

CABINET MEMBER FOR LIFELONG LEARNING

Venue: Town Hall,
Moorgate Street,
Rotherham.

Date: Tuesday, 6th January 2009

Time: 10.30 a.m.

A G E N D A

1. To determine if the following matters are to be considered under the categories suggested in accordance with the Local Government Act 1972.
2. To determine any item which the Chairman is of the opinion should be considered as a matter of urgency.
3. Minutes of previous meeting held on 9th December, 2008 (copy herewith) (Pages 1 - 9)
4. Key Stage 1 Assessment Results: Summer 2008 (Helen Rogers, Assistant Head of School Effectiveness) (report herewith) (Pages 10 - 20)
5. Raising Expectations - Enabling System to deliver transfer of 16-18 Funding from the LSC to the Local Authority (Catharine Kinsella, Director of Learning Services to report)
6. Date and Time of Next Meeting
Tuesday, 10th February, 2009 at 10.30 a.m.

CABINET MEMBER FOR LIFELONG LEARNING
Tuesday, 9th December, 2008

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

(Councillor Littleboy attended for LEA Governor appointments only)

25. 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

Rawmarsh Ryecroft	Mr B Darby	09.12.08
Roughwood Primary	Mr S Millward	
	09.12.08	
Swallownest Primary	Mr J Swift	09.12.08
Swinton Fitzwilliam	Mr I Cunningham	09.12.08
Arnold Centre	Mrs S Busby	09.12.08

Re-appointments

Sitwell Infant School	Mrs C Burgess	21.11.08
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26. MINUTES OF PREVIOUS MEETINGS HELD ON 30TH SEPTEMBER AND 28TH OCTOBER, 2008

Resolved:- That the minutes of the previous meetings held on 30th September and 28th October, 2008 be received as a correct record.

27. HEALTH AND SAFETY REPORT

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

Swinton Community School
 St. Thomas CE Primary
 Wath Central Primary
 Wath Youth Centre
 Dalton Listerdale J & I School
 Aston Comprehensive School – CDT Workshops only

Resolved:- That the action being taken on the items requiring attention be noted.

28. OFSTED PROFILE OF SCHOOLS

Consideration was given to the contents of a report summarising the Ofsted inspection profile of all Rotherham schools during the period September 2005 to July, 2008.

Ofsted introduced a new inspection framework in September 2005 based on a three year cycle which, by the end of the 2007/08 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.

In relation to the 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 and Learning and Curriculum
- and, Leadership and 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.

The report set out the following:-

- Improved Borough Profile
- Summary Inspection Profile
- Historical comparison
- Particular areas of accomplishment
- Priorities for further improvement

In July, 2008, at the end of the 2005-2008 inspection cycle, 22 schools had been judged Outstanding (Grade 1), 55 Good (2), 51 Satisfactory (3) and 1 Inadequate (4).

The profile represented a considerable strengthening in relation to previous inspection patterns.

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.

Resolved:- (1) That the report be received.

(2) That the improved levels of performance by schools in all phases be noted and that the Outstanding judgements achieved by a growing number of schools be celebrated.

(3) That the Cabinet Member, Lifelong Learning encourage all schools to continue to aspire to excellence and, in particular, to commit to systematic improvement in Ofsted outcomes during the next inspection cycle.

(4) That the Cabinet Member, Lifelong Learning endorse 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

(5) That the report be forwarded to Cabinet and to the Children and Young People's Scrutiny Panel for information.

29. PROVISION FOR ETHNIC MINORITY LEARNERS

Consideration was given to a report which gave 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 the report combines recommendations for a shift in 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 2007/08 the School Effectiveness Service has also researched practice in other Local Authorities (LA), notably Bradford, Sheffield and Kirklees.

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.

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

The proposal contained in the report sought 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, sought to ensure greater sustainability and flexibility.

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.

The aim of the proposal is to build the capacity in each of the most exposed Schools so that staff teams in those Schools have the expertise to welcome and integrate the EU migrant children.

The meeting discussed a number of challenges involved. These included mobility issues and the potential for any impact on formula funding to schools.

Resolved:- (1) That the report be received.

(2) That the Cabinet Member, Lifelong Learning endorse the renewal of policy and practice in the context of the new challenges introduced by recent arrivals from other European Union countries.

(3) That the Cabinet Member, Lifelong Learning continue to receive reports on the implications of New Arrivals both for the Borough and at national level.

(4) That the Cabinet Member, Lifelong Learning continue to review, on a termly basis, the resource implications of New Arrivals, particularly in relation to the recruitment of First Language speakers.

(5) That the report be forwarded to the Children and Young People's Scrutiny Panel.

30. FOUNDATION STAGE ASSESSMENT RESULTS: SUMMER 2008

Consideration was given to a report which set a number of key issues on the performance of Rotherham children in Foundation Stage, in 2008.

The report and covering appendices set out:-

- Overall Foundation Stage Results
- Vulnerable Groups
- Actions Taken
- Priorities for Improvement

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.

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.

The report set out 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, shows 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.

The meeting discussed a number of issues relating to the enhancement of the education and provision for pre-school and Early Years children, in order to extend the knowledge and understanding of the learning needs of those children in the 20% lowest performing band, and to inform the approach to removing the barriers to learning for the most vulnerable children.

