

CABINET MEMBER FOR LIFELONG LEARNING

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

Date: Tuesday, 9 December 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 previous meetings held on 30th September and 28th October, 2008 (copies herewith) (Pages 1 - 2)
5. Health and Safety Report (copy herewith) (Pages 3 - 6)
6. Ofsted Profile of Schools (report herewith) (Pages 7 - 11)
7. Provision for Ethnic Minority Learners (report herewith) (Pages 12 - 16)
8. Foundation Stage Assessment Results: Summer 2008 (report herewith) (Pages 17 - 26)
9. Raising Expectations - Enabling System to deliver transfer of 16-18 Funding from the LSC to the Local Authority (report herewith) (Pages 27 - 38)
10. Date and Time of Next Meeting - 6th January 2009

CABINET MEMBER FOR LIFELONG LEARNING
Tuesday, 30th September, 2008

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

21. MINUTES OF PREVIOUS MEETING HELD ON 16TH SEPTEMBER, 2008

Resolved:- That, with the exception of the addition of apologies from Councillor Havenhand, the minutes of the previous meeting held on 16th September, 2008 be received as a correct record.

22. LEA GOVERNOR APPOINTMENTS

Pursuant to Minute No. C50 of January 2000, 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

Bramley Grange Primary	P Reddick	30/9/08
Brinsworth Whitehill	T Charlton	30/9/08
Laughton J & I	E York	30/09/08
Maltby Redwood	C Cant	30/09/08
Treeton Cof E	A Roddison	30/09/08

Re-appointments

Anston Hillcrest	J Holcombe	2/11/08
Aston Hall J & I	WJ Richardson	23/10/08
Brinsworth Manor Junior	R Littleboy	21/11/08
Canklow Woods	A Bower	23/10/08
Maltby Redwood	E Bolam	2/11/08
Rawmarsh Ashwood	S Whelbourn	1/9/08
St Anne's Primary	Z Ahmed	2/11/08
Swinton Brookfield	B Butler	2/11/08
Thrybergh Primary	AV Scholes	2/11/08
Wales Primary	P Blanksby	8/10/08
Rawmarsh Community School	D Douglas	2/11/08
Wath Comprehensive	C Bennington	8/10/08

23. DATE AND TIME OF NEXT MEETING

Resolved:- That a joint meeting of Cabinet Member and Advisors, Lifelong Learning and Children and Young People's Services take place on Wednesday, 15th October, 2008 at 9.00 a.m.

**CABINET MEMBER FOR LIFELONG LEARNING
Tuesday, 28th October, 2008**

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

An apology for absence was received from Councillor Havenhand.

24. LEA GOVERNOR APPOINTMENTS

Pursuant to Minute No. C50 of January 2000, 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

Aston Lodge Primary	Mr P Martin	28.10.08
Badsley Moor Infant	Mrs A Parry	28.10.08
Brampton Cortonwood Infant	Mrs D Stoner	28.10.08
Ravenfield Primary	Mr P Jones	28.10.08
Rawmarsh Thorogate J&I	Mrs L Fletcher	28.10.08
Whiston Worrygoose J&I	Mr J Booker	28.10.08
Wales High	Mrs J Holcombe	28.10.08

Re-appointments

Aston Fence Primary	Mrs C Ritchie	02.11.08
Winterhill School	Cr B Kaye	21.11.08
St. Ann's Primary	Cr S Ali	30.11.08

All the above appointments are subject to satisfactory checks being undertaken.

25. DATE AND TIME OF NEXT MEETING

Resolved:- That the next meeting of the Cabinet Member, Lifelong Learning take place on Tuesday, 18th November, 2008 at 9.00 a.m.

PARTY "A"

Present: Councillors
Union representatives
Officers

R.Russell, G.Wellbourn (PM)
S.Brookes NSAWT, Jill Adams (N.U.T.) S Frere,(Unison)
P.Eastell Principal Safety Officer. S.Fiander Senior Safety Officer



Morning	
<p>Swinton Community School</p> <p>Good security at the perimeters and also pupil movement during lesson time.</p> <p>A number of improvements carried out with further work identified.</p> <p>CDT block Fire exits at rear of CDT block require new hand rails. Tripping hazards in concrete floor panels require filing in.</p> <p>Tower scaffold needs to be stored away.</p> <p>Metals strips of angle iron on floor need to be stored and racked.</p> <p>The issue in relation to violence to staff will be addressed at a separate meeting at the school.</p> <p>Pot holes generally on main access roads to make good.</p> <p>Hole in vinyl floor sheeting in maths block</p>	<p>Old wooden exit rails are to be removed and new ones constructed and installed in steel pipe (within 6 wk break)</p> <p>Tower scaffold removed and stored wc 19/06/08.</p> <p>Metal angle iron to be restacked in new location by 07/07/08.</p> <p>A future date to be arranged.</p> <p>The uneven areas pointed out during the visit are to be rectified as part of the works schedule to be undertaken in the six week break.</p> <p>Rectified by school on visit (temp) A new section of flooring to be bonded in to place during the six week break. Rectified by school on visit</p>

<p>St Thomas CE Primary</p> <p>School In excellent condition.</p> <p>External notice board damaged perspex panel to replace.</p>	<p>Order placed by school to install new Perspex panel work to be completed within 14 days</p>
<p>Wath Central Primary</p> <p>Issues regarding locked FM storage rooms and locked electrical switch gear room to which only Hayden's have access and the school doesn't.</p> <p>In addition no fireman's switch was visible externally to isolate powered supply.</p> <p>Medical room requires tidying.</p>	<p>The rooms are locked for H&S reasons as they contain chemicals and equipment the school staff are not trained to use. In event of electrical problems outside the caretakers core hours Haden have response team to attend.</p> <p>There are no high voltage fittings (eg neon lights)at the school requiring a fireman's switch</p> <p>Room now cleaned and tidy</p>

<p>Afternoon</p>	
<p>Wath Youth Centre</p> <p>Good condition throughout.</p> <p>No fireman's switch was visible externally to isolate power supply.</p>	<p>No work required on this site</p> <p>There are no high voltage fittings (eg neon lights)at the school requiring a fireman's switch</p>

PARTY "B"

Present: Councillors J.Swift
Union representatives J Clay,(ATL)), K. Moore,(AMICUS)
Officers L.Sayles Safety Officer



Morning	
Dalton Listerdale J & I School New water heating system was found to be too hot. Caretaker to adjust and monitor. Sink taps throughout the school are not saver taps and this should be reviewed prior to any refurbishments. Risk assessment needs to be carried out on the fire exit leading onto the steps –as discussed. Highlight the edges of the steps. Refit down fall pipe at side of walkway. Repair or place grate covers as required. Two large external lights at the side of the entrance to be disconnected as they are full of water. Repair to be done by qualified electricians. Remove protruding bolts from the flag pole. Central seating units in the external play area to be repaired.	 Caretaker now adjusted – staffroom sink The taps are saver taps but currently sticking and causing problems, school to replace as part of refurbishment programme. To be carried out during next fire drill and to be included in the Fire Risk Assessment. Caretaker to carry out during school holidays. Order raised to secure fall pipe and replace grate covers. Order raised for seating repairs and flag pole. Work to be completed within 7 days 2010 to drain, check and repair electrics and fit covers with seals to prevent further water ingress.

Aston Comprehensive School – CDT Workshops only

Lighting – Covers missing off the lights. These need replacing.

Lighting levels appear poor and needs assessing.

Fire Safety signs are missing from the whole of this area.

Personal Protective Equipment is available and in good condition at the time of the inspection.

Concerns raised by staff about the use of the Laser and the strong smell of fumes despite having a self contained HEPA air scrubber system. – This matter is to be investigated further forwarded directly to the school.

External drains were blocked.

General house keeping needs to be improved.

Diffusers not available for fittings, costs requested to replace lighting with covers which will bring lighting levels up to the required standards.

Removed prior to internal decoration, school to replace.

No action required

Health and Safety Section arranging necessary testing.

Order raised to jet the drains.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
--

1.	Meeting:	Lifelong Learning Cabinet Member and Advisers
2.	Date:	9th December 2008
3.	Title:	Ofsted Profile of Schools
4.	Directorate:	Children and Young People's Services

5. Summary:

The report summarises the Ofsted inspection profile of all Rotherham schools during the period 2005-8.

6. Recommendations:

That:

- **The report be received.**
- **The Cabinet Members note the improved levels of performance by schools in all phases and celebrate the Outstanding judgements achieved by a growing number of schools**
- **The Cabinet Member encourages all schools to continue to aspire to excellence and, in particular, to commit to systematic improvement in Ofsted outcomes during the next inspection cycle**
- **The Cabinet Member endorses the drive to:**
 - **continue to reduce the number of schools subject to an Ofsted category**
 - **increase the proportion of schools achieving strongly Good and Outstanding outcomes**
 - **improve, in particular, the evaluations of the quality of Teaching & Learning and attendance in Primary and Secondary schools**
- **The report be forwarded to Cabinet for consideration**

7. Proposals and Details:

This report provides an overview of the Ofsted inspection profile of Rotherham schools during the period September 2005 - July 2008. Ofsted introduced a new inspection framework in September 2005 based on a three year cycle which, by the end of the 2007/8 school year, had seen the inspection of all but two Rotherham schools. The most important feature of the new framework has been the centrality of the school's self-evaluation in the assessment process and the influence of the analysis of performance data, using the national Raise on Line intelligence system, on inspection outcomes.

a. Inspection framework : Schools are inspected across a range of indicators of which the most important are:

- Standards and Achievement
- Pupil Personal Development and Wellbeing
- Quality of Provision, including Teaching & Learning and Curriculum and, Leadership & Management

Each area is graded 1-4, Outstanding to Inadequate. Each school is then assessed for its overall Effectiveness & Efficiency on the same grade scale. Schools judged as 4, Inadequate, are subject to Special Measures or, if in the inspectors' judgement, the school has the capacity to improve itself a Notice to Improve.

b. Improved Borough Profile : During 2005-8, Ofsted inspectors have identified a strongly positive profile of Rotherham schools across all three Phases. Two key indicators of success are the number of schools placed in Ofsted categories (Inadequate) and the proportion of schools achieving Outstanding judgements. In the first case, Headteachers, with the support of the Local Authority, have achieved a significant reduction in the number of schools subject to category. Currently, only one school, Dinnington Primary School, is in Notice to Improve and no school is subject to Special Measures. This is a radical improvement on previous profiles and the best position since inspections began. Moreover, the proportion of Outstanding schools, particularly in Primary and Special, has increased significantly with 4 out of 6 Special Schools judged as Outstanding by July 2008 – an unprecedented achievement.

c. Summary Inspection Profile: in July 2008, at the end of the 2005-8 inspection cycle, 22 schools had been judged Outstanding (Grade 1), 55 Good (2), 51 Satisfactory (3) and 1 Inadequate (4).

