national value, sig+ (green) or sig- (red) is shown.

KS 2-3 CVA School	Overall				English			
	2004	2005	2006	2007	2004	2005	2006	2007
Aston	98.5	100.2	99.3	99.4	97.4	100.5	97.6	99.1
Brinsworth	99.4	100.3	99.4	98.9	99.1	99.6	99.0	97.5
Clifton	99.0	100.2	99.9	100.3	98.8	100.0	98.4	99.8
Dinnington	100.0	100.2	99.7	99.6	100.5	100.3	100.1	99.4
Maltby Comprehensive	98.1	98.9	97.7	98.6	97.1	98.7	96.4	99.1
Oakwood Technology College	100.3	99.3	98.8	99.7	100.2	97.9	98.5	101.4
Rawmarsh School A Sports College	97.9	98.7	98.9	98.9	96.9	98.3	98.7	99.0
Saint Pius X Catholic High	100.2	100.0	99.4	100.3	100.9	100.0	100.1	100.8
St. Bernard's Catholic High	100.3	101.4	100.7	101.6	99.6	103.1	100.6	102.3
Swinton Comprehensive	99.1	100.0	99.5	99.3	98.9	100.0	98.5	98.9
Thrybergh	96.2	98.8	100.1	101.3	96.9	97.8	99.5	101.5
Wales	100.1	100.5	99.1	99.9	99.9	101.1	99.2	100.6
Wath Comprehensive A Language College	99.8	100.7	100.7	101.1	100.2	101.6	100.8	102.0
Wickersley	100.0	100.3	100.8	100.4	98.6	99.2	100.7	99.2
Wingfield Comprehensive	100.0	100.5	100.0	98.9	100.5	102.2	100.0	98.8
Winterhill	99.9	99.0	100.0	100.5	100.0	99.3	100.1	100.3

KS 2-3 CVA School	Maths				Science			
	2004	2005	2006	2007	2004	2005	2006	2007
Aston	99.2	100.0	100.0	99.0	98.9	100.0	100.1	100.0
Brinsworth	99.1	99.9	99.4	98.9	99.8	101.1	99.8	100.2
Clifton	99.0	100.1	100.9	100.6	99.3	100.5	100.5	100.6
Dinnington	100.0	100.0	99.9	99.8	99.7	100.2	99.1	99.6
Maltby Comprehensive	98.4	98.3	97.8	98.2	98.7	99.5	98.8	98.4
Oakwood Technology College	100.4	99.6	98.5	98.2	100.4	100.2	99.3	99.4
Rawmarsh School A Sports College	98.4	99.4	99.3	99.5	98.2	98.2	98.7	98.0
Saint Pius X Catholic High	100.1	100.2	99.4	99.4	99.5	99.3	98.8	100.5
St. Bernard's Catholic High	101.0	100.7	101.0	101.1	100.4	100.2	100.2	101.4
Swinton Comprehensive	99.1	99.7	99.8	99.2	99.3	100.2	100.0	99.9
Thrybergh	95.9	98.5	100.3	100.8	96.2	99.9	100.6	101.6
Wales	100.6	100.7	99.5	99.5	99.8	99.6	98.5	99.7
Wath Comprehensive A Language College	99.9	99.9	100.3	100.7	99.6	100.4	101.0	100.6
Wickersley	100.8	100.9	100.9	100.8	100.6	100.7	100.8	101.0
Wingfield Comprehensive	99.9	99.9	100.4	99.5	99.3	99.1	99.7	98.4
Winterhill	99.8	98.9	100.2	100.4	99.9	98.9	99.9	100.6

7.11 LA Statistics for Individual Schools:

Appendix A shows the performance of individual schools in English, mathematics and science from 2004-2007.

Appendix B shows the comparison in the trend of performance by LA, the average of our group of statistical neighbours and national.

