

CABINET MEMBER FOR LIFELONG LEARNING

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

Date: Tuesday, 31st March, 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. LEA Governor Appointments
4. Minutes of the previous meeting held on 24th February, 2009 (copy herewith) (Pages 1 - 7)
5. Admissions Consultation: Annual Consultation feedback report for 2010/11 admission (Martin Harrop, Principal Officer, Forward Planning) (report herewith) (Pages 8 - 28)
6. GCSE Examination Results 2008 (David Light, Head of School Effectiveness) (report herewith) (Pages 29 - 46)
7. Organisation of School Terms 2010/11 (David Hill, Manager, School Organisation, Planning and Development, Resources and Access) (report herewith) (Pages 47 - 50)
8. 14-19 Strategy including LSC Developments (report herewith) (Pages 51 - 102)
9. Petition - Home to School Transport - Newman School (herewith) (Page 103)
10. Petition - Home to School Transport - Milton School (herewith) (Page 104)
11. Date and Time of Next Meeting
Tuesday, 14th April, 2009 at 10.30 a.m.

**CABINET MEMBER FOR LIFELONG LEARNING
Tuesday, 24th February, 2009**

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

Apologies for absence:- Apologies were received from Falvey.

39. MINUTES OF THE PREVIOUS MEETING HELD ON 6TH JANUARY, 2009

Resolved:- That the minutes of the previous meeting held on 6th January, 2009 be received as a correct record.

40. PROPOSED CHANGES ON VARIOUS SCHOOL ORGANISATION MATTERS

Martin Harrop, Principal Officer, Forward Planning, presented the submitted report on proposed changes recently notified by the DCSF in respect of various school organisation matters.

The DCSF is proposing the following changes:-

- 1) - draft amendments to school organisation, governance, middle schools, federations and information as to provision of education regulations; and
- 2) - draft decision maker's guidance for both sixth form presumptions (i.e. presumption to approve proposals in particular circumstances) and establishing new National Challenge Trust Schools.

1) Changes to Regulations

The amendments to various regulations are, in the main, minor/technical amendments (e.g. changes to timescales) which will have no major significance.

The main change (already signalled within the recent consultation on admissions changes) is the amendment to remove the need to publish statutory proposals for certain increases in a school's PAN (Published Admission Number). It is now intended that **any changes** to the number of pupils to be admitted should be consulted on as part of the annual admissions determination arrangements.

2) i) Sixth Form Presumptions

There will be changes to the Decision Maker's Guidance for Expanding a school or adding a Sixth Form. This is the guidance which decision makers for statutory proposals (local authorities or the Schools Adjudicator) must follow.

The amended guidance reaffirms the strong presumption that proposals from 'presumption schools' (high performing schools)* should be approved, **but it stresses the need for the presumption school to collaborate with partners in drawing up plans.** This guidance recognises that there can be tension between the wishes of an individual school and the need to build and sustain effective patterns of 14-19 organisation across a local area in order to deliver the new 14-19 entitlement.

(* the strong presumption to approve proposals relates to the following:

- the school is a high performing specialist school that has opted for a vocational specialism; or
- the school, whether specialist or not, meets the DCSF criteria for 'high performing' and does not require capital support.

For the first category shown above, capital funding would be available from the 16-19 Capital Fund).

ii) New National Challenge Trust Schools

There will be an addition of a presumption to approve proposals to establish a new maintained school.

This will apply in the following circumstances:

To support the National Challenge, a possible structural solution for local authorities (in the case of a school at risk of missing the floor target) is to close the existing school and open a new National Challenge Trust School. This would be a Foundation School with a foundation composed of agreed Trust partners, including a strong education partner, which will appoint a majority of governors to the new school. There will be a **strong presumption to approve** such proposals.

A new National Challenge Trust school will have clear and specific plans for raising attainment which have been agreed with the DCSF.

Resolved:- That the report be received and the changes noted.

41. SCHOOL ADMISSIONS (NEW REGULATIONS) AND MEMBERSHIP OF THE LOCAL ADMISSIONS FORUM

Martin Harrop, Principal Officer, Forward Planning, presented the submitted report on School Admissions (New Regulations) and Membership of the Local Admissions Forum.

There are a number of new regulations which cover school admissions and the salient points are shown at Appendix 1 of the report now submitted.

Changes will be required to the membership of the Local Admissions

Forum (LAF).

The main changes to note are:

- (i) Admissions consultation now includes parents and 'others who appear to have an interest'.
- (ii) Consultation can be undertaken every 3 years (rather than annually) where there are no proposed changes to the arrangements.
- (iii) Co-ordination of admission arrangements will, from 10/11, fully cover Primary and Secondary applications (including late and in-year applications) and all applications will be made to the home authority from 2011/12 onwards.
- (iv) The LA rather than the LAF will produce the main annual report on school admissions matters.
- (v) Appeals panels can consider the lawfulness of admission arrangements and can uphold an infant class size appeal if an unlawful admissions policy prevented a place being offered to the appellant.
- (vi) New regulations amend the membership of the LAF.

It is point 6) above which requires particular consideration.

The current membership of the LAF is shown at Appendix 2. This was agreed by the Authority in line with the provisions contained within the Education (Admissions Forums)(England) Regulations 2002 as amended by the Education (Admissions Forums) (England) (Amendment) Regulations 2007, which allowed for a core membership made up as follows:

The outcome of the DCSF's recent consultation on admissions matters was that:-

'There was general agreement by consultation respondents to our proposals to make Forums small advisory groups representing those with an interest in school admissions in the local area. There were concerns that local authority schools are too heavily represented. The most common consultation response was that Forums function differently in different areas and so need to reflect the local context, be less prescriptive and more flexible in operation. We have therefore revised the membership of Admission Forums, through the revised School Admissions Code and Regulations, to set a maximum number of 20 and replace the current prescriptive and complex membership with a make-up that reflects the local area.'