	JUDGEMENT			
	1	2	3	4
All Phases	17% (22)	43% (55)	40% (51)	1% (1)
Primary	16% (16)	47% (48)	36% (37)	1% (1)
Secondary	13% (2)	31% (5)	56% (9)	0%
Special/PRU	36% (4)	18% (2)	45% (5)	0%

The profile represents a considerable strengthening in relation to previous inspection patterns. The number of Outstanding Special and Primary schools is particularly impressive since it offers the Borough examples of leading practice from which other schools can learn; this is the inspiration of the Lead Partner Programme where 20

Junior and Infant schools are working with 10 Outstanding schools in partnerships of three to build collective excellence. Two secondary schools with emphatic Good inspection reports are currently working with the Consultant Headteacher of an Outstanding school to achieve that standard in the next cycle.

The essential challenge for the next period is to move the body of schools, especially in the Secondary phase, from Satisfactory to Good and then to Outstanding.

d. Historical comparison : comparison with the Local Authority position in previous years is complicated by the removal of the Ofsted category Serious Weaknesses and its replacement by the slightly different indicator of Notice to Improve, whose introduction has considerably increased the number of category schools nationally. However, by any measure, there has been a significant reduction in the number and proportion of Rotherham schools judged to be Inadequate in the last four years, so that in 2008 the Authority is in its strongest ever position in this regard. Current national and Statistical Neighbour information is not yet available for this period but previous data would confirm the strength of the LA profile in relation to Authorities nationally and not least vis a vis its regional neighbours.

	2004-05	2005-06	2006-07	2007-08	Sept 08
Special Measures	4	4	3	0	0
Serious Weakness	2	2	-	-	-
Notice to Improve	-	1	2	4	1
Total	6	7	5	4	1

A number of factors have contributed to this important improvement, including :

- i. improved recruitment, professional development and sustained support for Headteachers, especially in the most vulnerable schools
- ii. systematic investment in quality leadership development and succession planning at all levels, led by the LA
- iii. more intelligent, focussed and flexible school intervention strategies, based on “doing with” not “doing to”
- iv. a culture of collaboration where schools support each other and therefore greatly enrich the resources for improvement
- v. a significantly improved advisory and consultancy team, making best use of talented colleagues in SES and in schools themselves

e. Particular areas of accomplishment : an analysis of schools’ differential performance across the many indicators in the Ofsted framework indicates our current areas of particular strength and some priorities for further improvement.

The category Personal Development and Wellbeing is consistently the strongest area in all schools and especially in the Primary phase where 88% of schools were judged to be at least Good in promoting the overall personal development and wellbeing of their pupils. This aspect embraces behaviour, enjoyment, pupil safety and health, the contribution to community and spiritual, moral, social and cultural aspects of school life. Guidance, care and support for pupils are similarly strong in Primary, where our schools are clearly inclusive, caring and responsible communities.

The quality of curriculum is a particular strength in secondary schools, where 81% were at least Good on this measure. Personal development and wellbeing scores less highly than in Primary (65-70%) but is secure for the older phase. Secondary Governing Bodies and leadership teams score well. All Rotherham schools (90% at Good +) score impressively on “working in partnership “to support learners, exemplifying the strength of the partnership culture developing in the Borough.

f. Priorities for further improvement : Standards and Achievement remain below the national averages on most indicators and this is the urgent continuing priority for improvement. Standards (29% Good or better) are significantly weaker than Achievement (60%) and Progress (60%) because our schools add good value to pupils, many of whom have low starting points. Critical to further improvement here is the strengthening of the Teaching and Learning culture which achieves a modest 62% overall Good or better outcome, but only 44% in secondary. The evaluation of leadership (68% overall Good or better) will only rise when Standards and Achievement improve. The other most urgent area to be addressed is attendance where only 49% of schools are rated Good or better and 6% are Inadequate on that measure.

Overall, however, 71% of schools are judged to have at least a Good capacity to continue to improve; none lacked that capacity sufficient to warrant Special Measures.

8. Finance:

Support for schools in developing Standards and Achievement and the Quality of Provision is provided by the School Effectiveness Service as part of its core agend with schools, together with Area Based Grants relating to National Strategy priorities.

9. Risks and Uncertainties:

Ofsted inspections are an important evaluation of the quality of education provided to children and young people. Where that quality of provision is Good or Outstanding, pupils' progress, achievement and standards should be of the same order. Where schools are ineffective or failing, students' progress and achievement will be damaged and their life chances negatively affected. Strong and successful schools exert a profoundly positive influence on their communities; underachieving schools contribute to community decline and impoverishment.

The Ofsted profile for individual schools and the Local Authority is a key indicator of professional effectiveness contributing to judgements of the quality of the LA and the Council in APA and JAR evaluations. Schools subject to a negative inspection are required to mount intensive improvement programmes within tight timescales and are regularly externally monitored. Such schools are vulnerable to negative public reaction and unhelpful publicity which may impact both on the pupil roll and on the recruitment and retention of staff. Intervention in support of such schools is an expensive call on LA resources and personnel. Local Authorities with a high number of schools in categories are themselves subject to intensive external intervention by

Ofsted and DCSF. In extreme cases where underperformance persists, both schools and LAs may lose their right to self-governance.

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:

Contact Name :

David Light,
Head of School Effectiveness

david.light@rotherham.gov.uk 01709 822592

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
--

1.	Meeting:	Cabinet Member for Lifelong Learning
2.	Date:	9th December 2008
3.	Title:	Provision for Ethnic Minority Learners
4.	Directorate:	Children and Young People's Services

5. Summary:

This report presents an outline model of developments to address the current challenges in relation to ethnic minority achievement (EMA) in Rotherham.

Despite some significant, recent improvements, issues of underachievement among Rotherham's EAL (English as an Additional Language) population are still evident. Moreover, Rotherham is now host to a recent and growing population of new arrivals from other European Union countries whose needs are significantly different from the established British Asian community.

The model proposed in this report combines recommendations for a shift in strategy and practice and identifies opportunities to test new practice in an initial, limited pilot programme.

6. Recommendations:

It is recommended that:

- **the report be received.**
- **the Cabinet Member for Lifelong Learning endorses the renewal of policy and practice in the context of the new challenges introduced by recent arrivals from other European Union countries.**
- **the Cabinet Member for Lifelong Learning continues to receive reports on the implications of New Arrivals both for the Borough and at national level**
- **the Cabinet Member for Lifelong Learning continues to review the resource implications of New Arrivals, particularly in relation to the recruitment of First Language speakers**

7. Proposals and details:

Rationale :

This report presents an outline model of developments to address the current challenges in relation to ethnic minority achievement (EMA) in Rotherham.

Despite some significant, recent improvements, issues of underachievement among Rotherham's EAL (English as an Additional Language) population are still evident. Moreover, Rotherham is now host to a recent and growing population of new arrivals from other European Union countries whose needs are significantly different from the established British Asian community.

Funding to support BME pupils came originally from the Home Office (Section 11 funding). This was then converted into a Standards Fund Grant (Ethnic Minority Achievement Grant [EMAG]) that was devolved to schools. At this time there were a number of children coming to the borough as asylum seekers. These pupils were not eligible for support from the EMAG grant and the Local Authority established the Welcome Centre as a means of inducting these children in to the school system. The Welcome Centre was adequately resourced to address the needs of this group of pupils. The number of asylum seekers coming to Rotherham has reduced but Rotherham is now host to a recent and growing population of new arrivals from other European Union countries whose needs are significant.

The increased volume of newly arrived pupils has resulted in the Welcome Centre no longer being able to fully address the needs of this group of pupils. Not all new arrivals can be inducted through the Welcome Centre; figures for August 2007 to April 2008 indicate 156 of the 297 were inducted through the Welcome Centre. Other pupils went directly to schools or colleges with little additional support. Consequently, Rotherham needs a more consistent and coherent induction process focussed on pupil learning and achievement at the point of admission on school sites.

The model proposed in this report combines recommendations for a shift in both strategy and practice and identifies opportunities to test new practice in an initial, limited pilot programme.

The proposed model is based on national best practice as exemplified in the Minority Ethnic Achievement Programme (MEAP) for advanced learners and the New Arrivals Excellence Programme (NAEP). During 2007/8 the School Effectiveness Service has also researched practice in other Local Authorities (LA), notably Bradford, Sheffield and Kirklees. There have also been on-going discussions with Elected Members through the Cabinet and Scrutiny procedures with an increasing urgency placed on this area of work.

The plan seeks to address the needs of New Arrivals into Rotherham as well as to "close the gap" with respect to underachievement of Advanced EAL learners. It is focused on raising attainment and achievement for all young people with English as an additional language (EAL) by building capacity and sustainability in schools and the LA.

Current challenges

Following extensive consultation in early Autumn 2007 with the National Strategies, the Local Authority has responded to the significant and increasing challenges in relation to ethnic minority achievement.