Resolved:- (1) That the report be received.

(2) That the Cabinet Member, Lifelong Learning note the marked increases in the outcomes as reported through the Foundation Stage profile.

(3) That the Cabinet Member, Lifelong Learning endorse the drive to encourage all schools to continue to improve their results, and strive to reflect outcomes more in line with national averages.

(4) That the Cabinet Member, Lifelong Learning 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.

(5) That the Cabinet Member, Lifelong Learning endorse the drive to narrow the gap between the average for the lowest 20% band and the LA

median.

(6) That the report be submitted to Cabinet in January, 2009 and the Children and Young People's Services Scrutiny Panel for consideration.

31. RAISING EXPECTATIONS - ENABLING SYSTEM TO DELIVER TRANSFER OF 16-18 FUNDING FROM THE LSC TO THE LOCAL AUTHORITY

Pursuant to Minute No. 9 of a meeting of the Cabinet Member, Lifelong Learning held on 10th June, 2008, the Director of Learning Services presented the submitted report on The White Paper proposals, to further develop the Machinery of Government changes, published in June, 2007.

This White Paper 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.

The report outlined the proposals for the clustering arrangements for the four South Yorkshire authorities, the details of three options, together with their weaknesses which had been put forward to Government Office, and the next steps in the process.

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.

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

Resolved:- (1) That the report be received.

(2) That a further update report on the matter be submitted in February 2009.

32. DATE AND TIME OF NEXT MEETING

Resolved:- That the next meeting of the Cabinet Member for Lifelong Learning take place on Tuesday, 6th January, 2009 at 10.30 a.m.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Lifelong Learning Cabinet Member and Advisers
2.	Date:	6th January, 2009
3.	Title:	Key Stage 1 Assessment results: Summer 2008
4.	Directorate:	Children & Young People's Services

5. Summary:

The purpose of this report is to inform the Cabinet Member and Advisers for Lifelong Learning of the performance of Rotherham pupils at the end of Key Stage 1, in 2008.

6. Recommendations:

- **That the report be received.**
- **That the Cabinet Member for Lifelong Learning notes the concerns related to the Key Stage 1 profile and the declines, when compared to the national trend**
- **That the Cabinet Member for Lifelong Learning endorses the drive to encourage all schools to continue to improve their results, and strive to reflect outcomes at least in line with national averages.**
- **That the Cabinet Member for Lifelong Learning endorses the drive to improve standards, particularly in Reading, throughout this key stage together with the attainment of boys and other vulnerable and underachieving groups.**
- **That the report be presented to 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). At the end of Key Stage 1 (age 7) children undertake a formal assessment, informed by Statutory Assessment Tasks (SATs) which, from 2005, have been reported as teacher assessment.

a) Overall Results for Key Stage 1

Historically, pupils enter Key Stage 1 with average scores below the national averages in all assessment scales as reported through the Foundation Stage profile. The weakest element has continued to be in Communication Language and Literacy, most particularly in “Linking Sounds and Letters” and Writing. Pupils’ capability in mathematics has shown an ongoing weakness in the “Calculation” strand. These outcomes present a low base for pupils as they move into KS1.

Appendix 1 – Table 1

Standards, as reported through the Average Point Scores (APS) at the end of KS1, have remained broadly static over the period 2005 to 2007, reporting standards below the national averages. There has been some variability between subjects and levels over this period. However, gains and declines have, in the majority of instances, followed the national trend and that of our Statistical Neighbours. The exception has been in reading, which remains the furthest distance from the national. 2008 results were disappointing, reporting declines in reading, writing and mathematics and failed to reflect the impact of the actions taken.

Appendix 2 including Tables 1 to 9

Tables 1 to 9 show the performance trends over the last four years, against the three key measures of level 2+, level 2B+ and level 3 for Rotherham and the national in reading, writing and mathematics.

Tables 1 to 3 present Rotherham’s reading profile against the key measures. Level 2+ reading has continued to decline year on year compared to a more evident standstill nationally. The gap between Rotherham’s performance and the national average is most significant being 4.7% below. The slight gain made at Level 2B+ in 2007 was not maintained in 2008, although the 2008 outcome is above that reported in 2006. Performance in reading, at level 3, is only 0.5% below national average.

Tables 4 to 6 present Rotherham’s writing profile against the key measures. Level 2+ writing maintained the outcome in 2007 compared to a 1% decline nationally. The decline at level 2B+ in 2008 was in line with the national rate of decline, The gap between Rotherham’s performance at level 2B+ and the national average is 2.6%. Although year on year declines have been reported at Level 3 in writing, these have been broadly in line with the national trend. The small decline in 2008 results at this level was less marked than the national and has therefore reduced the gap between Rotherham and the national to 0.5%.

Tables 7 to 9 present Rotherham's mathematics profile against the key measures. 2008 results reflect declines at all levels compared to a standstill nationally at Level 2+ and Level 2B+. The notable gain made at level 2B+ in 2007 was not sustained, although results are higher than in 2006. The difference between Rotherham's performance and the national average is 3.5%. Level 3 mathematics continues to be above the national average by almost 1%.

b) Summary of KS1 Performance

Attainment at L 3+ continues to be the strongest element of Rotherham's profile in Key Stage 1 and is comparable to the national averages in all aspects. Core outcomes are above those of our Statistical Neighbours (reading +3%, writing +2% and mathematics +2%). This is a significant achievement, in the context of the continuing lower proportion of pupils attaining above the Early Learning Goals in all assessment scales, than reported nationally, at the end of Foundation Stage.