The report set out the actual make up of the membership which should now be derived from Section 8 of the new regulations.

The changed regulations provide uncertainty for current members of the LAF. The suggested make up of the new membership could allow for

reappointments and mitigate against the risks of losing some expertise that has been built up over the years.

In addition, a Co-ordination Timeline for admission arrangements during 2009, 2010 and 2011 was made available at the meeting.

Resolved:- (1) That the changes, as outlined in Appendix 1 of the report now submitted, be noted.

(2) That the report be submitted to the next meeting of the Local Admissions Forum to be held on 19th March, 2009, for their consideration of the proposed make-up of the Local Admissions Forum.

42. ANNUAL DETERMINATION - THE LOCAL AUTHORITY (POST-COMPULSORY EDUCATION AWARDS) REGULATIONS 2000

Alison Leone, Principal Officer, Student Support, presented the submitted report on the Annual Determination – The Local Authority (Post-Compulsory Education Awards) Regulations 2000.

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

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

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

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

- i) to determine not to take up the power in any circumstances and not make any provision for considering applications;
- ii) to decide to exercise the power only in respect of certain groups or categories of student;

or

iii) to decide to exercise the power generally and consider applications from all students - still in accordance with its policies on eligibility.

Resolved:- That the power to make financial awards for new FE and HE students is not adopted in any circumstances, and that no provision be made for considering applications for awards to new FE and HE students, and to 16-19 year olds who are still attending school.

43. UPDATE ON TRANSITION OF HIGHER EDUCATION STUDENT FINANCE DELIVERY

Pursuant to Minute No. 33 of a previous meeting held on 27th November, 2007, Alison Leone, Principal Officer, Student Support presented the submitted report which gave an update on Transition of Higher Education Student Finance Delivery.

In November 2007, a report to the Cabinet Member, Lifelong Learning, outlined plans for the Government's transformation and centralisation of the Student Finance Service in England.

In April 2011, all higher education financial support cases being administered by the Local Authority will be transferred to Student Finance England and the Local Authority will cease all Higher Education Student Support Functions.

The purpose of the submitted report is to inform the Cabinet Member of the transition arrangements made by the service since the last report and the implications of these for members of staff and service delivery.

The report set out issues concerning Centralisation and Transition Planning.

Implications for the Student Support team in Rotherham and Local Service Delivery are as follows:-

(i) Case Load

- In 2009/10 we expect to receive approximately 2500 applications from continuing students.
- In 2010/11 we expect a further decrease in the number of applicants to approx 1500.
- From April 2011 the SLC will become responsible for **all** applicants, new and returning and all local functions will cease.

(ii) Information, Advice and Guidance (IAG)

The existing information, advice and guidance (IAG) service provided by Rotherham will be replaced by on-line information and a telephone advice line provided nationally by the SLC. The SLC has appointed Regional Consultants to develop IAG materials and engage with partner organisations including schools and universities.

Locally, IAG should also be provided by the new Connexions service provider as part of the Quality Standards for Young People's Information, Advice and Guidance (IAG). In Rotherham, 3 newly appointed graduates to the Aim Higher programme will also provide advice and guidance to schools on the HE finance application process. The SLC intends that students should not be prevented from applying for support by a lack of access to advice and guidance.

(iii) Staffing

From April 2009, staffing levels will be reduced by 1.5 FTE posts to reflect the reduction in case load and government funding.

The section expect to be able to retain sufficient staffing levels to carry out the LA's statutory duties until March 2011. However, if there is an unexpected loss of skilled staff which puts at risk the section's ability to carry out these duties, a reciprocal contingency arrangement has been made with three neighbouring authorities (Barnsley, Doncaster and Sheffield). Subject to need and capacity, each of the South Yorkshire Authorities may be able to offer help with part of another authority's caseload. Staff would remain in the employment of their home authority with payment made by the 'borrowing' authority for staff time and expenses.

The following risks and uncertainties were outlined:-

- Loss of local customer service to residents of Rotherham Borough, especially Information, Advice and Guidance (IAG).
- Loss of personalised local service to vulnerable customers such as students with disabilities who are currently dealt with by named senior staff.
- Redeployment/redundancy of student support service team.
- Local skill shortages in Student Finance as current team members seek alternative employment during the transition period.
- Performance and stability of current national on-line computer system, 'PROTOCOL'.
- Future location of further education finance scheme within the Authority.
- Loss of Rotherham's local partnership role in the co-ordination of EMA advice and guidance.

The Cabinet Member acknowledged the sad loss of local service delivery and the implications of this for Rotherham students.

Resolved:- (1) That the implications for local service delivery during the transition period be noted.

(2) To note that the report informs future service, budget and workforce planning.

(3) That the report be referred to the Cabinet Member for Children and Young People's Services.

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

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

Broom Valley Junior and Infant School
Aston Springwood Junior and Infant School
Wath Victoria Junior and Infant School
Swinton Fitzwilliam Junior and Infant School
Ravenfield Primary School
Maltby Hilltop School
Anston Hillcrest School

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

45. DATE AND TIME OF NEXT MEETING

Resolved:- That the next meeting of the Cabinet Member for Lifelong Learning take place on Tuesday, 10th March, 2009 at 10.30 a.m.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1.	Meeting:	Lifelong Learning Cabinet Member and Advisers
2.	Date:	31st March 2009
3.	Title:	Admissions Consultation - Annual consultation feedback report for 2010/11 admission
4.	Directorate:	Children and Young People's Services

5. Summary: This report covers issues that have arisen as a result of the annual consultation exercise with and between schools, other LEAs and parents. (All admission authorities must determine their arrangements by 15th April 2009).