7.12 Conclusion:

- The LA's overall trend of improving performance in the statutory Key Stage 3 tests has been consistently inline with the improving national averages.
- There is a continued need for improvement to close the gap.
- There is evidence of the positive impact of the Secondary National Strategy on teaching and learning in Rotherham schools. This is clearly demonstrated by the improvements to APS and the decreasing gap to FFT D predictions.
- It is anticipated that the impact of the Secondary National Strategy, whose capacity has been strengthened through school partnerships, will lead, over time, to significantly improved results in Key Stage 3.
- Boys' performance in maths and science is not significantly different to girls'; in English the differential between boys' and girls' performance is similar to national patterns.
- The performance of BME is below that of White British and is currently being targeted through the Secondary National Strategy.

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:

The level of achievement by pupils at the end of Key Stage 3 has been shown to have a considerable impact on their attainment at the end of Key Stage 4 when they leave statutory education. Therefore, improvements in pupil attainment at this stage of their education will have a major impact on the re-generation of the area. Schools, working with the LA, are setting aspirational targets based on FFT D data and are striving to drive up the standards of the attainment for all pupils.

The coherent implementation by schools and the LA of the nationally funded Secondary National Strategy will be instrumental in achieving this improvement. Failure to achieve DCSF targets could put this additional funding at risk.

10 Policy and Performance Agenda Implications:

Any plans arising from the analysis of this report will be consistent with the Community Strategy, Corporate Plan and the Children and Young People's Plan. The improvement actions will, specifically, address the Corporate Priorities for: Regeneration, Learning, Equalities and Sustainability

11 Background Papers and Consultation:

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

End of Key Stage 3 Statutory Test Results 2005 – report to Cabinet 2006

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Key Stage 3 English, Mathematics & Science Results 2004 – 2007 Level 5+ and 6+