The proportion of pupils attaining below L2 is higher than the national average and that of our Statistical Neighbours. This mirrors the trend at the end of Foundation Stage, where a higher proportion of pupils attain below the Early Learning Goals than reported nationally and emphasises the exceptional degree of challenge many of our schools continue to face. Reducing the proportion of pupils attaining below L2 in both reading and mathematics remains a priority for the LA.

Current performance at the end of KS1, from the low starting points reflected in the Foundation Stage Profile, continues to demonstrate some strong features of progress for pupils.

- Almost all pupils who reached point 6 (expected standard) at the end of Foundation Stage attained at least L2 by the end of KS1 in reading, writing and mathematics
- Two thirds of these pupils attained at the national expected level of 2B and above in each of these aspects
- one tenth of these go on to demonstrate attainment at the higher level of 3+
- Almost 7 out of 10 pupils who attained just below the expected level (points 4 and 5) at the end of Foundation Stage attained L2 at the end of KS1, with approximately half of these pupils reaching the national expected outcome of L2B
- Progress is most evident in reading and writing. Overall approximately 3 out of 10 pupils who attained below the Early Learning Goals (points 1, 2 and 3) on entry to KS1 also reached L2 in reading and writing. This success was slightly lower in mathematics.

Increasing progress rates further continues to be a key objective within the LA's drive for improved standards.

c) Actions Taken

The LA aspires to be at least in line with the national average, in all aspects and at each level, as a key milestone in the drive for improved standards at this KS1. The lack of sustained improvement over the last three years makes this ambition increasingly challenging. However the commitment remains and an increase in the level of challenge and support continues to be directed to schools.

- All schools have been supported in establishing effective pupil tracking systems. This ensures that each pupil's progress is closely monitored and clear targets are set for individual pupils for the end of each key stage.
- New assessment materials for reading have been developed and shared with schools (PEAR) to support the accuracy of the data schools are using as well as supporting the next steps in learning for pupils.
- Schools are particularly focused on those pupils at risk of underachievement. 2008 results show an 8% increase in pupils from APKN backgrounds attaining L2 and above in reading compared to 2007.
- A particular emphasis, during 2007/08, was on improving outcomes at the end of Foundation Stage, in order to strengthen the entry profile of pupils as they move into KS1. This has been highly successful. Foundation Stage Profile measures for 2008 reported the highest performance to date in the great majority of indicators. The current Year 1 cohort have entered this key stage with increased capability in Communication, Language and Literacy and most particularly in Linking Sounds and Letters, having benefited from the more structured national programme delivered to all schools and settings. This should provide a more secure platform for an increased proportion of pupils to reach the national expected level at the end of KS1 and ensure that outcomes are more in line with the national averages and exceed those of our Statistical Neighbours by 2010.
- Strengthening the learning culture and aspirations within the school's immediate communities is critical in addressing the effects of embedded levels of acute deprivation. The LA continues to promote the benefits of engaging families in learning programmes and equipping them to be more confident to support their children's learning. Rotherham's Family Learning Team have worked in 50 different settings and enrolled 400 adults (Sept 07 – April 08) in adult learning programmes with progression routes leading to qualifications. The implementation of Rotherham's "Imagination Library" further supports the Council's drive to engage our youngest children, with their families, in positive reading behaviours. The aim is to extend their Language and Literacy skills prior to moving into Key Stage 1 and to embed a culture of reading across the Borough. These are longer term investments in the future achievements of our children, most particularly as they move into statutory schooling.
- All schools have been trained in the delivery of a more structured approach to the teaching of phonics, as recommended by the Rose Review and promoted through the National Strategies. Schools report notable improvements in pupils' ability to decode words accurately. The application of this enhanced skill into reading for meaning has been demonstrated, nationally, to become more powerful during the second year of its implementation when it impacts more substantially on standards in reading at the end of this KS1. 2009 outcomes should, therefore, demonstrate stronger progress measures in reading and contribute to improved outcomes for pupils in this aspect.

- A decisive response was made to the declines reported in 2007, at the end of Foundation Stage, and the impact of this upon the entry profile for this cohort as they moved into KS1 (2009 Y2 cohort). A range of support strategies and programmes have been targeted towards identified schools to enable this particular cohort to attain more successfully at the end of KS1 and to improve the quality and effectiveness of provision. Year 1 Framework Training for Literacy and Numeracy (National Strategies) has been a key part of this programme.
- As part of the raising standards strategy the School Effectiveness Service, in partnership with schools, is working to establish an increased proportion of models of highly effective practice to influence and inform the wider group of schools (Lead Learning Centres). Three schools were identified in 2007 for reading at KS1 and have been supported to confirm their practice and increase their readiness to work with other schools and to act as training centres. The contribution of these schools to improving the quality of provision across KS1 in reading and thus raising standards will become increasingly significant.