6. Recommendations: That:

(1) the proposed admission numbers contained within Annex 1 for community and controlled schools are confirmed for 2010/11, subject to the clarifications included in Annex 2, 1A,

(2) the proposed admissions criteria for community and controlled schools for 2010/11, including the changes outlined in the consultation document, are agreed and adopted,

(3) changes relating to voluntary aided schools' admissions criteria as outlined in Annex 2, 1B are noted,

(4) both Brampton Ellis CE Infant and Brampton Ellis CE Junior schools are added to the list of schools that could be offered, as appropriate, for those applications falling under 'preferences which cannot be satisfied' contained within Section D of the co-ordinated scheme for primary schools,

(5) the appropriate notice is published in respect of the proposed admission numbers for schools named in Annex 2, where the admission number will be less than that indicated by the current net capacity calculation,

(6) the co-ordinated schemes for Primary and Secondary preferences are confirmed with minor changes to dates as outlined plus the changes agreed at (4) above.

(7) this report is placed on the Authority's website

(8) further consideration is given to the admission criteria applying to applications for entry into FS1 at community schools in the light of changes agreed at (2) above.

7. Proposals and Details: Annex 1 shows details of the LEA's consultation document, which was considered by governing bodies during the Autumn Term 2008. This has also been accessible on the Authority's website up to 1st March 2009 and there was an article in the press outlining the consultation with parents which must now be included as part of the process.

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

The Local Admissions Forum has also had the opportunity to consider these matters at its recent meeting held on 19th March.

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

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

10. Policy and Performance Agenda Implications: The School Admissions Code seeks to promote equity and fair access and all the admission authorities in Rotherham, in complying with the code, show their commitment to that. The potential changes to the ranking of the admissions criteria may have some effect on admissions performance indicators, but this is likely to be minimal and impossible to evaluate at the present time.

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

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

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ROTHERHAM METROPOLITAN BOROUGH COUNCIL -
REPORT TO GOVERNING BODIES – AUTUMN TERM 2008
Annex 1

CONSULTATION ON ADMISSION ARRANGEMENTS FOR THE ADMISSION
YEAR 2010/11

i) **Admission Numbers and Admissions Criteria**

This item gives governors the opportunity to consider the admission arrangements (criteria and admission number), which will apply for admission in 2010/11. The Local Admission Forum has previously considered the requirements for consultation and has agreed that the LA should facilitate this, as far as possible, by use of the Authority's Internet site.

The timetable for the year is:-

Autumn Term 2008	Governing bodies consider the arrangements which will apply.
By 10 th January 2009	All relevant details to be forwarded to the LA.
17 th January – 1 st March 2009	Period of consultation via the LA's website.
By end of March	LA and the Local Admission Forum consider any changes and forward any comments to appropriate Admission Authority(ies).
By 15 th April 2009	All admission authorities to determine their arrangements and notify those consulted.

Community and Controlled Schools

For these schools, the LA is the admission authority. The proposed admissions criteria for 2010/11 are shown at Appendix 1. **There are proposed changes to the criteria which applied for 2009/10 and the LA is consulting on these – further details are overleaf.**

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

Action: The governing body is requested to complete and return the pro-forma to Martin Harrop, 1st Floor, Norfolk House, as soon as possible and no later than 10th January 2009.

Voluntary Aided Schools

The governing body is the admission authority. Full consultation is required this year.

If there are any proposed changes at Church of England schools, Governing Bodies should consult their Diocesan Board before consulting anyone else.

Action: Governing Bodies to consider both the admissions criteria and the admission number appropriate for the school. If there are any proposed changes, full details of the admissions criteria and admissions number to be forwarded to the LEA by 10th January 2009 to enable the full consultation with all the appropriate consultees to be carried out via the Internet. This should be done by e-mail to martin.harrop@rotherham.gov.uk

Pro-forma to be completed and returned as for community and controlled schools.

Further General Points

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

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

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

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

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

ii) **Co-ordinated Admission Arrangements**

Schemes for the co-ordination of admission arrangements for Primary and Secondary schools were agreed for 2009/10.

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

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

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

The Authority is consulting on possible amendments to its admissions criteria applying to community and controlled schools. This is in response to provisions contained within the Schools Admissions Code under Chapter 2 – Setting fair oversubscription criteria, particularly in relation to Government

advice on the treatment of siblings and also in relation to those with a specified medical/social need.

There was a proposal to make some changes last year, but this was not agreed following feedback and also as a result of a likely new revised Admissions Code which may make changes as regards possibly enhanced consultation requirements. The following gives the background to the proposed changes.

The current School Admissions Code includes under Section 2 (Setting Fair Oversubscription Criteria) a number of paragraphs which consider the position of siblings and also those children with a Social or Medical need.

Paragraph 2.18 'Siblings at Primary Schools' reads:

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

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

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

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

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

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

offered a place. In respect of the latter, that decision would seem particularly perverse since the pupil would fall into a category which the LA (the admission authority for the school) would be agreeing would make attendance **at that particular school essential**.

It also means that in some instances someone who lives in a catchment area **and who also has a sibling** in attendance in the school might not gain a place on the distance tie-breaker.

Feedback from some schools last year, particular those close to the border of Rotherham was that those schools would not be in favour of the sibling criterion being placed above the catchment area criterion.

In view of the above, the LA (as the admission authority for all Rotherham's community and controlled schools) is, once again, consulting on proposed amended admissions criteria for the 2010/11 admissions year (see Appendix 1).

Appendix 1

Proposed admission criteria for community and controlled schools – 2010/11

Primary Reception

Places will be allocated in the following order of priority:

Those who on the closing date are:

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

Year 3

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

Those who on the closing date are:

- i) Relevant looked after children (see note 2 below).
- ii) Children in attendance at Y2 in the associated Infant School.
- iii) Children who have a specific medical reason confirmed by a medical practitioner which the Authority is satisfied makes attendance **at that particular school essential**.
- iv) Children with a compelling social reason which the Authority is satisfied makes attendance **at that particular school essential**. The kinds of

overriding social reasons which could be accepted are where there is evidence that the pupil's education would be seriously impaired if he or she did not attend the preferred school.