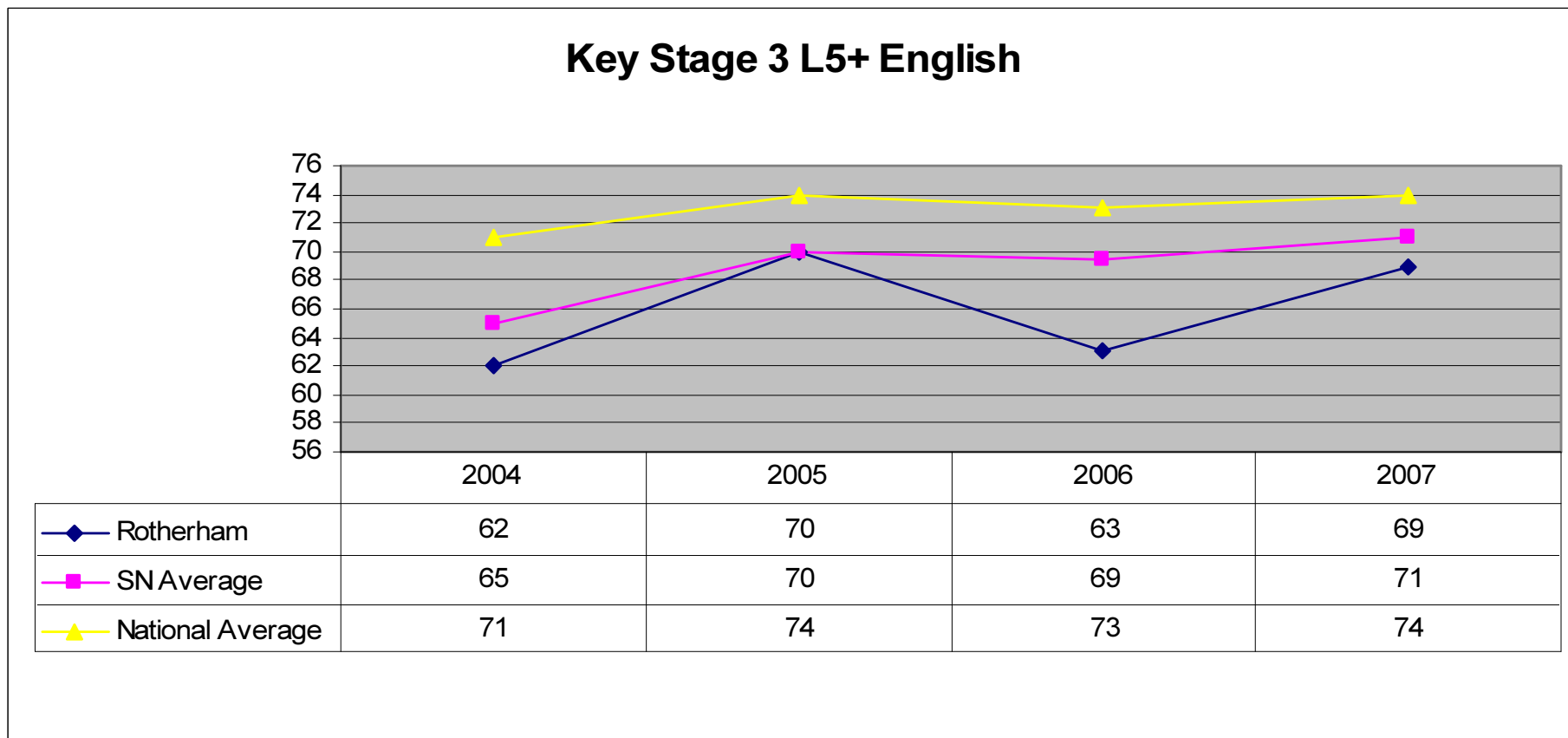
English	Level 5+				Level 6+			
	2004	2005	2006	2007	2004	2005	2006	2007
Aston	64.1%	85.0%	64.9%	75%	26.7%	41.4%	17.1%	33%
Brinsworth	60.7%	75.5%	68.5%	60%	15.9%	18.4%	25.3%	12%
Clifton	46.4%	60.7%	47.0%	49%	11.8%	20.9%	8.1%	9%
Dinnington	66.3%	81.5%	68.8%	65%	30.8%	27.2%	31.2%	32%
Maltby	54.2%	62.3%	45.0%	68%	17.3%	18.2%	13.8%	21%
Oakwood	74.0%	62.5%	58.7%	71%	26.5%	21.2%	24.2%	43%
Rawmarsh	48.9%	63.6%	54.2%	61%	11.5%	13.8%	14.0%	18%
Saint Pius	79.0%	69.1%	78.0%	86%	41.3%	21.6%	29.1%	27%
St. Bernard's	76.5%	87.1%	80.5%	85%	29.5%	62.1%	40.6%	54%
Swinton	54.1%	70.6%	56.2%	63%	24.5%	18.1%	18.6%	23%
Thrybergh	35.3%	32.8%	47.7%	56%	12.0%	7.0%	14.6%	16%
Wales	72.9%	74.6%	73.3%	78%	32.0%	39.3%	30.6%	43%
Wath	70.4%	73.2%	70.9%	82%	29.3%	36.9%	35.3%	46%
Wickersley	72.1%	78.7%	82.2%	77%	27.9%	32.3%	42.3%	31%
Wingfield	65.5%	80.3%	61.5%	68%	22.1%	36.4%	21.2%	20%
Winterhill	N/A	69.8%	63.4%	75%	N/A	28.0%	29.9%	38%
LA Results	62.1%	70.0%	63.0%	69.0%	23.6%	27.2%	24.3%	29.0%
Statistical Neighbours	65%	70.0%	69.0%	71%	28.0%	29.0%	29.0%	29.0%
National Results	71%	74.0%	73.0%	74%	34.0%	35.0%	35.0%	33.0%