d) Priorities for Improvement

- Reducing the proportion of pupils attaining below L2, most particularly in reading and mathematics
- Increasing the proportion of pupils reaching the expected level (L2B+) in all aspects
- Improve the performance of vulnerable groups (boys, BME, 30% SOA)

e) Development Activities

- A highly effective Headteacher has been recruited, from September 2008, to lead the drive for improved standards in KS1. This will strengthen the expertise and extend the capacity of the School Effectiveness Services in this area. One key focus of work will be the increased cross-moderation of schools' internal assessments by the LA and partner schools. Assessment at KS1 is entirely internal without the validation of national testing. Outcomes at KS1 provide the baseline for schools' Contextual Value Added (CVA) measure at KS2, which is published nationally.
- A detailed scrutiny of the key characteristics of those pupils failing to reach level 2 will be undertaken to identify the additional measures required to support schools in overcoming current barriers to learning. This will provide a focused agenda for services across C&YPS and engage Locality Teams in this determined drive.
- Nine schools are involved in the re launch of Reading Recovery. This strategy provides a structured programme of intervention, targeted to individual pupils at risk of not reaching the expected standard by the end of KS 1 in reading. This has proved to be highly successful and will reduce the proportion of pupils working below the national expected level in reading.
- Five schools are involved in the new initiative Every Child Counts (ECC). This strategy provides a structured programme of intervention, targeted to individual pupils at risk of not reaching the expected standard by the end of KS1 in mathematics. Early work in the piloting of this programme shows this to be effective in reducing the proportion of pupils working below the national expected level.

- To confirm further the unrelenting drive to improve standards in reading by the end of KS1, a targeted programme of intervention is being delivered to eleven additional schools to support their practice in the teaching of reading and to impact more successfully upon standards at the end of this key stage.
- The commitment to raise standards and achievement at during KS1 is central to the second, LA and schools, Partnership Plan 2008-10, endorsed by Headteachers and an essential contract between schools and the LA.

8. Finance:

Funding for the identification of, intervention in and support for schools that are underachieving is a key focus for the core budget of the School Improvement Service. Additional grant funding is provided by the National Strategies where weaknesses are identified.

9. Risks and Uncertainties:

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

- Declining and lower standards at the end of KS2
- Significant numbers of children underachieving, which reduces their opportunities post statutory education
- The Council's rating, in relation to the quality of services and its statutory responsibility to raise standards will be affected through the CPA and APA systems
- The Council's intervention rating with DCSF could be increased.

10. Policy and Performance Agenda Implications:

Pupil achievement is a key performance indicator (Learning), in the Community Strategy, the Corporate Plan, the Children and Young People's Single Plan and The learning without Limits Partnership Plan (schools)

11. Background Papers and Consultation:

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

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

Key Stage 1 Assessment results: Summer 2007 – Report to Cabinet – 2008

Contact Name:

Helen Rogers,
Assistant Head of School Effectiveness

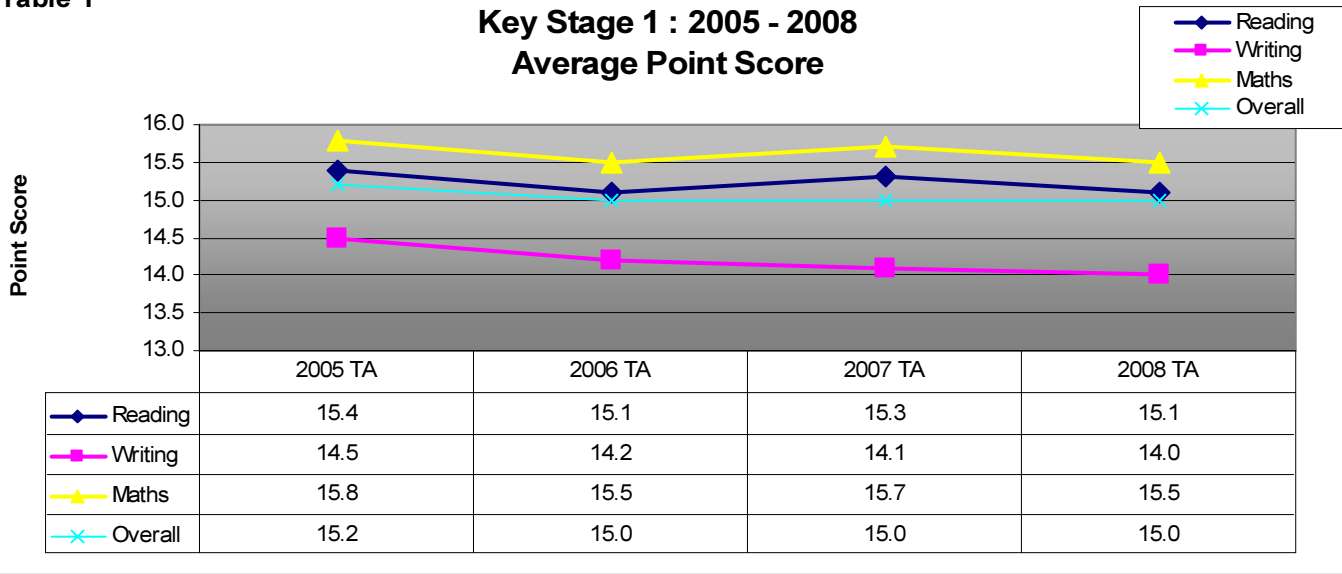
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