In particular these are:

- Ongoing under-achievement of advanced learners with English as an additional language, mainly of Pakistani heritage
- Increasing numbers of new arrivals from Central and Eastern Europe, particularly Czech and Slovakian, including Roma
- Current provision needing to respond to national best practice as outlined by the Department for Children Schools and Families (DCSF) in the New Arrivals Excellence Programme (NAEP) which states that "Access and inclusion are best achieved within a whole-school context where pupils are educated with their peers."
- Recognising the need for greater coherence across the LA, particularly the Learning and Inclusion Departments within Children and Young People's services, and increased expert capacity to address the full range of emerging issues
- Developing a sustainable model in which schools are expected to take responsibility for their own improvement in this area, (consistent with School Effectiveness practice in other areas) with appropriate LA support, especially early in periods of exceptional change and challenge
- Designing provision for new arrivals which increases the LA's effectiveness in developing good race relations and promoting Community Cohesion (new duty on schools from 2007)
- Improving consistency of initial provision for New Arrivals

Progress to date

Over the past two years the LA has begun to build sustainable practice, through engagement with National Strategies, in addressing identified priorities for development.

This has included involvement in the Minority Ethnic Achievement Programme (MEAP), participation in the Regional EAL best practice Hub and training for primary schools in the EAL toolkit. In addition the Improving Schools Programme (ISP) has an EAL strand.

Further, it has sought to align more closely the work of Inclusion Services and School Effectiveness Service (SES) allowing for more efficient and effective use of limited resources. From September 2008, the SES has assumed direct line-management responsibility for the Ethnic and Cultural Diversity Service (ECDS) based at the Welcome Centre and is integrating their work into mainstream school improvement approaches. Further alignment of services such as ECDS, Early Years Foundation Stage (EYFS), Traveller Education Service (TES), School Improvement Partners (SIPs) and schools is now required to maximise the effective use of resources to address the issues.

This proposal seeks to strengthen the work of the LA by ensuring the response is better co-ordinated and that monitoring, evaluation and review are integral to the

work. Further, the alignment of resources with schools in the “front line” of the development of this work, seeks to ensure greater sustainability and flexibility.

Proposals

It is proposed to:

- Increase the LA’s capacity to provide clear strategic leadership and expertise in this area by creating a team of specialist curriculum adviser, primary consultant and secondary consultant and the appointment of additional posts, through the remodelling of existing staff (subject to a review of the work of current staff in the Ethnic and Cultural Diversity Service)
- Support schools in taking responsibility for a sustainable approach to Ethnic Minority Achievement, from New Arrivals to Advanced Learners of English as an Additional Language, by developing hubs of effective practice in identified schools. This will be one primary school and two secondary, one of which will focus on developing good practice for Advanced Learners and one for New Arrivals
- Use LA Ethnic and Cultural Diversity Service resources more strategically and increase LA capacity to raise achievement for learners with EAL by re-allocating some of the existing centrally funded resources from the Welcome Centre to support Hub schools to:
 - i. develop their own capacity to meet the needs of EAL learners.
 - ii. develop outreach provision to improve performance in partner schools.

This will be a phased pilot from January 2009 with preparation work during Autumn 2008. The pilot will be formally evaluated, with external moderation by a Principal Adviser, Bradford LA.

- Ensure that monitoring, evaluation and review of provision and outcomes for young people with EAL is undertaken by senior LA officers and SIPs and that information generated leads to action.

8. Finance:

Support for schools in developing standards and achievement and the quality of provision is provided by the School Effectiveness Service as its core commitment to schools. An effective and efficient response to the current challenges, particularly in relation to new arrivals from other European Union countries, requires:

- a) reallocation of current SES personnel
- b) reallocation of staff in the Ethnic and Cultural Diversity Service, to meet new demands
- c) enhanced staffing resources through the remodelling of existing staff
- d) additional and specific expertise, especially Slovakian and other minority First Language speakers

9. Risks and Uncertainties:

Failure to address the changing requirements posed by the changes will impact negatively on the LA’s external evaluations. Currently:

- LA compliance with legal and statutory duties is subject to external scrutiny
- LA alignment with developing best practice nationally is tested by national and regional partners

- Continued patterns of underachievement in vulnerable groups affect school and LA inspection outcomes
- Pressures on community cohesion from disengagement and disaffection may escalate and damage the Borough
- Failure to recruit personnel of appropriate quality and skills affects the quality of delivery to learners
- The capacity of Hub schools to develop and disseminate effective practice is as yet unproven (hence the proposal to introduce a pilot phase)

10. Policy and Performance Agenda Implications:

Any plans arising from an analysis of this report will 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:

- Extensive and systematic consultation with Bradford, Sheffield and Kirklees LAs to explore "best practice" and other LA's responses to this agenda.
- Regular review and consultation with National Strategy Senior Adviser (EAL) and Minority Ethnic Achievement Programme (MEAP) Regional Adviser
- Continuing consultation with Headteachers, Governors and LA officers
- Continuing discussion with elected Members through Cabinet and Scrutiny processes

Contact Name :

Catharine Kinsella
Director of Learning Services
T: 01709 822678
E: Catharine.kinsella@rotherham.gov.uk

David Light,
Head of School Effectiveness
T: 01709 822592
E: david.light@rotherham.gov.uk

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
--

1.	Meeting:	Lifelong Learning Cabinet Member and Advisers
2.	Date:	9th December 2008
3.	Title:	Foundation Stage Assessment results: Summer 2008
4.	Directorate	Children & Young People's Services

5. Summary:

The purpose of this report is to inform the Cabinet Member for Lifelong Learning about the performance of Rotherham children in Foundation Stage, in 2008.

6. Recommendations:

- That the report be received.
- That the Cabinet Member for Lifelong Learning and Advisers note the marked increases in the outcomes as reported through the Foundation Stage profile
- That the Cabinet Member for Lifelong Learning and Advisers 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 the Cabinet Member for Lifelong Learning and Advisers 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 Cabinet Member for Lifelong Learning and Advisers endorse the drive to narrow the gap between the average for the lowest 20% band and the LA median.
- That the report be presented to Cabinet and Children and Young People's Services Scrutiny Panel for consideration.

7. Proposals and Details:

All schools must conduct a form of statutory assessment at the end of each Key Stage (at age 5, 7, 11, 14 and 16). The Foundation Stage Profile is assessed when children reach the end of Foundation Stage (age 5) through ongoing and summative teacher assessment.

a) Overall Foundation Stage Results

The national assessment profile for pupils at the end of the Foundation Stage (Foundation Stage Profile [FSP]) has been in place for six years. Increased confidence and security in the assessments made has meant that, over recent years, the FSP is judged to be a more valid and reliable indicator than those undertaken 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.

Assessments continue to be made against the thirteen assessment scales that cover the strands of the five Areas of Learning. However, new national measures, referred to as Early Years Outcome Duties (EYOD), have been introduced and each Local Authority is required to set targets against these. They now form the key reporting indicators both locally and nationally.

Each assessment scale comprises of ten stages, identified through a point system of 0 to 9. The national expected level for pupils at the end of the Foundation Stage is point 6, which is equivalent to reaching the Early Learning Goals. Assessment scores of points 0 to 3 are judged to illustrate performance below the Early Learning Goals, points 4 to 7 illustrate performance within the Early Learning Goals and points 8 and 9 illustrate performance above the Early Learning Goals.

The particular features of the new Early Years Outcome Duty (EYOD) measures, place an emphasis on pupils reaching the national expected level of point 6 and their development in six key aspects. These are:

- 1) Personal Social and Emotional Development (6+ PSED),
- 2) Communication, Language and Literacy (6+ CLLD)
- 3) All Areas of Learning (78 points and above)
- 4) Both Personal Social and Emotional Development and Communication, Language and Literacy (6+ PSED and CLLD)
- 5) All Areas of Learning, plus both Personal Social and Emotional Development and Communication, Language and Literacy (78 points and 6+ in both PSED and CLLD)

A further key feature of the EYOD measures is linked to improving the outcomes for the lowest performing pupils at the end of Foundation Stage, identified as the lowest 20% band. This is measured by comparing the gap between the average point score for the whole cohort with the average point score for the lowest 20% band. This is referred to as:

- 6) The gap between the LA median and the bottom 20% band.

In addition, the EYOD gives regard to levels of deprivation for individual children as measured through the Index of Multiple Deprivation and referred to as the Super Output Areas (SOA). Children are grouped according to whether they live within the 30% SOA indicator or within the 70% SOA indicator (non 30% SOA). Those children that live within the 30% SOA are judged to have higher levels of deprivation. The proportion of Rotherham pupils in the 2008 Foundation 2 cohort that live within the 30% SOA is 53% compared to a national of 31%.

Data related to Rotherham's performance against these EYOD measures are contained within the attached appendices. These illustrate the trends over the last 3 years as well as the details of the 2008 outcomes.

Appendix 1 includes Tables 1 to 6

Tables 1 to 6 show the performance trends for each of the Early Years Outcome Duties over the last 3 years for boys, girls and all pupils. 2008 outcomes, as reported through the new national measures, show a positive upturn following the declines in 2007. The 2008 Foundation 2 cohort reported significant improvements in all Early Years Outcome Duty (EYOD) measures compared to 2007:

Table 1:	6+ PSED: 68.5 (+8%)
Table 2:	6+ CLLD: 47.1 (+7.1%)
Table 3:	6+ in both PSED and CLLD: 44.2 (+7.5%)
Table 4:	78 points or more: 64.7 (+7.8%)
Table 5:	78 points and 6+ in both PSED and CLLD: 44.2 (+7.6%)
Table 6:	20th Percentile FSP score: 65 (+4) - Gap between LA median and bottom 20%: 44.4 (-2.2%)

These positive outcomes have contributed to a rising trend over the last three years in all measures except the gap between LA median and bottom 20% which continues to exceed those reported in 2006. This upward trend is also very evident for children in the 30% SOA and those in the none 30% SOA, although the improvements from 2006 are more pronounced for those children in the 30% SOA.