Mathematics	Level 5+				Level 6+			
	2004	2005	2006	2007	2004	2005	2006	2007
Aston	81.9%	82.5%	82.8%	82%	55.9%	59.8%	59.2%	59%
Brinsworth	71.4%	73.6%	74.3%	70%	44.4%	51.7%	55.9%	49%
Clifton	57.8%	63.5%	70.5%	54%	35.7%	36.9%	46.0%	32%
Dinnington	70.4%	71.3%	73.8%	71%	45.8%	50.4%	51.3%	47%
Maltby	65.6%	69.4%	71.0%	68%	44.8%	43.0%	44.8%	45%
Oakwood	74.4%	75.2%	67.6%	65%	57.1%	54.3%	48.6%	46%
Rawmarsh	66.0%	69.2%	62.7%	70%	39.1%	42.5%	43.6%	51%
Saint Pius	73.3%	73.4%	74.5%	73%	48.7%	48.2%	44.7%	52%
St. Bernard's	83.3%	83.3%	85.2%	83%	61.4%	63.6%	60.2%	64%
Swinton	70.4%	68.1%	67.5%	69%	40.8%	41.7%	46.7%	46%
Thrybergh	42.5%	44.5%	61.5%	60%	26.9%	25.0%	35.4%	36%
Wales	78.1%	77.8%	82.0%	80%	59.5%	54.4%	60.4%	57%
Wath	72.6%	70.7%	75.1%	80%	50.5%	46.3%	52.6%	59%
Wickersley	82.9%	84.0%	85.3%	84%	66.8%	66.3%	68.5%	67%
Wingfield	71.7%	67.1%	73.5%	76%	43.4%	42.8%	51.0%	53%
Winterhill	N/A	69.0%	70.7%	76%	N/A	46.6%	52.3%	57%
LA Results	69.0%	71.0%	72.7%	72.0%	48.0%	48.0%	51.2%	51.0%
Statistical Neighbours	70%	71.0%	74.0%	74.0%	48.0%	49.0%	53.0%	53.0%
National Results	73.0%	74.0%	77.0%	76.0%	52.0%	53.0%	57.0%	56.0%

Science	Level 5+				Level 6+			
	2004	2005	2006	2007	2004	2005	2006	2007
Aston	74.3%	79.8%	79.4%	81%	38.4%	41.1%	43.0%	47%
Brinsworth	61.1%	71.3%	73.4%	74%	29.4%	38.7%	41.0%	39%
Clifton	47.5%	53.7%	57.5%	48%	18.6%	20.1%	24.9%	20%
Dinnington	61.9%	67.7%	65.4%	65%	27.1%	34.3%	30.8%	35%
Maltby	62.4%	64.8%	67.0%	64%	28.7%	24.3%	29.1%	25%
Oakwood	67.6%	69.0%	66.8%	68%	32.0%	35.2%	35.0%	32%
Rawmarsh	51.9%	56.9%	52.1%	58%	15.7%	14.6%	22.9%	22%
Saint Pius	64.0%	60.4%	61.0%	79%	28.7%	20.1%	24.1%	38%
St. Bernard's	73.5%	73.5%	79.7%	84%	44.7%	43.9%	46.1%	56%
Swinton	57.1%	63.7%	64.9%	66%	24.0%	26.0%	33.1%	42%
Thrybergh	38.0%	43.0%	58.5%	58%	11.2%	15.6%	23.8%	32%
Wales	71.7%	65.1%	74.1%	73%	31.2%	33.3%	37.6%	41%
Wath	63.8%	70.0%	72.7%	76%	30.6%	33.8%	42.6%	48%
Wickersley	82.3%	79.3%	82.5%	86%	42.8%	46.0%	53.5%	55%
Wingfield	53.0%	52.0%	59.2%	65%	15.2%	17.9%	22.9%	29%
Winterhill	N/A	66.9%	63.8%	76%	N/A	32.5%	33.7%	45%
LA Results	62.1%	65.0%	66.9%	70.0%	28.0%	30.2%	34.3%	38.0%
Statistical Neighbours	62.0%	67.0%	69.0%	71.0%	30.0%	32.0%	37.0%	37.0%
National Results	66.0%	70.0%	72.0%	73.0%	34.0%	37.0%	41.0%	40.0%