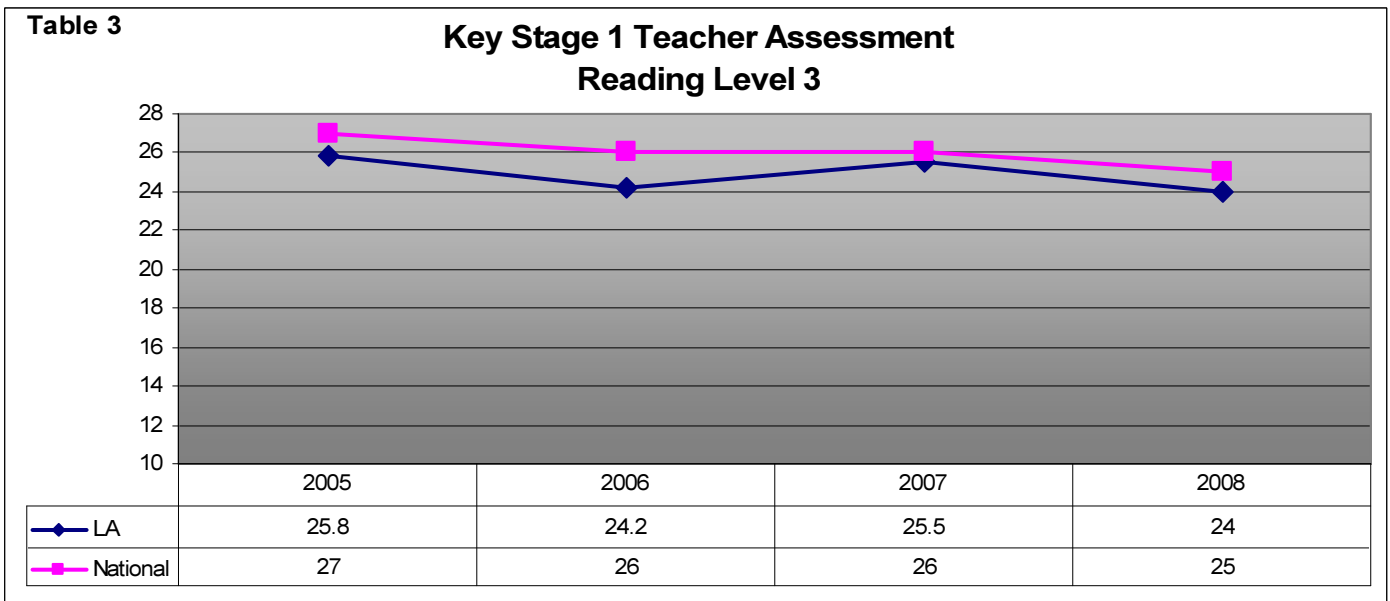
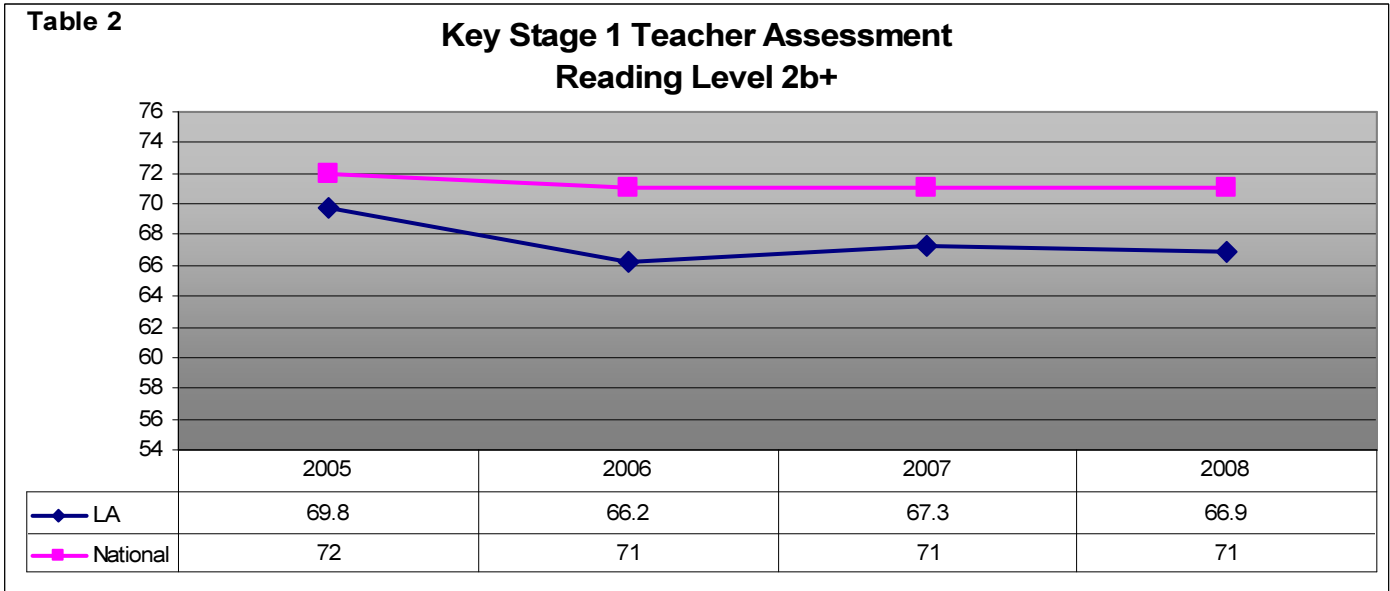
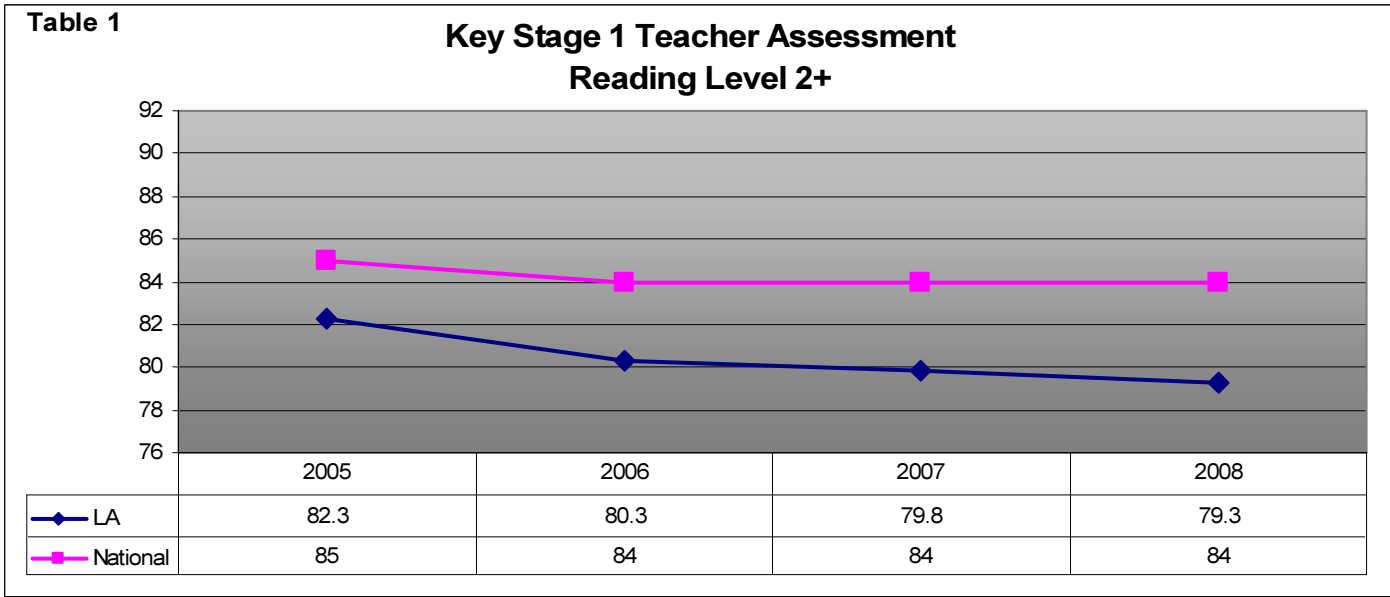
Appendix 1