In 2008, Rotherham met its targets for two of these Early Years Outcome Duties (6+ PSED and 78 points or more) which is a significant achievement. However, the proportion of pupils that reached 6+ in CLLD remains some distance from the target, highlighting the low levels of capability that many of Rotherham pupils have in Communication, Language and Literacy on entry to Foundation Stage and as they move into Key Stage 1. These lower outcomes in CLLD had a negative impact on two of the other targets, which combine this aspect with other measures.

Appendix 2 including Tables 1 to 3

Table 1 shows the increase in the proportion of pupils who reached point 6 or above in each of the strands, across all the assessment scales of the Areas of Learning between 2007 and 2008. While the improvements are most evident in PSED and CLLD, improvements have been made in all strands.

Table 2 and Table 3 show the gap between the LA and national for the proportion of pupils that achieved point 6 or above in each of the assessment scales across all the strands of the Areas of Learning, in 2007 and 2008. The gap between Rotherham's outcomes and those nationally has been narrowed in all aspects. The gap now ranges from 9.5% in Creative Development to 2.7% in Emotional Development.

Appendix 3 including Tables 1 and 2

The average scores for each Area of Learning (AoL) reported slight increases in Rotherham's 2008 outcomes compared to a standstill in the majority of assessment scales nationally. CLLD continues to be the weakest aspect, although notable gains have been made in Linking Sounds and Letters (+0.4), exceeding the national upturn by 0.2. Reading shows little variation from 2007 in line with the national trend. A stronger average has also been achieved in "Calculating" within the Mathematics AoL, compared to a standstill nationally. This improvement has also narrowed the gap between this strand and the two remaining strands in Mathematics, that have always been notably stronger features within this AoL for Rotherham.

b) Vulnerable Groups

Girls' performance continues to exceed that of boys in all EYOD measures. Improvements since 2006 have been made by both groups against each of the outcomes, however, these gains have been more significant for girls than for boys, except in PSED where boys improvement trend was 0.3% above that of girls. Boys were more strongly represented in the 20% lowest performing band, accounting for 64.8% of this group.

The proportion of pupils from Black Minority Ethnic (BME) backgrounds in the 2008 cohort (15.2%) was slightly lower than in 2007 (16.6%), but above 2006 (12.6%). APKN (Asian of Pakistani origin) continues to be the main group within Rotherham's ethnic community. 38% of pupils from BME backgrounds within this cohort were within the 20% lowest performing band, while only 16.5% of the pupils of White British origin are represented within this lower performing group.

Only three schools reported no pupil in the 20% lowest performing band. Across the remaining schools the proportion of each cohort represented in this band ranged from 1.9% to 86.3%.

c) Actions Taken

Following the declines reported in 2007, the School Effectiveness Service continued its drive to improve the outcomes for children at the end of the Foundation Stage and to increase the levels of capability for children as they enter Key Stage 1. This continues to be part of the strategic programme to raise standards across all key stages.

In partnership with the National Strategies team a formal review of Rotherham's Early Years Foundation Stage (EYFS) provision was undertaken. A wide range of stakeholders were involved in this review and, while many positive aspects of Rotherham's EYFS provision was confirmed, clear areas for improvement were identified. Actions taken in response to these identified areas have contributed to the improvements made in 2008 and have increased the effectiveness of the provision across this key stage to underpin future improvements.

The particular emphasis on integrating a more structured approach to the teaching of phonics across all schools and settings, through universal and specific training programmes has contributed to the marked improvements in children's outcomes at the end of the Foundation Stage in the strand of "Linking Sounds and Letters". However, this has not impacted sufficiently well on children's reading capability in 2008. The introduction and implementation of Rotherham's "Imaginary Library" is widening the scope to support children's reading from an early age. Increasing children's involvement in books and engaging the support of parents/carers and families in the sharing of books with their children prior to and during their EYFS stage. Although still in the early stages of introduction, this programme should make a significant contribution to the collective drive to improve reading standards and behaviours across Rotherham.

c) Priorities for improvement

In order to meet the EYOD targets for 2009 and sustain a trajectory for improvement:

- Extend the successes reported in 2008
- Increase the average of the LA's lowest 20%
- Narrow the gap between the LA's lowest 20% and the LA's median
- Further increase the proportion of children reaching 6+ in CLLD

Actions to support further improvements

- An additional consultant for CLLD, funded by the National Primary Strategy, is now in post and is working with targeted schools to improve the provision for CLLD and increase the effectiveness of this on children's learning.
- The EYFS workforce has been extended and now benefits from an additional experienced consultant and a highly effective consultant headteacher.
- The roll out of "Imagination Library" is already contributing to the raising of 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
- Further visits are planned to high performing LAs, recommended by National Strategies
- Further cross LA moderation in Foundation Stage is to be undertaken, most particularly with LAs with similar contexts to those of Rotherham that are reporting more positive results than Rotherham
- The data and information provided to all school settings with Foundation Stage children have been revised and training has been provided to all school leaders in the analysis of these. A particular focus has been on raising expectations and challenging underperformance
- A research programme is in place to extend our knowledge and understand of the learning needs of those children in the 20% lowest performing band and to inform our approach to removing the barriers to learning for our most vulnerable children.
- Assessment materials have been revised to reflect the new EYFS Framework and assessment processes and systems are being developed to support teaching and learning across this key stage.

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.

Additional resources have been provided by the national Strategies to employ and additional consultant specifically for CLLL.

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 resulting in reduced 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, the Children and Young People's Single Plan and the Learning without Limits Partnership Plan (schools)

11. Background Papers and Consultation:

Foundation Stage Assessment results: Summer 2005 to 2008

Contact Name:

Helen Rogers,

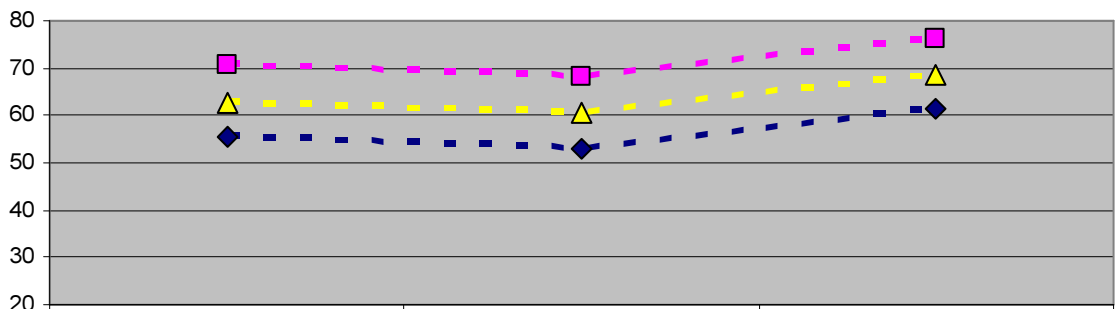
Assistant Head of School Effectiveness

T: ext 2591

E: helen.rogers@rotherham.gov.uk

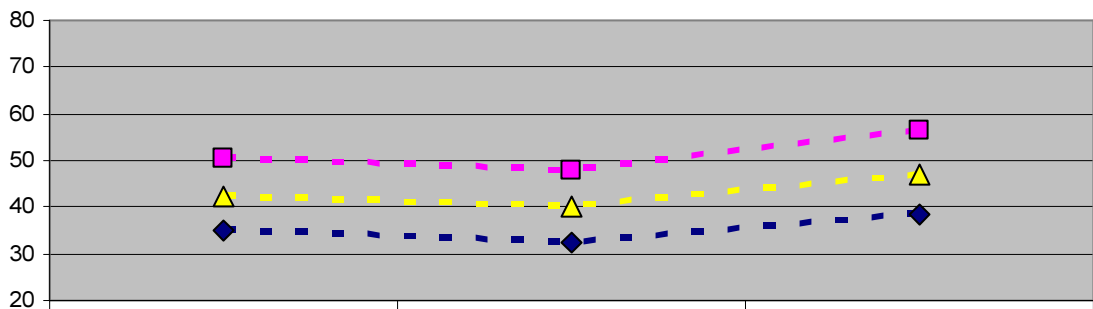
Appendix 1

Table 1 % Achieving 6+ in Personal, Social and Emotional Development



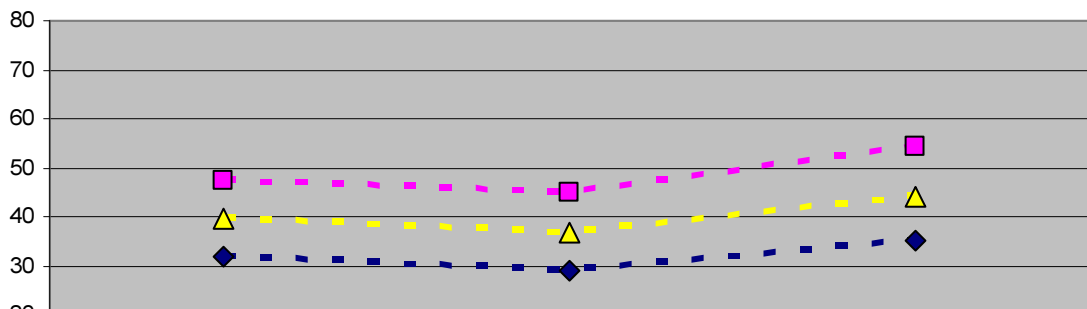
	2006	2007	2008
LA Boys	55.6	53.0	61.4
LA Girls	70.5	68.2	76.0
LA All Pupils	62.8	60.5	68.5

Table 2 % Achieving 6+ in Communication, Language and Literacy



	2006	2007	2008
LA Boys	34.9	32.3	38.3
LA Girls	50.6	47.9	56.4
LA All Pupils	42.5	40.0	47.1