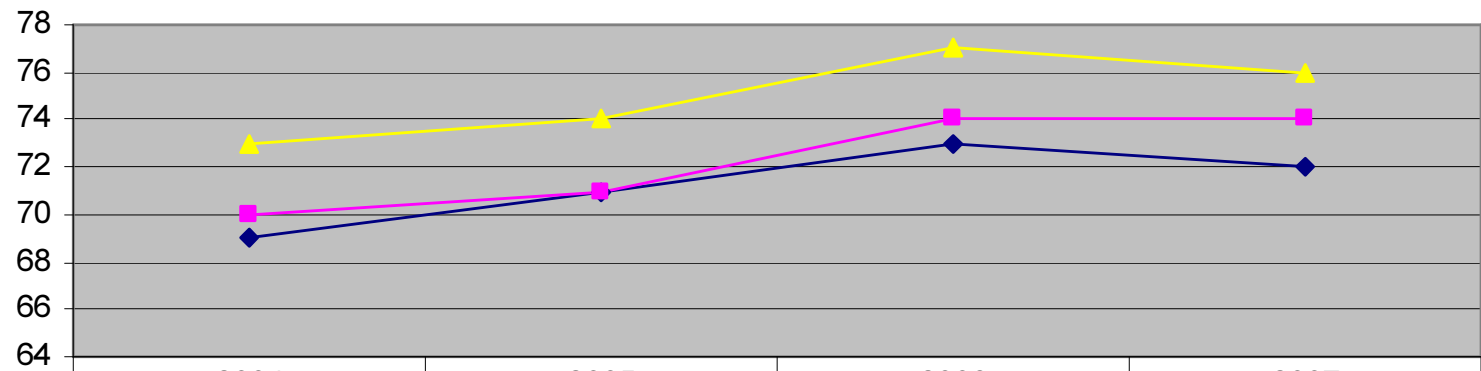
N.B. These results are from secondary schools only. The results in the main part of the report are for all secondary pupils, i.e. including those educated in special schools.

B(i) Rotherham Key Stage 3 English L5+ results compared with Statistical Neighbour and National averages 2004-2007



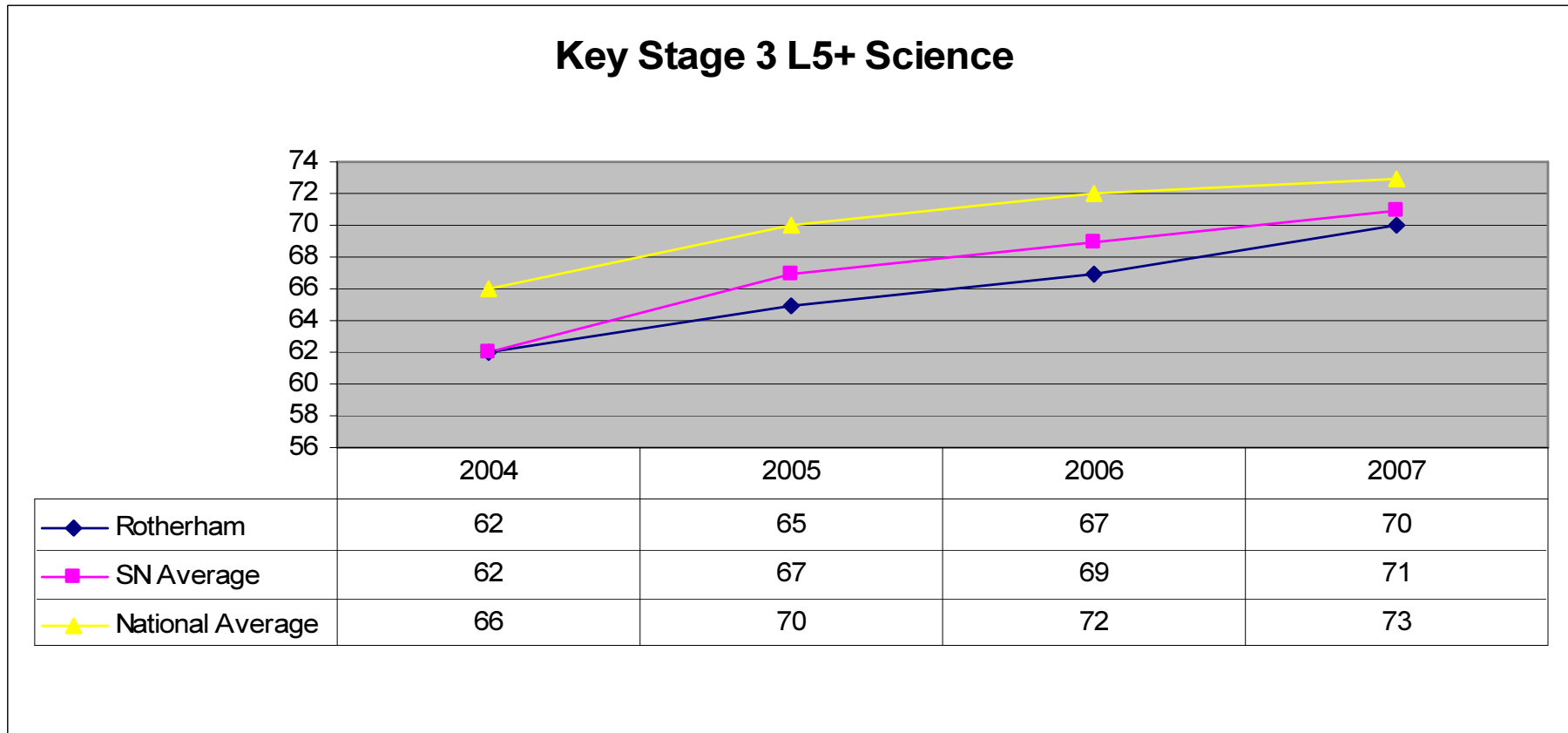
B(ii) Rotherham Key Stage 3 Mathematics L5+ results compared with Statistical Neighbour and National averages 2004-2007