- v) Children living in the catchment area of the school as defined by the Authority who will also have an older brother or sister on the roll of the preferred school at the time of their admission.
- vi) Children living in the catchment area of the school as defined by the Authority.
- vii) Children living outside the catchment area of the school as defined by the Authority whose older brother or sister will be on the roll of the preferred school at the time of their admission.
- viii) Children who live nearest to the school measured in a straight line on a horizontal plane (as the crow flies).

Secondary Year 7

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

Those who on the closing date are:

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

Notes

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

PRIMARY SCHOOLS

Appendix 2

School	Net Capacity	Indicated Admission Number	Admission Number 2009/2010	Proposed Admission Number 2010/2011	Comments
Anston Brook Primary	253	36	30	30	Revised capacity following building work = 210
Anston Greenlands J&I	210	30	30	30	
Anston Hillcrest Primary	210	30	30	30	
Anston Park Infant	225	75	75	75	
Anston Park Junior	300	75	75	75	
Aston CE J&I	210	30	30		
Aston Fence J&I	140	20	30	30	New build cap = 210
Aston Hall J&I	210	30	30	30	
Aston Lodge Primary	210	30	30	30	
Aston Springwood Primary	210	30	30	30	
Aughton Primary	150	21	30	30	
Badsley Moor Infant	270	90	90	90	
Badsley Moor Junior	360	90	90	90	
Blackburn Primary	316	45	56	56	
Bramley Grange Primary	280	40	40	40	
Bramley Sunnyside Infant	240	80	80	80	
Bramley Sunnyside Junior	320	80	80	80	
Brampton Cortonwood Infant	120	40	40	40	
Brampton the Ellis CE Infant	120	40	40		
Brampton the Ellis CE Junior	280	70	70		
Brinsworth Howarth J&I	175	25	30	30	
Brinsworth Manor Infant	240	80	80	80	
Brinsworth Manor Junior	320	80	80	80	
Brinsworth Whitehill Primary	296	42	42	42	
Broom Valley Primary	420	60	60	60	
Canklow Woods Primary	270	38	30	30	New build cap = 210
Catcliffe Primary	170	24	25	25	
Coleridge Primary	210	30	30	30	
Dalton Foljambe J&I	140	20	30	30	
Dinnington Primary	301	43	43	43	
St Joseph's Catholic Primary (Dinnington)	196	28	28		
East Dene J&I	330	47	50	50	
Ferham Primary	210	30	30	30	
Flanderwell Primary	175	25	30	30	
Greasbrough J&I	270	38	50	50	
Harthill Primary	180	25	30	30	
Herringthorpe Infant	210	70	70	70	

Herringthorpe Junior	280	70	70	70	
High Greave Infant	180	60	60	60	
High Greave Junior	240	60	60	60	

School	Net Capacity	Indicated Admission Number	Admission Number 2009/2010	Proposed Admission Number 2010/2011	Comments
Kilnhurst Primary	196	28	28	28	
Kimberworth Primary	210	30	30	30	
Kiveton Park Infant	162	54	54	54	
Kiveton Park Meadows Junior	180	45	59	59	
Laughton CE Primary	105	15	15		
Laughton J&I	146	20	24	24	
Lilly Hall Junior	240	60	60	60	
Listerdale J&I	210	30	30	30	
Maltby Crags Infant	180	60	60	60	
Maltby Crags Junior	240	60	60	60	
Maltby Hall Infant	180	60	60	60	
Maltby Manor Primary	420	60	60	60	
Maltby Redwood J&I	300	42	45	45	
St Mary's Catholic Primary (Maltby)	210	30	30		
Meadow View Primary	300	42	40	40/42	Govs to consider.
Ravenfield Primary	210	30	30	30	
Rawmarsh Ashwood J&I	210	30	30	30	
Rawmarsh Monkwood Primary	420	60	60	60	
Rawmarsh Rosehill Junior	240	60	60	60	
Rawmarsh Ryecroft Infant	180	60	60	60	
Rawmarsh Sandhill Primary	210	30	30	30	
Rawmarsh St Joseph's Catholic Primary	197	28	30		
Rawmarsh Thorogate J&I	210	30	30	30	
Redscope J & I	420	60	60	60	
Rockingham J&I	329	47	56	56	
Roughwood Primary	392	56	56	56	
Sitwell Infant	222	74	74	74	
Sitwell Junior	300	75	76	76	
St Ann's J&I	420	60	60	60	
St Bede's Catholic Primary	280	40	40		
St Mary's Catholic Primary (Herr)	208	29	30		

School	Net Capacity	Indicated Admission Number	Admission Number 2009/2010	Proposed Admission Number 2010/2011	Comments
St Thomas' CE Primary (Kiln)	150	21	30	30	
Swallownest Primary	210	30	30	30	
Swinton Brookfield Primary	300	42	50	50	
Swinton Fitzwilliam Primary	315	45	45	45	
Swinton Queen Primary	300	42	45	45	
Thornhill Primary	210	30	30	30	
Thorpe Hesley Infant	210	70	70	70	
Thorpe Hesley Junior	268	67	80	70/80	Governors could consider reducing to 70 from 80
Thrybergh Fullerton CE Primary	111	15	17		
Thrybergh Primary	245	35	37	37	
St Gerard's Catholic Primary	140	20	20		
Thurcroft Infant	180	60	60	60	
Thurcroft Junior	361	90	70	70	Subject to annual notice
Todwick J&I	210	30	30	30	
Treeton CE Primary	259	37	37		
Trinity Croft CE J&I	112	16	16		
Wales Primary	175	25	30	30	
Wath CE Primary	210	30	30		
Wath Central Primary	420	60	60	60	
Our Lady & St Joseph's Catholic Primary	175	25	30		
Wath Victoria J&I	240	34	40	40	
Wentworth CE J&I	112	16	16	16	
West Melton J&I	128	18	28	28	
Whiston J&I	210	30	30	30	
Whiston Worrygoose J&I	210	30	30	30	
Wickersley Northfield Primary	419	59	60	60	
St Alban's CE Primary	205	29	30		
Woodsetts J&I	210	30	30	30	