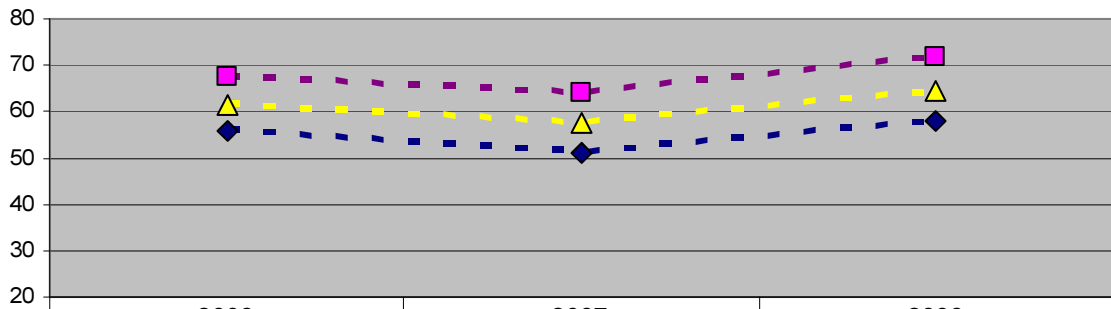
Table 3 % Achieving 6+ in PSE and CLL



	2006	2007	2008
LA Boys	31.9	29.0	35
LA Girls	47.5	44.7	54.1
LA All Pupils	39.5	36.7	44.2

Table 4

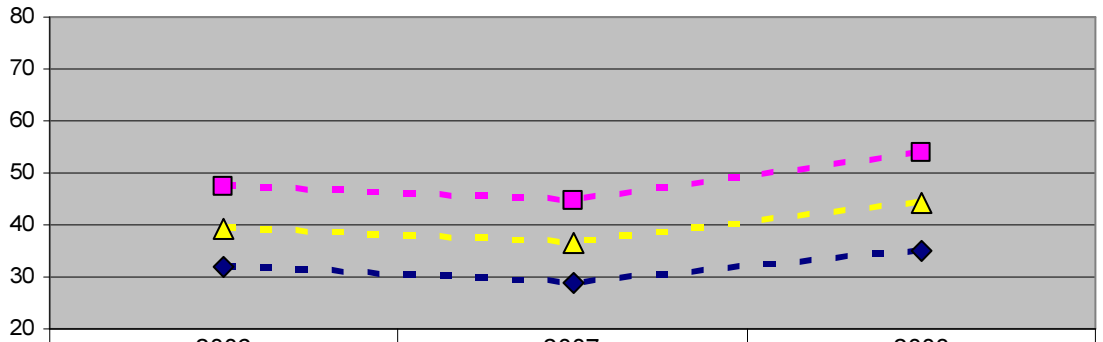
% Achieving 78 Points or More



	2006	2007	2008
LA Boys	56.0	51.2	58.1
LA Girls	67.6	64.2	71.6
LA All Pupils	61.6	57.6	64.7

Table 5

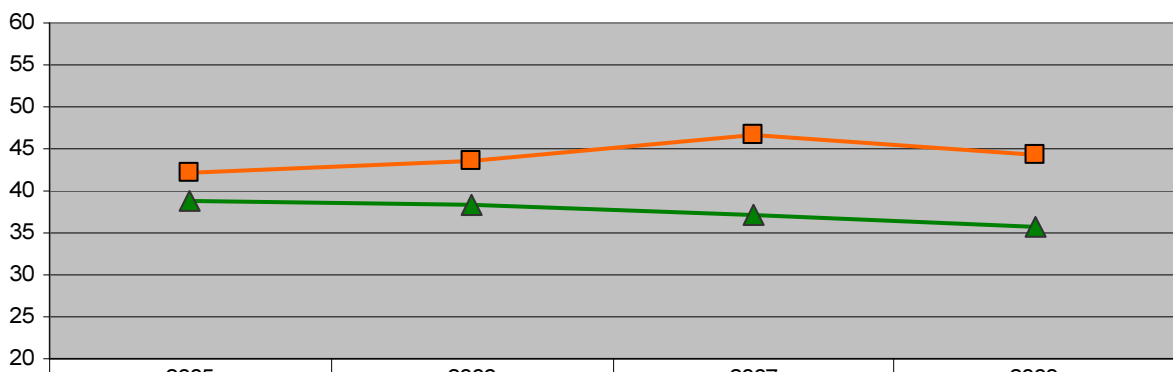
% Achieving 78 Points and 6+ in PSE and CLL



	2006	2007	2008
LA Boys	31.8	29.0	34.9
LA Girls	47.4	44.5	54.0
LA All Pupils	39.4	36.6	44.2

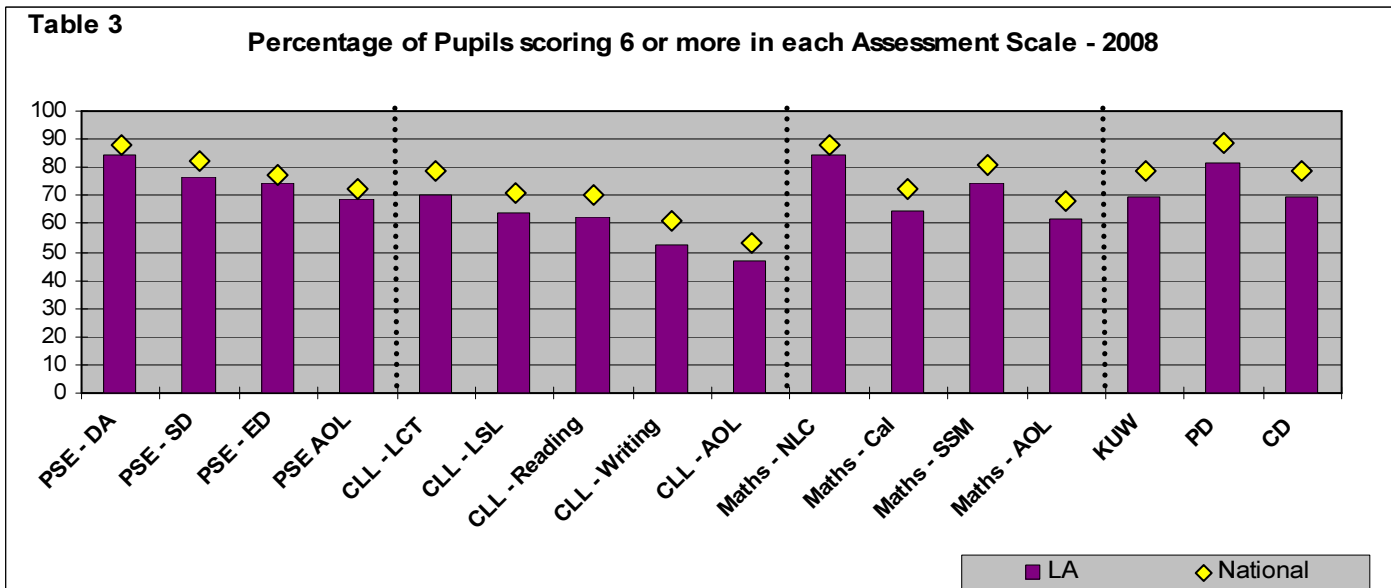
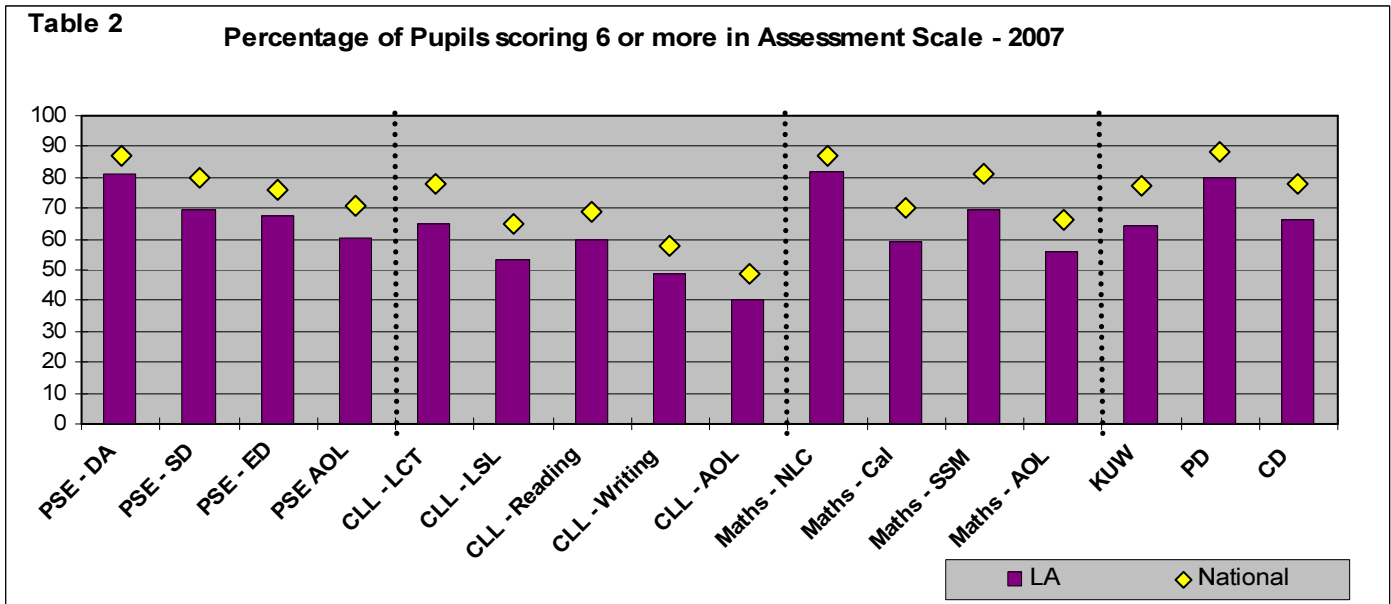
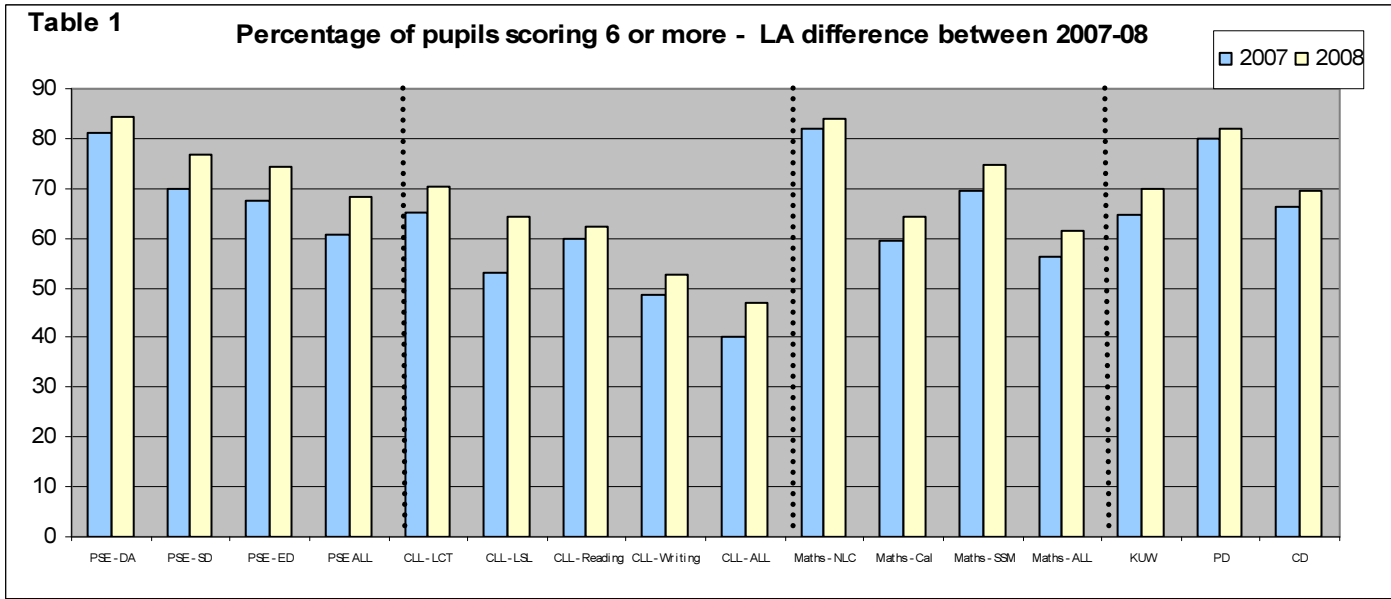
Table 6