Key Stage 3 L5+ Maths



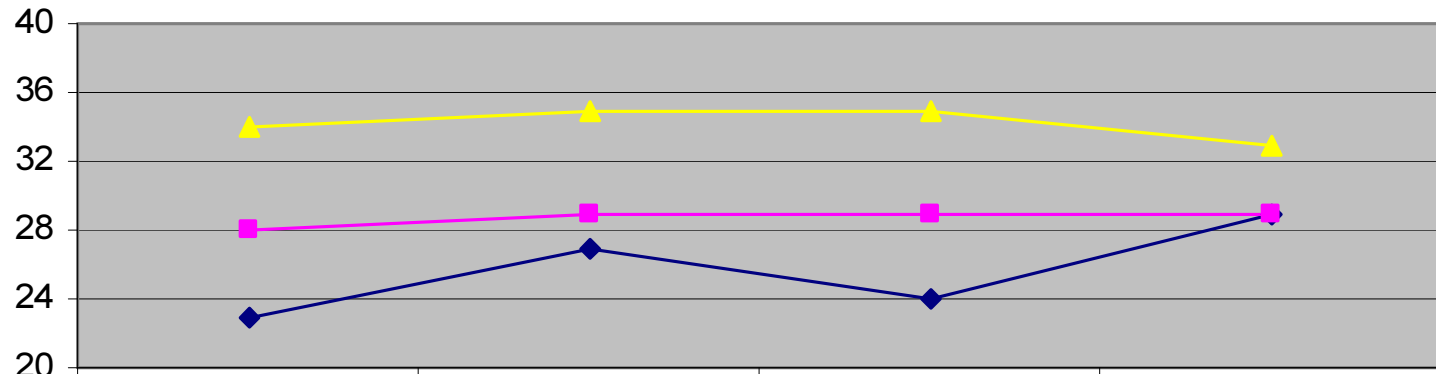
◆ Rotherham	69	71	73	72
■ SN Average	70	71	74	74
▲ National Average	73	74	77	76

B(iii) Rotherham Key Stage 3 Science L5+ results compared with Statistical Neighbour and National averages 2004-2007



Rotherham Key Stage 3 English L6+ results compared with Statistical Neighbour and National averages 2004-2007