SECONDARY SCHOOLS

School	Net Capacity Figure	Indicated Admission Number	Admission Number 09/10	Proposed Admission No 10/11	Comments
Aston Comprehensive School, A Specialist School in Maths and Computing	1755	300	280	280	Subject to annual notice – lower no. than IAN
Brinsworth Comprehensive School	1487	255	255	255	
Clifton Comprehensive	1433	286	250	250	To match new build capacity
Dinnington Comprehensive	1444	252	252	252	
Maltby Comprehensive School	1638	290	290	290	
Oakwood Technology College	1050	210	210	210	
Rawmarsh School, A Sports College	1108	221	222	222	
Swinton Community School, A Maths & Computing College	1320	226	226	226	
Thrybergh Comprehensive	700	140	140	140	
Wales High School	1520	248	248	248	
Wath Comprehensive A Language College	1788	300	300	300	
Wickersley School and Sports College	1833	300	300	300	
Wingfield Comprehensive	850	170	170	170	
Winterhill	1577	315	320	315/320	Governors could consider reduction to 315
St Bernard's Catholic High, Specialist School for the Arts	792	158	140		Subject to annual notice no. lower than IAN
Saint Pius X Catholic High – A Specialist School in Humanities	650	130	130		

ADMISSION NUMBER FOR SIXTH FORMS

School Name	Admission Number for Y7-Y11	Proposed Admission Number for Y12 2010/11*
Aston Comprehensive School, A Specialist School in Maths and Computing	280	42
Brinsworth Comprehensive School	255	38
Dinnington Comprehensive School	252	37
Maltby Comprehensive School	290	43
Swinton Community School, A Maths & Computing College	226	34
Wales High School	248	37
Wath Comprehensive A Language College	300	45
Wickersley Schools and Sports College	300	45

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

**PRO- FORMA
SOPD
ADMISSIONS CONSULTATION FOR 2010/11 ENTRY**

A) Community and Controlled Schools

1) There are proposed changes to the LA's current admissions criteria applicable to community and controlled schools shown at Appendix 1. The revised priority order would provide a better fit with the requirements of the new Code, but it does retain catchment area pupils above siblings living outside the catchment

Does the Governing Body -

Agree with the changes

Disagree (tick as

appropriate)

If disagreeing with the changes, please indicate below what you would wish to see in terms of the priority order:

2) The proposed Admission Number for 2010/11 is shown in Appendix 2.
Does the Governing Body -

Agree with the number

Disagree (tick as

appropriate)

If disagree, the suggested admission number for the school is

Reasons:

B) Voluntary Aided Schools

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

or

Amendments will be made to the admissions criteria
for the school admission year 2010/11

(tick as

appropriate)

2) The proposed admission number for the school for
2010/11 is

C) All Schools

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

Noted and agree

Comments (if any):

NB Please complete this pro-forma and return to Martin Harrop by no later than
10th January 2009.

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

Signature _____ Date _____

School _____

1 Feedback from the annual admissions consultation**A Community and Controlled Schools****i) Admission numbers**

The following matters have been raised:-

Anston Brook Primary

The school has requested an admission number of 35 (rather than the proposed 30). The reason for this is that the school has had variable numbers entering over the last few years and has some year groups with quite low numbers (e.g.18/19) and a year group of 35 could boost overall numbers, increase the school's funding and enable the school, through utilising mixed-age classes, to maintain 7 classes.

The rebuilt school (now complete) has had a reduction in capacity which is a reflection of the lower numbers that have been entering the school. The admission number of 30 is better for class organisation in that it can limit numbers to 30 in any year group where the school is potentially oversubscribed and the Infant Class Size legislation can be in danger of being breached.

Although numbers in some year groups are low, there is always potential for pupil numbers to grow through in-year recruitment and agreeing an admission number of 35 would not be advisable. However, the school should be advised that if it is oversubscribed for 2010/11 (unlikely to be the case based on pupil projections) then, as is normal practice, the Headteacher would be contacted to find out the likely class organisation for the year. If, through mixed-aged arrangements, it would be possible for more than 30 children to be admitted without causing 'prejudice to efficient education or the efficient use of resources' or breaching the infant class size limit of 30 then a limited number of admissions above 30 might be agreed in exceptional circumstances. There would, however, have to be clear evidence that the infant class size limit would not be in danger of being exceeded in any of the next 2 years (i.e. if the school was likely to admit 30 in the two ensuing years).

Maltby Community School: Specialising in Business and Enterprise

The school has requested an admission number for Y12 of 100 rather than the proposed 43, which would better reflect the capacity in the sixth-form. This is simply a misunderstanding of what the number relates to in that it is the maximum number that would be agreed for applicants who are not already on the school roll. In other words, the 43 limit does not include pupils who are already attending the school in Y11.

The school should be informed of this and the admission number should remain at 43 (or 30 i.e. 15% of 200, if the Academy proposals are agreed).

Meadow View Primary
Thorpe Hesley Junior
Winterhill

These schools were asked to give consideration to an alternative number to that agreed for 2009/10.

Feedback from the governing bodies is that the following numbers were the preferred option:

Meadow View Primary - 42

Thorpe Hesley Junior - 70

Winterhill - 315

ii) Admissions criteria

The proposal to make amendments to the ranking of the admissions criteria was agreed by the vast majority of Governing bodies. Just two returns from schools registered some comment. Additionally, there was just a single response from parents. The two responses from schools were as follows:

Herringthorpe Infants School – The school agreed with the changes although there was some concern that the number of children judged to have ‘social’ or ‘medical’ needs might grow in number. The school, therefore, requested that, if such criteria were being considered for an application for that school, then the Headteacher should be consulted before any decision to place a preference into one of those two categories was finalised. There is no reason why this cannot be included as part of the process for any school in such circumstances.