Gap between lowest achieving 20% and the median score

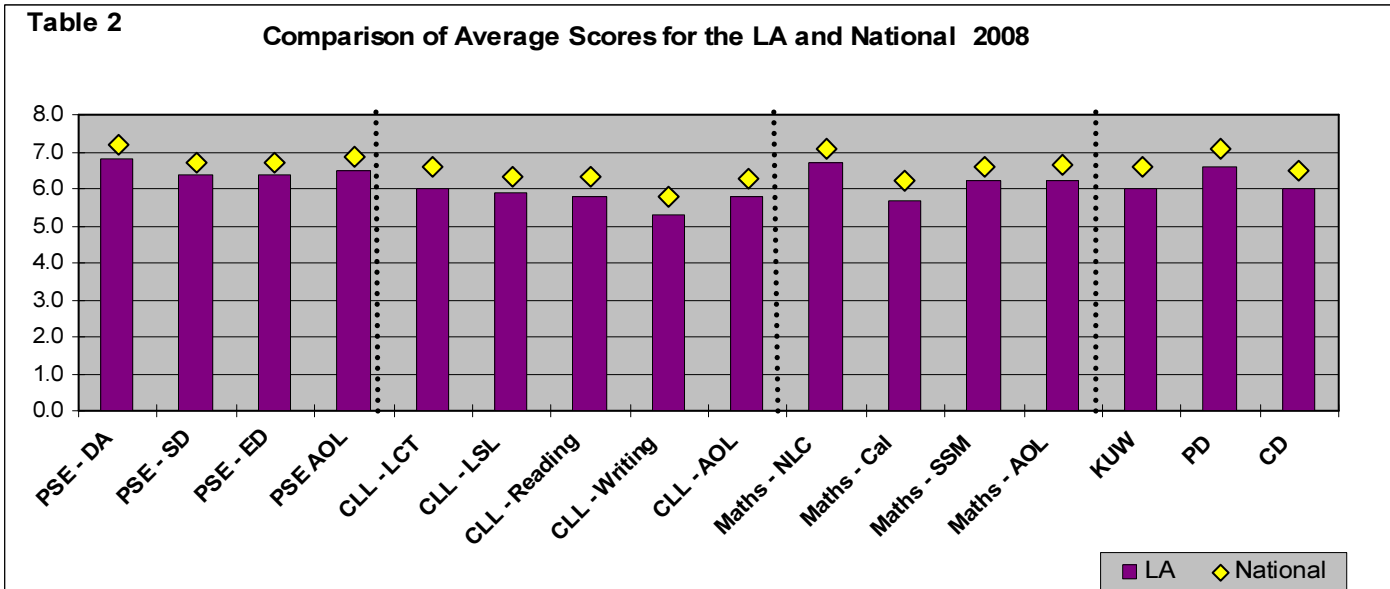
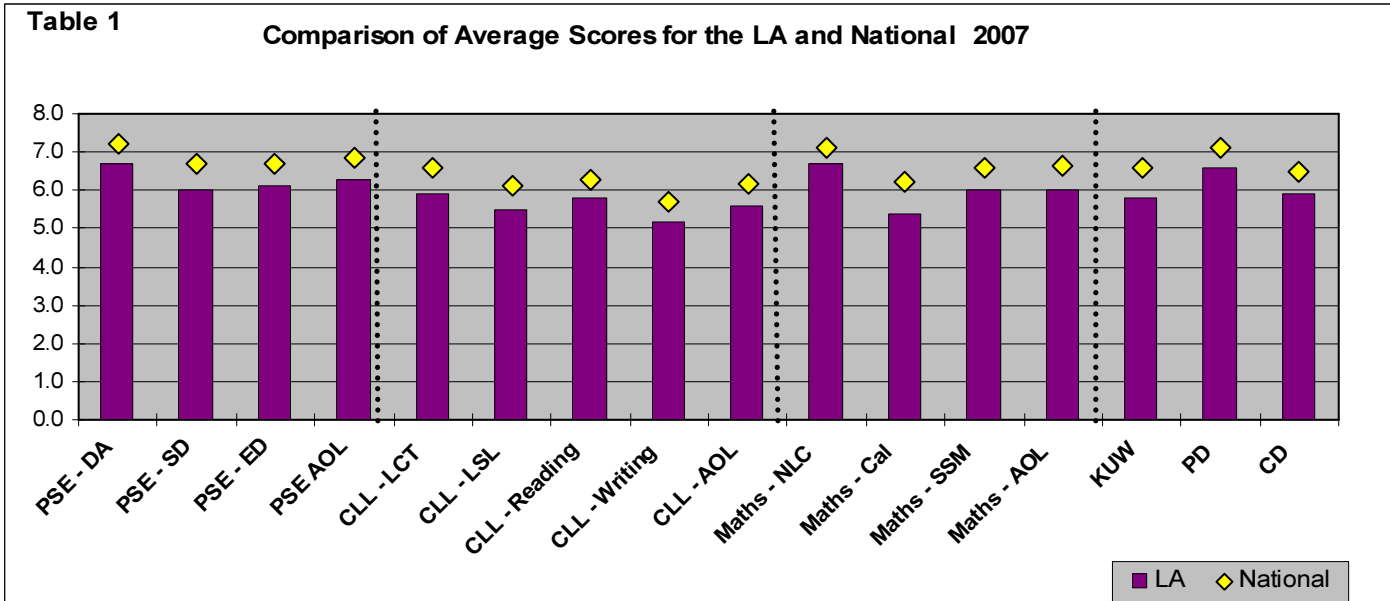


	2005	2006	2007	2008
Rotherham LA	42.2	43.5	46.6	44.4
National	38.9	38.3	37.2	35.6

Appendix 2



Appendix 3



ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1.	Meeting:	Lifelong Learning Cabinet Member and Advisers
2.	Date:	9th December 2008
3.	Title:	Raising Expectations – Enabling the System to Deliver Transfer of 16-18 funding from the LSC to the Local Authority
4.	Directorate:	Children and Young People’s Services

5. Summary:

The White Paper proposals, to further develop the Machinery of Government changes, was published in June 2007. This recognised that together with schools, colleges and other providers, the Learning and Skills Council (LSC) has delivered year on year improvements in participation and success rates post 16. More young people and adults have gained skills and qualifications that employers need and value. In order to maintain this progress, the system now needs to respond to new challenges and, as such, it was announced that the funding for 16-19 participation would transfer to Local Authorities, subject to consultation and legislation. The four key features of this change are:

- Local Authorities will discharge their responsibilities to provide a place in learning for every young person through strategic commissioning.
- Local Authorities will cluster together in sub-regional groupings reflecting travel to learn patterns to commission provision for young people across the wider local area.
- A national Young People’s Learning Agency will be established that will have responsibilities for budgetary control and for securing coherence in the event that agreement cannot be reached locally.
- There should be progressive devolution of power and authority to the sub-regional level as the collaborative arrangements become stronger, successful and more formal.

This report outlines the proposals for the clustering arrangements for the four South Yorkshire authorities.

6. Recommendations:

- a) that the report be received
- b) that further up-dates be presented to the Cabinet Member for Lifelong Learning at regular intervals

7. Proposals and Details

7.1 Introduction

On 26th September 2008 Local Authorities were required to present to the Government Office the clustering arrangements they wish to operate within, following the Machinery of Government changes. This report provides:

- the context for this process;
- the role of the groupings and;
- details of the options available to Local Authorities in South Yorkshire.