Table 1

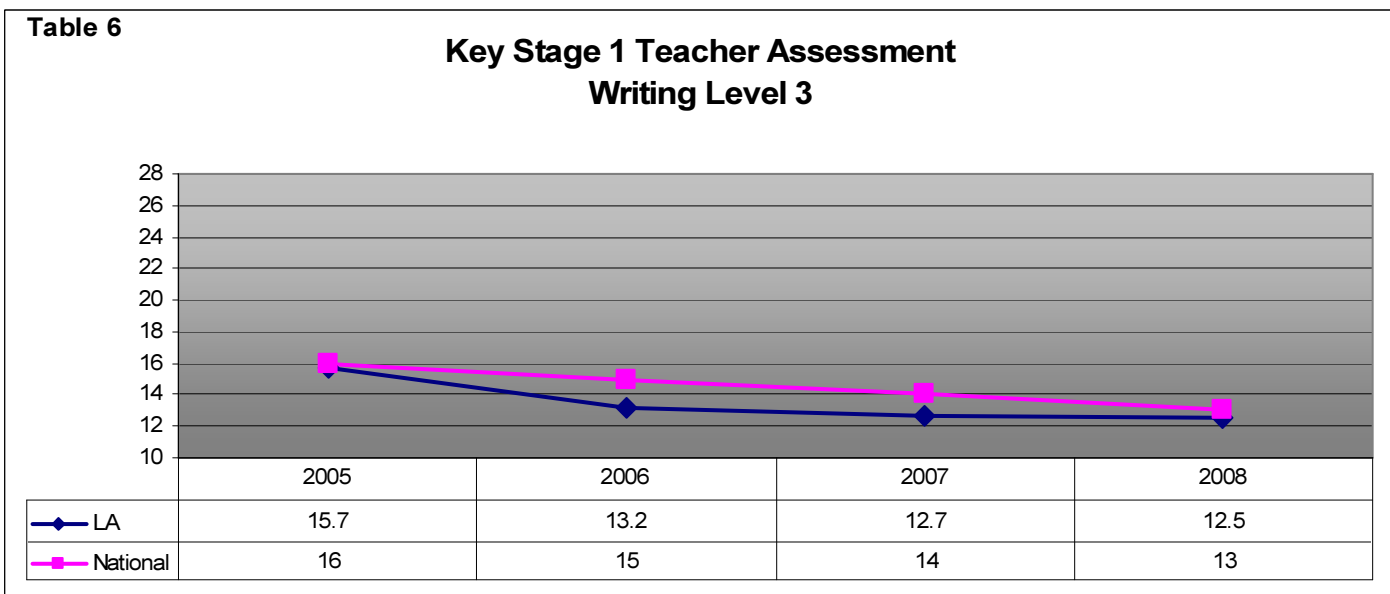
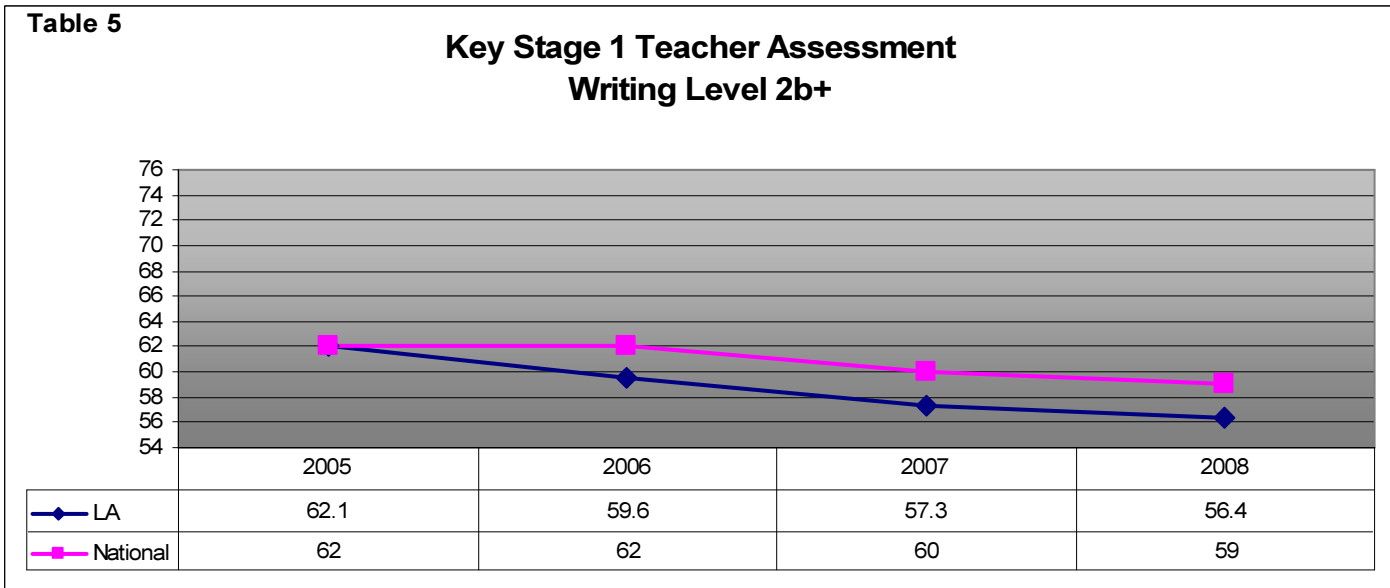
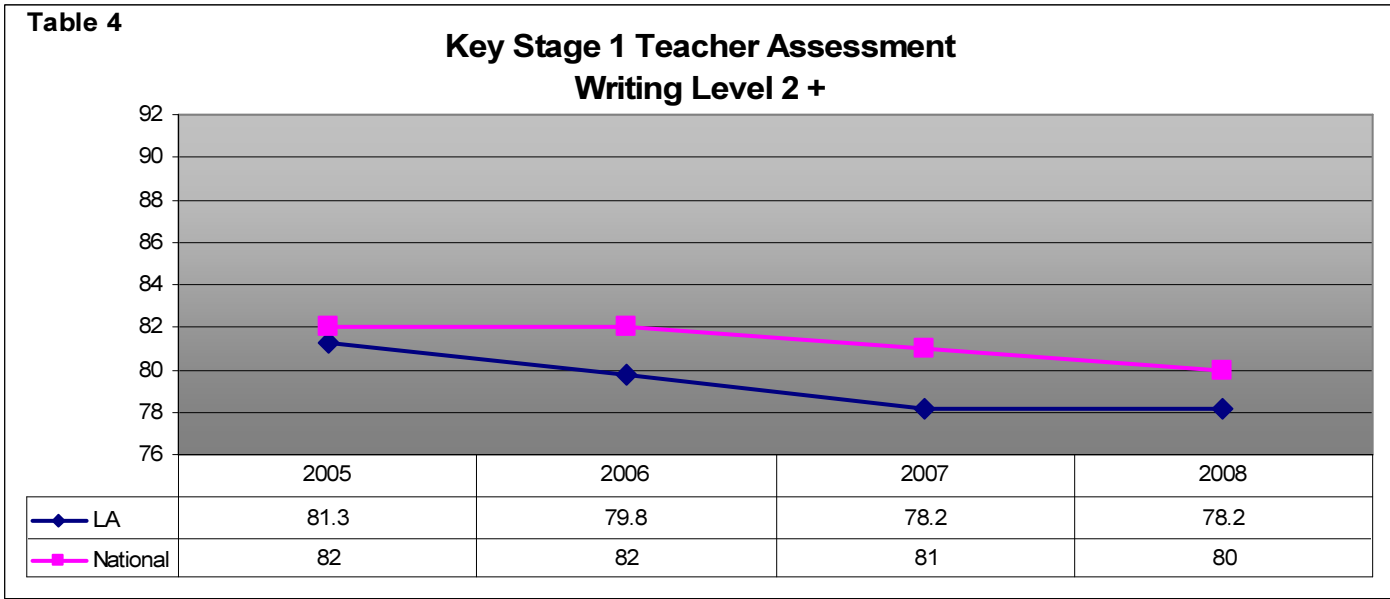
**Key Stage 1 : 2005 - 2008
Average Point Score**