Wentworth CE J & I School – The governors unanimously agreed that, as a rural village school with restricted public transport, their preference would be for criteria iv) and v) of the Reception entry priority list to carry equal weight. In other words, the governing body did not agree that there should be an additional category of **catchment and siblings**.

Parent responses – There was just one e-mail which believed that sibling rights should be maintained within the policy whether residence is in or outside the catchment area. A response has been made that assures the parents that, even if a change is agreed, the sibling (living outside the catchment area) criterion will still be maintained within the policy.

iii) Co-ordinated Schemes

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

B Voluntary aided schools

i) Admission numbers

There were no proposed changes to those admission numbers already applying to 2009/10.

ii) Admissions criteria

There are no proposed major changes to any school's admissions criteria.

A number of schools have made minor changes which have been necessary following the admission arrangements compliance exercise undertaken last year by the Office of the Schools Adjudicator. For most schools this related to ensuring that certain definitions (siblings/distance measuring etc) are fully explained within the admissions policy. These have been agreed with the schools concerned and the dioceses.

iii) Co-ordinated Schemes

There are two schools wishing to make a request in relation to the Co-ordinated Scheme for Primary Schools. These are:

Brampton Ellis CE Infant and Brampton Ellis CE Junior School Both schools would wish to be included under Section D of the current scheme. Section D is headed 'Preferences which cannot be satisfied' and is used where it is not possible to satisfy any of the preferences contained within an application. In such circumstances the catchment school, or if that is not available, the next nearest Rotherham community or controlled school with places available will be offered. Both Brampton Ellis schools are voluntary aided and the governing body is the admissions authority for the school in each case. Voluntary aided schools are not presently included within the offer to be made under Section D, but there is no particular reason why they cannot be included, if the governing bodies so wish.

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

There remains a requirement for a notice to be published should any admission authority wish to have an admission number, which is lower than that indicated by the current net capacity calculation. For 2010/11, this would apply to the following schools:-

School	Change	Comments
Clifton: A Community Arts School	250 rather than 286	will have changed capacity through PFI – awaiting new assessment (publication may not be necessary if new capacity assessment is available)
Aston Comp A Specialist School In Maths & Comp.	280 rather than 300	pressure on the school's accommodation as agreed for 2008/09 and 2009/10
St. Bernard's Catholic High Specialist School For the Arts	140 rather than 158	pressure on the school's accommodation as agreed for 2008/09 and 2009/10

Canklow Woods Primary	30 rather than 38	will have new school building with reduced capacity in 2009/10 and an admission number of 30 already agreed for that year.
Thurcroft Junior	70 rather than 93	large classrooms inflate the capacity calculation
Anston Brook Primary	30 rather than 36	reduced capacity through rebuild and reduction of surplus places. Revised net capacity calculation awaited.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1	Meeting:	Lifelong Learning Cabinet Member and Advisers
2	Date:	31st March 2009
3	Title:	GCSE Examination Results 2008
4	Directorate:	Children and Young People's Services

5 Summary:

The purpose of this report is to inform the Cabinet Member for Lifelong Learning of the GCSE examination results for 2008 and how they compare to previous years, to the national average and to the results of our statistical neighbours.

6 Recommendations:

That:

- **The report be received.**
- **The Cabinet Member for Lifelong Learning and Advisers, note the improved levels of performance across all indicators at the end of Key Stage 4.**
- **All schools are encouraged to continue to improve their results, and strive to achieve outcomes at least in line with the national rate of improvement.**
- **The Cabinet Member for Lifelong Learning endorses the drive to:**
 - **reduce the gap between Rotherham's performance and the national average performance especially in relation to 5A*-C including English and Maths;**
 - **continue to improve boys' attainment,**
 - **continue to improve the attainment of black, minority ethnic (BME) pupils and**
 - **continue to improve the attainment of Looked After Children (LAC)**
- **The report be forwarded to Cabinet and the Children and Young People's Scrutiny Panel for consideration**

7. Key Aspects of Performance

A. Overview

- i. Performance at GCSE 5+A*-C across the LA rose for the sixth consecutive year. The LA average rose 3.7% against a national average increase of 3.3%
- ii. On the now critical 5+A*-C including English and Maths indicator, the LA average rose 1.9% against a national average increase of 0.8%.
- iii. Performance at 5+A*-G including English and Maths rose 2.8% against a national average decline of 0.5%. Rotherham now exceeds national averages at 5 A*-G and 5A*-G incl English & Maths
- iv. 9 of the 16 schools matched or exceeded Fischer Family Trust "D" measures for progress from KS2-4, i.e. progress equal to that of the top 25% of students nationally.
- v. There was important improvement in key core subject departments in the Borough's most vulnerable schools, notably in English, which is helping to improve the overall performance of boys

B. Priority areas for action 2008/9

- i. The collaborative programme focussed on 5+A*-C including English and Maths performance led by a Consultant Headteacher working with senior leaders across the 16 schools has been sustained for a second year. In 2008 it promoted significant improvement in targeted schools, well above national averages
- ii. The culture of high expectations now pervasive across the secondary phase is exemplified in the aspirational targets set by schools for 2009 and 2010, which are consistently above FFT "D"
- iii. Improvement in the schools' most vulnerable schools (those with the highest proportion of children receiving Free School Meals) remains a priority and has seen significant improvement over the last 3 years
- iv. Two of the three National Challenge schools (identified by DCSF on 2007 results) performed above the 30% national threshold in 2008; one remained stable at 26%. Rotherham, therefore, has one school below the floor target, significantly fewer than other local and comparable Metropolitan Authorities.