7.2 Background and context

7.2.1 As stated in the White Paper, "*Raising Expectations: enabling the system to deliver*", the starting point for the transformation of the education system is the government's ambition to raise the participation age and deliver better outcomes for all young people – an ambition which has been at the heart of the *Every Child Matters* agenda.

7.2.2 The White Paper proposals provide an opportunity to bring together in one place, responsibility for the outcomes and achievements of all young people aged 0-19 and to build upon the existing role and expertise of local authorities as commissioners of a wide range of services which will help support 14-19.

7.2.3 Clearly the implementation of such a large scale system change represents a significant challenge. Local Authorities need to build the necessary capacity to be prepared to undertake their new commissioning role from September 2010. To meet this timescale the pace of change required is rapid and considerable infrastructure, systems and policy changes need to be developed and agreed.

7.2.4 In order to achieve a workable model for the future commissioning of 16-19 education Local Authorities are required to work collaboratively. The role of these groupings (Clusters) includes:

- Providing a forum for Local Authorities to work and plan together to build a picture of demand, which will include analysing data to understand travel to learn patterns and cross border flow, how well the current curriculum is delivering for young people and what the future curriculum entitlement will mean for learner demand;
- Reviewing individual Local Authority 16-19 commissioning plans to ensure they are coherent, taking into consideration learner numbers, available budgets and other factors such as learners with learning difficulties and/or disabilities and specialist provision (as appropriate) and to ensure this information is ready for review by the Regional Planning Group.

7.3 Process and timescales

7.3.1 By September 28th 2008 – Stage One

Local Authorities had to confirm the membership of their groupings, including providing a view on their plans for establishing the grouping and its position regionally and nationally. Government Office Yorkshire and Humber (GOYH) facilitated the collation of these returns in order to provide a coherent regional picture.

7.3.2 Shadow Regional Forums, constituted with Local Authorities, Government Offices, LSC, and Regional Development Agency (RDA) representation, have been established. These forums considered the overall regional proposals with a view to seeking consensus from all partners (that is, all the Local Authorities, the LSC, Government Offices, and RDA) so that first stage proposals could be considered by the DCSF by mid October 2008.

7.3.3 Feedback was provided on the proposed groupings via GOYH at the beginning of November 2008.

7.3.4 From January 2009 to April 2009 – Stage Two

This is the detailed planning stage to support the formation and the implementation of the groupings. This will include plans for the constitution, decision-making processes, dispute resolution, reporting, and financial and performance accountabilities. It is anticipated that the planning and development process will include providers and this will need to be evidenced.

7.3.5 Stage two proposals can be submitted at any stage between November 2008 and 15th February 2009. These will be assessed by DCSF with results communicated by April 2009.

7.3.6 Once groupings have been confirmed and governance arrangements determined, approved working arrangements for the change process can be agreed with the Learning and Skills Council (LSC) in order that resources and support can be directed towards the groupings in anticipation of the start of the commissioning year in September 2009.

7.3.7 In September 2010 – Final transfer

Responsibility for 16-19 funding transfers to LA groupings from the LSC, under the authority of the Young Peoples Learning Agency.

7.4 Key issues to be considered

7.4.1 A number of key considerations needed to be addressed to determine the most appropriate groupings of Local Authorities. These included:-

- Travel to learn patterns
- Working infrastructure and institutional relationships
- Specialist and low incidence provision

7.5 Travel to learn patterns

7.5.1 Travel to learn patterns are of key importance when determining appropriate groupings. It is, however, important to stress that it would be impossible to create a grouping that would capture all of the learners within a particular area. It is imperative, therefore, that appropriate arrangements are put into place to work with neighbouring Local Authorities where there are significant flows of learners.

7.5.2 Travel to learn patterns for South Yorkshire (Figure 1) illustrate the very strong relationship between the four Local Authorities in the sub-region, with 92% of all South Yorkshire residents remaining in the area for their learning activity. This increases to 94% when focusing on FE and Sixth Form learners for which a grouping will have responsibility. Little cross border travel exists with only 8% of learners travelling outside of South Yorkshire (reducing to 6% when looking at FE and Sixth Form learners). It should be noted that within the 8% that travel outside the sub-region are those learners with specialist needs, for which there is no appropriate provision in South Yorkshire, and those accessing niche provision across the country. More detailed travel to learn patterns for each of the four local authorities are available in Appendix 1.

Figure 1: South Yorkshire Learners

No. of 16-19 learners living in South Yorkshire LAs and the LAs where learning was taking place 2006-07 (FO5)						
Learner Home LA	Provider LA	FE Total	6th Form	WBL	Total	Total excluding WBL
South Yorkshire	South Yorkshire	20695 93%	7847 98%	8845 86%	37387 92%	28542 94%
	Other Yorkshire and Humber	482 2%	120 2%	96 1%	698 2%	602 2%
	All other areas	1150 5%	29 0%	1301 13%	2480 6%	1179 4%
South Yorkshire Total		22327	7996	10242	40565	30323

Figure 2: Non-South Yorkshire Learners accessing FE provision in South Yorkshire

No. of 16-19 FE Learners by LA area learning outside of their LA area of residence 2006-07						
Provider LA	Full Time			Part Time		
	Other SY LAs	Non-Y&H LAs	Y&H LAs	Other SY LAs	Non-Y&H LAs	Y&H LAs
Barnsley % of cohort total	462 13%	20 1%	160 5%	286 34%	76 9%	38 4%
Doncaster % of cohort total	448 17%	156 6%	99 4%	159 10%	377 23%	29 2%
Rotherham % of cohort total	199 6%	57 2%	38 1%	101 7%	128 9%	15 1%
Sheffield % of cohort total	406 6%	143 2%	39 1%	360 15%	125 5%	64 3%

7.6 Working infrastructure and institutional relationships

7.6.1 In order for a grouping to work successfully, as determined by the White Paper, there is a clear need for Local Authorities to work collaboratively in order to analyse and plan for how learners move across and within borders. It is also imperative that there is a clear, consistent and singular relationship between the grouping and significant institutions in order to support the planning and commissioning process and reduce bureaucracy in the interests of the learner. Current working relationships in South Yorkshire have a strong sub-regional bias, which is to be expected considering the travel to learn patterns within the sub-region and the necessity therefore for significant institutions (for example general FE Colleges [GFE]) to develop relationships with their Local Authority and their neighbouring South Yorkshire authorities as detailed in figure 2 above. Perhaps the point of most significance is the relatively low incidence of learners travelling from outside South Yorkshire, thus minimising the need for strong commissioning relationships out of area. This has led to the South Yorkshire bias within institutional relationships and the infrastructure of educational development, collaborative planning and delivery across the key GFE institutions. Key examples of this are the South Yorkshire GFE Principals group, South Yorkshire LA Chief Executives Group, South Yorkshire City Strategy pathfinder project (Work and Skills Board) and the collaborative planning that has been successful in developing diploma gateway submissions and, from September 2008, diploma delivery.

7.6.2 Also to be taken into consideration is the current working pattern of the Learning and Skills Council which has operated on a South Yorkshire basis. This has encouraged the sharing of data across the sub-region and more importantly the sharing of best practice and innovation. Running parallel to this has been the development of the city region concept and potential links to Multi Area Agreements. This has commenced the process of developing infrastructure and relationships across sub-regional boundaries and, as a result, challenged differing interests and political approaches to educational delivery. It has to be recognised, however, that this concept is in its early stages as boundaries are not yet established, problems with the collation, accuracy and consistency of data exist and infrastructure to deliver on this basis is currently weak.

7.7 Specialist and low incidence provision

7.7.1 Consideration must be given to low incidence provision which, by its very nature, tends to be specialist or niche. This includes provision for those with learning difficulties and/or disabilities, young offenders and those requiring specialised or niche learning to follow a particular educational route e.g. specialist art or environmental based courses.

7.7.2 Each Local Authority area has a number of learners with learning difficulties and/or disabilities for which appropriate specialist provision is required. South Yorkshire has a number of institutions that provide such provision including Freeman College in Sheffield and Doncaster College for the Deaf. It must however be recognised that a number of learners access provision outside their home Local Authority area in order to receive the most appropriate type of learning to meet their individual needs. Looking purely at the travel to learn data it is clear that such numbers are low. However, political weighting is high as is the cost of such provision and thus careful consideration is required to ensure that such provision is not only

available but accessible. This requires the need for particular skills to be retained/developed in order to analyse the appropriate data and case information and have knowledge of the national picture to make the most appropriate decisions for the learner.

7.7.3 A similar case can be made for young offender learning (community based provision) whereby it is important to reintegrate the learner into local communities ensuring that appropriate opportunities are provided in order to reduce the likelihood of re-offending and improve life chances. Niche provision has a different approach to planning which has to be determined by the learner's aspirations, however, planning is required to ensure that such opportunities are available and support mechanisms are accessible.

7.8 Options Considered

7.8.1 In analysing both the qualitative and quantitative data, certain conclusions can be drawn as to the most appropriate grouping for each of the four Local Authorities in South Yorkshire. This section provides a brief description of potential groupings together with a summary of each option's strengths and weaknesses reflecting the discussion in section 4 'key issues to consider'.

7.8.2 Option one: Yorkshire and Humber region grouping

This option incorporates all Local Authorities in the political region of Yorkshire and the Humber. This consists of 21 Local Authorities and 1 County Council. It would be designed to be co-terminus with the current regional structure of the LSC to which all sub-regional LSCs report. It would also be co-terminus with the assumed boundary of the planned Young People's Learning Agency.

Strengths:

- Creates full coverage of Yorkshire and Humber in line with the expected regional pattern of delivery of the Young Peoples Learning Agency.
- Encompasses all travel to learn patterns for Yorkshire and Humber (albeit only a small percentage of learners from South Yorkshire travel to learn in other Yorkshire and Humber districts).