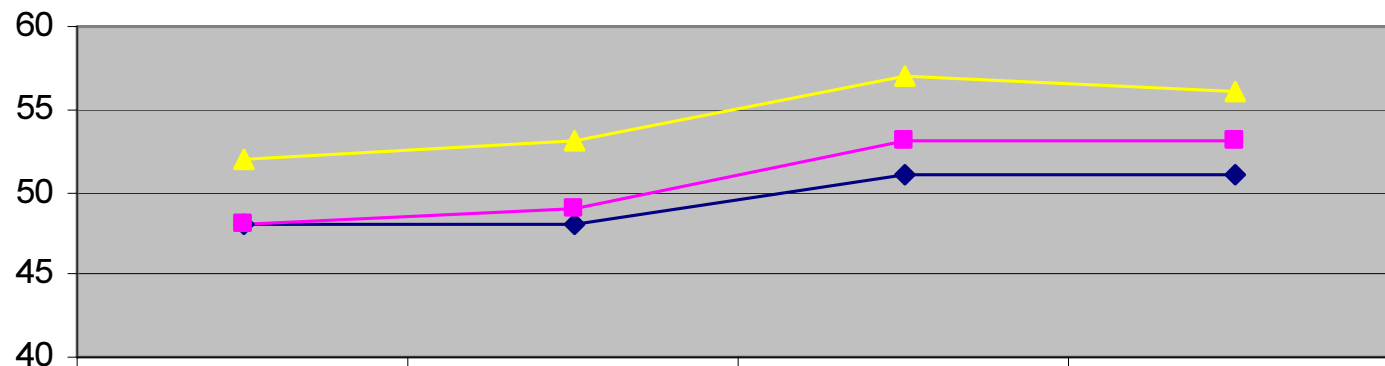
Key Stage 3 L6+ English



	2004	2005	2006	2007
◆ Rotherham	23	27	24	29
■ SN Average	28	29	29	29
▲ National Average	34	35	35	33

Rotherham Key Stage 3 Mathematics L6+ results compared with Statistical Neighbour and National averages 2004-2007

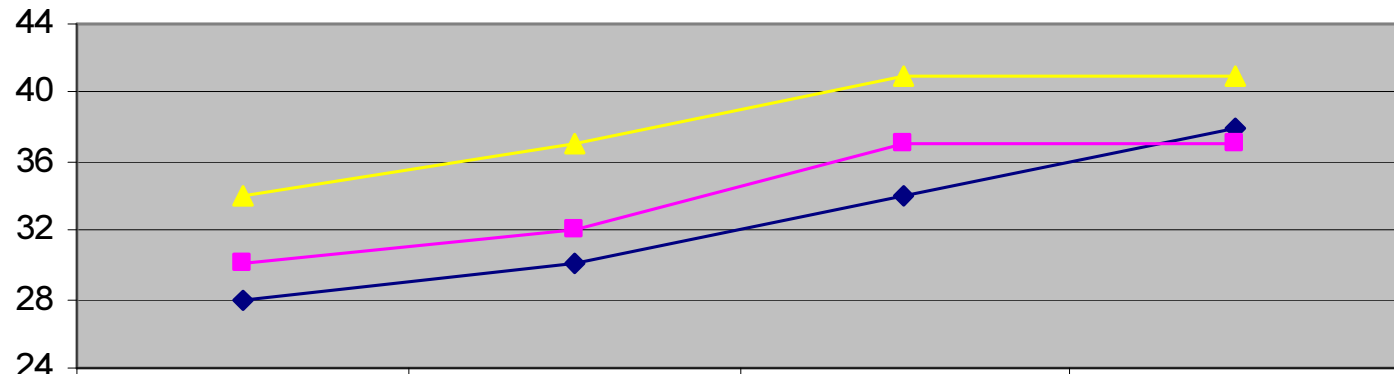
Key Stage 3 L6+ Maths



	2004	2005	2006	2007
◆ Rotherham	48	48	51	51
■ SN Average	48	49	53	53
▲ National Average	52	53	57	56

Rotherham Key Stage 3 Science L6+ results compared with Statistical Neighbour and National averages 2004-2007

Key Stage 3 L6+ Science



	2004	2005	2006	2007
◆ Rotherham	28	30	34	38
■ SN Average	30	32	37	37
▲ National Average	34	37	41	41