C. Strategic focus of School Effectiveness Service

- i. Targetted support for underachievement is coordinated across the School Effectiveness Service, Consultant Headteachers and the nominated three lead consultancy schools. In 2008/9 we have further increased our consultancy resources by commissioning additional support from lead schools in English (Wath CS) and Maths (Wales HS).
- ii. The School Improvement Partner (SIP) programme has sharpened school self-evaluation, increased school leadership capacity and strengthened the focus on standards and achievement. Rotherham's practice is judged to be Outstanding by the National Strategies. The same strengths now inform our approach to the National Challenge (NC).
- iii. Programmes promoting the development of senior leadership capacity in the secondary phase are an area of excellence receiving regional and national recognition
- iv. Core subject consultancy demonstrated significant impact in underperforming departments in 2008 especially in English and Science
- v. Partnership between schools and SES is unprecedentedly close, responsive and productive. It has made the local introduction of the NC relatively straightforward and informs the ambitious vision for Transforming Rotherham Learning (TRL)

D. Background

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

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

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

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

a) Overall GCSE Results

Table T1: Overall 5+ A* - C GCSE Results 2003 - 2008

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
5+ A*-C					
2003	44.4	52.9	8.5	46.4	2.0
2004	45.9	53.7	7.8	47.0	1.1
2005	49.5	57.1	7.6	50.9	1.4
2006	52.2	59.2	7.0	53.8	1.6
2007	54.6	62.0	7.4	57.9	3.3
2008	58.3	65.3	7.0	62.8	4.5

- The percentage of pupils attending special schools in the 2008 cohort was 1.3%.
- The percentage of pupils achieving 5+GCSEs at the higher grade A*-C has increased from 54.6% in 2007 to 58.3% in 2008, against a national average of 62.0% in 2007 to 65.3% in 2008.
- This is an improvement of 3.7% for Rotherham schools (2007 to 2008), against a national improvement of 3.3%. Since 1999, the percentage achieving at 5A*-C has increased by 17.9%, 0.5% above the national average increase for that period.

Table T2: Performance at 5+ A* - C (including English and Mathematics)

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
5+A*-C (including English and maths)					
2006	37.5	45.8	8.3	38.8	1.3
2007	39.0	46.7	7.7	40.3	1.3
2008	40.9	47.6	6.7	42.8	1.9

- In 2006 a new performance indicator was included in the performance tables showing the proportion of pupils achieving 5 or more A*-C grades at GCSE including English and mathematics. This is a “harder test” and part of the Government’s drive to improve literacy and numeracy skills.
- In 2008 40.9% of Rotherham pupils achieved 5+A*-C (including English and maths), against a national average of 47.6% and a statistical neighbour average of 42.8%.
- In 2008 Rotherham reduced the gap to national averages.
- In 2008:
 - 52.1% of pupils gained A*-C in English (61.0% nationally)
 - 49.0% gained A*-C in mathematics (55.0% nationally) and
 - 41.1% gained A*-C in English and mathematics combined (48.0% nationally).

Table T3: Performance at 5+ A* - G

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
5+ A*-G					
2003	88.3	88.8	0.5	90.0	1.7
2004	88.1	88.8	0.4	90.0	1.9
2005	88.2	90.2	2.0	89.0	0.8
2006	88.6	90.5	1.9	89.6	1.0
2007	89.4	91.7	2.3	91.1	1.7
2008	91.8	91.6	-0.2	91.9	0.1

- The percentage of pupils achieving 5+A*-G grades has increased by 2.4% with a slight decline in the national average of -0.1%. This is an important measure of schools’ inclusiveness and provision for students across the whole ability range.
- Rotherham’s 5+A*-G performance is slightly above the national performance.
- Rotherham’s 5+A*-G performance is in line with the performance of statistical neighbours.

Table A4: Performance at 5+ A* - G (including English and mathematics)

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
5+A*-G (including English and maths)					
2003	85.4	86.3	0.9	N/A	N/A
2004	84.5	86.7	2.2	N/A	N/A
2005	86.5	88.0	1.5	86.9	0.4
2006	86.0	87.8	1.8	87.4	1.4
2007	87.5	87.9	0.4	88.8	1.3
2008	90.3	87.4	-2.9	89.9	-0.4

- 90.3% of Rotherham pupils gained 5+A*-G (including English and mathematics), an increase of 2.8% from 2007.
- This is against a national average of 87.4% which declined by 0.5% from 2007 and the statistical neighbour average of 89.9%.

Table T5: Performance – Any passes

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
Any passes					
2003	94.6	94.8	0.2	95.9	1.3
2004	95.0	95.9	0.9	95.9	0.9
2005	96.3	97.4	0.9	96.2	+0.1
2006	96.6	97.8	1.2	96.8	0.8
2007	97.0	98.9	1.9	97.6	0.6
2008	98.0	98.6	0.6	98.2	0.2

- Only 2% of pupils in Rotherham left school in 2008 with no GCSE equivalent passes. The majority of these (1.3%) children were in Special schools.