Weaknesses:

- Distance from the learner creates a lack of knowledge of local patterns, needs and demands.
- Reduced ability to incorporate local knowledge into planning and commissioning.
- Lack of on the ground support on a day-to-day basis reducing influence over local provision.
- Potential duplication of Young Peoples Learning Agency.
- Considerable resource required to pull together the necessary systems and infrastructure.

7.8.3 Option two: South Yorkshire sub-region grouping

This option incorporates the four Local Authorities in South Yorkshire, namely Barnsley, Doncaster, Rotherham and Sheffield. This grouping would be co-terminus with the current LSC sub-regional infrastructure.

Strengths:

- Strong correlation to travel to learn patterns incorporating 92% of South Yorkshire's learners.

- Utilises existing infrastructure resulting in a shorter development period.
- Current institutional relationships have strong South Yorkshire bias due to travel to learn patterns and sharing of best practice and innovation.
- Retains current expertise.
- Negates the need to create new data collection method to meet planning and commissioning needs.
- Reduces knowledge gaps.
- Provides stability and consistency to learning for South Yorkshire residents.
- Retains Local Authorities strong collaboration patterns as demonstrated in successful diploma development consortiums.
- Relationship pattern with Young Peoples Learning Agency mirrors current LSC structure of regional/sub-regional working which has proved successful for South Yorkshire learners.
- Mirrors the likely structure being discussed across the country.

Weaknesses:

- Complex and low incidence learners may require high level consideration e.g. patterns of LLDD, young offender and niche provision.
- Does not incorporate 8% of South Yorkshire learners who travel outside of the sub-region.

7.8.4 Option three: City region grouping

Exact boundaries need to be developed to create a city region approach for the purpose of 16-19 commissioning. Significant political decisions are required as to which grouping each Local Authority would commit to, for example, would Barnsley be within the Sheffield City Region or Leeds City Region? This option is one therefore, that requires careful consideration, possibly at a national level. If a true city region approach is to be adopted, it will need other areas to adopt the same approach in order to avoid the occurrence of blank areas i.e. Local Authorities or pockets of Local Authorities that are not incorporated into a city region. Currently Barnsley has a shared commitment to, and makes a contribution to, both Sheffield and Leeds city regions. Relationships to West Yorkshire therefore need to be taken into account prior to any decision to determine a finite and workable boundary of a city region in order to group on such a basis. The only potential option at this stage would be to combine sub-regional and city regional clustering. This would allow the area to include Chesterfield and areas of South Derbyshire which logically sit within the Sheffield travel to learn area, whilst keeping all Barnsley LA within one administrative region.

The concept of the city region is not yet sufficiently developed to present a viable option within the given timeframe (and thereby become a delivery or planning infrastructure). However such an option may be considered for the future.

Strengths:

- Supports political aspirations for city regions.
- Incorporates travel to learn patterns of neighbouring LA areas.

Weaknesses:

- Lack of existing infrastructure.
- Boundaries not clear.
- The collaboration of both unitary and two-tier authorities (to the South of the sub-region) in one cluster would be particularly challenging, not least in respect of the planning and commissioning process.

- Barnsley has shared commitment to two city regions.
- No infrastructure to build upon therefore considerable resource would be required to action.

7.9 Option put forward

7.9.1 The option put forward to Government Office was Option 2, that the four Local Authorities in South Yorkshire come together to create a clustering arrangement for the purpose of planning and commissioning 16-19 educational provision in South Yorkshire and develop a relationship with the Young Peoples Learning Agency in order to carry out this role.

7.9.2 Whilst such a grouping would provide a strong basis for the planning and commissioning of provision it is recommended that a strong regional relationship with other groupings is developed in order to enable better planning for minority/low incidence groups.

7.9.3 It is also recommended that a review period is set in order for working arrangements to be assessed and options reappraised. This will allow the developing infrastructure of the city region to be a consideration for the future.

7.9.4 Each South Yorkshire Local Authority, by 26th September 2008, provided to the Director of Children and Learners of the Government Office Yorkshire and the Humber a short proposal outlining their proposed grouping. This included an early indication that the grouping intended to operate on model (b) which would be a full commissioning model to be in place from September 2009. Further information about this model of operation will be required in the second phase.

7.9.5 This proposal was accepted by DCSF and Government Office.

7.10 Next steps

7.10.1 Groupings will be required to develop patterns of governance, staffing and resources. Details of the requirements are set out in Appendix 2. Arrangements need to be as simple and focused as possible as it is important to avoid putting in place layers of bureaucracy where this could be avoided.

7.10.2 The LSC's 2009/10 business cycle is to commence shortly and each Local Authority and LSC local area team should already be in the process of developing close working arrangements in order to share expertise and aid the transition process. These 'shadow' arrangements will include the shared identification of priority growth and planned contractions in provision within budget controls.

7.10.3 As the process develops and governance arrangements are determined, structured working arrangements for the change process can be agreed with the Learning and Skills Council (LSC) in order that further resources and support can be further directed towards the groupings in anticipation of the start of the commissioning year in September 2009.

8. Finance:

Funding relating to deliver the appropriate responsibilities will be transferred fully to the Local Authority in 2010/2011

9. Risks and Uncertainties:

Failure to address the changing requirements posed by the changes will impact negatively on both the LA's external evaluations and the opportunities offered to young people in the borough. Currently:

- LA compliance with legal and statutory duties is subject to external scrutiny
- LA alignment with developing best practice nationally is tested by national and regional partners
- Continued patterns of low engagement, particularly for vulnerable groups affect LA inspection outcomes and outcomes for young people

10. Policy and Performance Agenda Implications:

Any plans arising from an analysis of this report will be consistent with the Community Strategy, the Corporate Plan, the Children and Young People's Single Plan and the 14-19 Learning Plan 2008 - 2011. 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:

14-19 Learning Plan 2008 – 2011

14-19 Curriculum Reforms, Tomlinson 2004

14-19 Education and Skills White Paper 2005

14-19 Implementation Plan 2005

Raising Expectations: Staying in education and training post 16 – DCSF - 2007

Contact Name :

Catharine Kinsella

Director of Learning Services

T: 01709 822678

E: catharine.kinsella@rotherham.gov.uk

Sheffield

No. of 16-19 learners living in Sheffield LA and the LA where learning was taking place 2006-07 (FO5)				
Learner Home LA	Provider LA	Full-time	Part-time	Grand Total
Sheffield	Sheffield	5,796	1,848	7,644
	Rotherham	260	271	531
	Derbyshire	126	68	194
	Barnsley	141	18	159
	Doncaster	5	71	76
	Leeds	14	38	52
	Hackney	0	28	28
	Kirklees	15	6	21
	North Yorkshire	0	20	20
	Warwickshire	0	16	16
	Nottinghamshire	0	8	8
	Derby	0	11	11
	Nottingham	0	9	9
	East Riding of Yorkshire	10	0	10
	All other LA's	17	53	70
Sheffield Total		6,384	2,465	8,849

Doncaster

No. of 16-19 learners living in Doncaster LA and the LA where learning was taking place 2006-07 (FO5)				
Learner Home LA	Provider LA	Full-time	Part-time	Grand Total
Doncaster	Doncaster	2,005	1,060	3,065
	Rotherham	437	153	590
	Manchester	13	189	202
	North Lincolnshire	107	18	125
	Hackney	0	57	57
	Nottinghamshire	16	20	36
	Kirklees	34	2	36
	Leeds	19	12	31
	Wakefield	24	6	30
	East Riding of Yorkshire	11	9	20
	Barnsley	11	6	17
	Kingston upon Hull	11	0	11
	All other LAs	20	93	113
Doncaster Total		2,708	1,625	4,333

Barnsley

No. of 16-19 learners living in Barnsley LA and the LA where learning was taking place 2006-07 (FO5)				
Learner Home LA	Provider LA	Full-time	Part-time	Grand Total
Barnsley	Barnsley	2,814	445	3,259
	Rotherham	404	213	617
	Doncaster	43	57	100
	Kirklees	94	5	99
	Wakefield	46	13	59
	Leeds	20	20	40
	Sheffield	15	16	31
	All Other LA's	20	76	96
Barnsley Total		3,456	845	4,301

Rotherham

No. of 16-19 learners living in Rotherham LA and the LA where learning was taking place 2006-07 (FO5)				
Learner Home LA	Provider LA	Full-time	Part-time	Grand Total
Rotherham	Rotherham	3,054	1,252	4,306
	Sheffield	77	67	144
	Barnsley	89	5	94
	Doncaster	33	29	62
	Nottinghamshire	27	31	58
	Warwickshire	0	26	26
	Kirklees	28	0	28
	Derbyshire	10	9	19
	Leeds	10	5	15
	North Yorkshire	0	10	10
	Hackney	0	10	10
	All other LA's	20	52	72
Rotherham Total		3,348	1,496	4,844

Criteria for assessment in Stage 2

It is anticipated that stage two proposals will be required to cover the following areas:-

- **Governance** – including evidence of strong shared governance arrangements, political sign-off, clear decision making and accountability mechanisms.
- **Collaboration and strategic contribution** – including evidence of how planning and commissioning fits with wider strategic priorities both locally, and regionally.
- **Resources and capacity** – including an assessment of staffing and infrastructure requirements to deliver the change, as well as planned shadow arrangements to work with local LSC staff
- **Policy and Planning** – including demonstrating how commissioning will help deliver the wider 14-19 agenda, including delivery of the Diploma entitlement and raising of the participation age.
- **Quality and targets** - Some consideration will also be given to performance against key 14-19 indicators.

In addition evidence of strong employer engagement and provider views on the proposals - particularly from those that serve a number of LAs within the sub-regional grouping will be required.

From 2010 there will be further assessment of sub-regional readiness recognising that the development of capability will be evolutionary. This further assessment will allow for sub-regional groupings to develop readiness and develop the capability necessary to move to the full commissioning model in to include General FE college commissioning.