Appendix 2



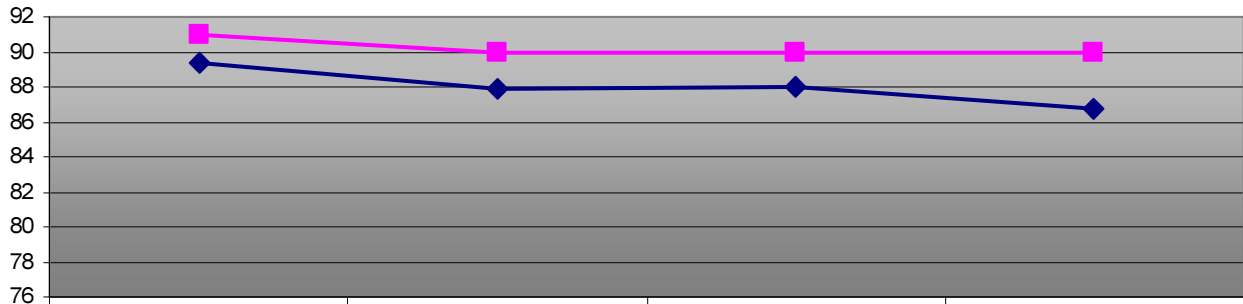
Appendix 2



Appendix 2

Table 7

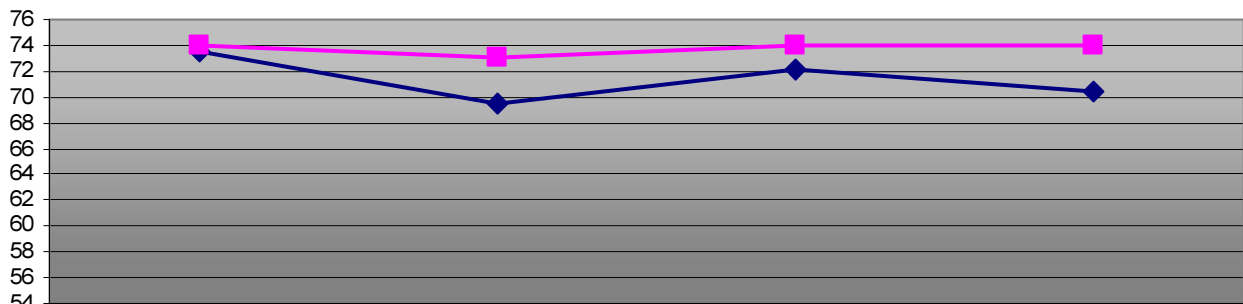
**Key Stage 1 Teacher Assessment
Mathematics Level 2+**



	2005	2006	2007	2008
LA	89.4	87.9	88	86.8
National	91	90	90	90

Table 8

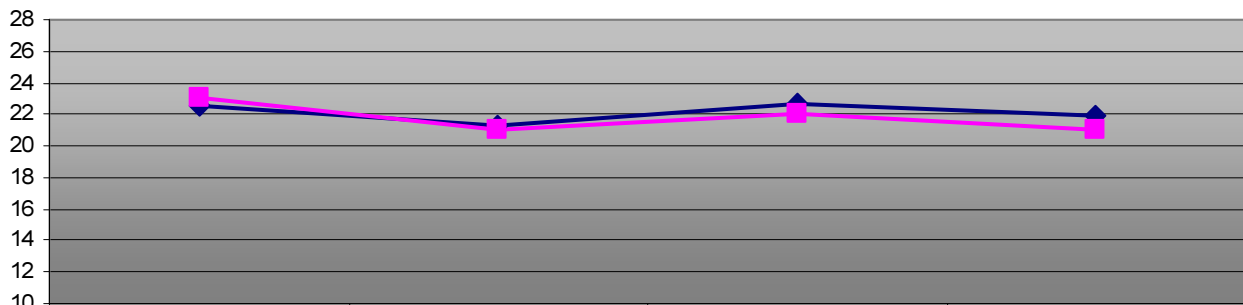
**Key Stage 1 Teacher Assessment
Mathematics Level 2b+**



	2005	2006	2007	2008
LA	73.5	69.5	72.1	70.5
National	74	73	74	74

Table 9

**Key Stage 1 Teacher Assessment
Mathematics Level 3**



	2005	2006	2007	2008
LA	22.5	21.3	22.7	21.9
National	23	21	22	21

Appendix 3