Table T6: Average Point Score (capped – i.e. results of the best 8 subjects taken)

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
APS (capped)					
2004	263.0	282.3	19.3	266.4	3.4
2005	270.6	291.8	21.2	273.9	3.3
2006	274.4	296.0	21.6	279.3	4.9
2007	281.5	303.1	21.6	290.2	8.7
2008	292.9	308.6	15.7	300.5	7.6

- The capped average points score is calculated from the best 8 GCSEs or equivalent.
- The average (capped) point score for pupils in Rotherham is 292.9, an increase of 11.4 in 2008 compared to a national average increase of 5.5.

b) Progress from Key Stage 2 to Key Stage 4

The system used by most schools, LAs and the DCSF to judge the progress of pupils is based on information provided by the Fischer Family Trust (FFT). This information shows the performance of pupils at the end of Key Stage 2 and provides estimates to support schools in the target setting process for pupils at the end of Key Stage 4. The FFT information gives two key pieces of information based on each pupil's prior performance:

- FFT B estimates - estimate the future performance of each pupil, and from this each school, if they make as much progress as similar pupils in similar schools
- FFT D estimates - estimate the future performance of each pupil, and from this each school, if they make as much progress as the progress made by pupils in the top 25% of schools in terms of value-added

In 2008, 9 of the 16 secondary schools showed progress from Key Stage 2 to Key Stage 4 in line with or better than the 5+A*-C FFT D estimates. Rotherham schools have ceased to use FFT "B" because of the lower level of challenge.

c) Progress across Rotherham Schools

The Council, through its Single Plan for Children and Young People, is striving to raise the attainment of pupils in all Rotherham schools. 12 secondary schools improved their 5+A*-C results in 2008 with four schools showing significantly improved results of 8% and over. 11 secondary schools improved their 5+A*-C (including English and

Mathematics) results in 2008, with four schools showing significantly improved results of 8% and over. The focus for support in 2008/9 is on those schools where the progress of pupils from Key Stage 2 to Key Stage 4 is less than that which would be expected in similar schools nationally using the estimates provided by the Fischer Family Trust data information system.

d) Vulnerable Groups

(i) Gender

Table T7: Analysis of Performance by Gender - 5+A*-C grades

5+A*-C	Boys		Girls		Difference	
	LA	Nat	LA	Nat	LA	Nat
2004	42.1	46.2	49.7	56.7	7.6	10.5
2005	43.0	52.2	56.1	62.0	13.1	9.8
2006	44.3	54.6	60.3	64.0	16.0	9.4
2007	48.8	57.7	60.5	66.4	11.7	8.7
2008	54.1	60.9	62.6	69.9	8.5	7.3

- The gap between the performance of girls and boys at 5+A*-C is 8.5%, this has decreased in 2008 by 3.2%; this is due to an increase in boys' performance by 5.3%. Girls' performance improved by 2.1% between 2007/2008.
- The gap in national performance between girls and boys is 7.3%, with a decrease of 1.4% from 2007.

Table T8: Analysis of Performance by Gender - 5+A*-C grades (including English and mathematics)

5+A*-C (inc En + Ma)	Boys		Girls		Difference	
	LA	Nat	LA	Nat	LA	Nat
2005	30.7	40.7	42.3	49.1	11.6	8.4
2006	31.1	41.6	44.2	50.2	13.1	8.6
2007	32.7	42.4	45.5	51.2	12.8	8.8
2008	37.2	43.2	44.8	52.3	7.6	9.1

- The gap between the performance of girls and boys at 5+A*-C (including English and maths) is 7.6% with a decrease of 5.2%; this is due to an increase in boys' performance by 4.5%
- The gap in national performance between girls and boys is 9.1%, with a slight increase each year.
- The difference between boys and girls in Rotherham is less than the national difference.

Table T9: Gap between Girls' and Boys' Performance in English from 2004 - 2008

English A*-C	Boys		Girls		Boy / Girl difference	
	LA	Nat	LA	Nat	LA	Nat
2004	37.9	45.7	53.8	62.2	15.9	16.5
2005	39.3	50.0	57.7	65.0	18.4	15.0
2006	38.0	51.0	62.0	67.0	24.0	16.0
2007	40.9	53.0	60.6	68.0	19.7	15.0
2008	44.1	54.0	60.4	69.0	16.3	15.0

- The improvement in the performance of boys in English A*-C, is 3.2% from 2007 to 2008
- The gap between the performance of girls and boys at A*-C, in English, has decreased by 3.4% in 2008.
- The gap in the performance of boys and girls nationally, in English, has remained relatively static since 2004.

Table T10: Gap between Girls' and Boys' Performance in Mathematics from 2004 - 2008

Maths A*-C	Boys		Girls		Boy / Girl difference	
	LA	Nat	LA	Nat	LA	Nat
2004	40.9	45.7	42.3	48.5	1.4	2.8
2005	45.0	50.0	47.7	53.0	2.7	3.0
2006	45.0	52.0	50.0	55.0	5.0	3.0
2007	46.9	53.0	49.6	56.0	2.7	3.0
2008	48.6	54.0	49.2	57.0	0.6	3.0

- The improvement in the performance of boys in mathematics A*-C, is 1.7% from 2007 to 2008
- The gap between the performance of girls and boys at A*-C, in mathematics, has decreased by 2.1% to 0.6% in 2008.
- The gap in performance of boys and girls nationally, in mathematics, has remained relatively static since 2004.
- The gap between girls and boys in mathematics has been less than the national gap for two years.

(ii) Looked After Children

Table T11: Percentage of Looked After Children (LAC) achieving 5+ GCSEs (or equivalent) at grade A*-G (2003- 2007)

	2004	2005	2006	2007	2008
Rotherham %	28%	29%	50%	26%	47%
Rotherham LAC Cohort No.	25	30	30	23	36
National %	39.4%	40.7%	41.4%	43.1%	N/K

Table T12: Percentage of Looked After Children achieving 1+ GCSEs (or equivalent) at grade A*-G 2003-2007

	2004	2005	2006	2007	2008
Rotherham %	40%	65%	70%	61%	78%
Rotherham LAC Cohort No.	25	30	30	23	36
National %	56.1%	60.2%	63.2%	63.7%	N/K

National Data source DCSF SFR08

- Care should be taken in comparing small numbers of pupils year on year but the outcomes reflect committed and successful work by students, school, the Get Real Team and other colleagues.

iii) Performance by Ethnicity (mainstream schools)

Table T13: Performance by Ethnicity 2004 – 2008

		Number in Group	3+ A* to A	5+ A* to C Inc Eng & Maths	5+ A* to C	5+ A* to G
2004	BME	238	10.4%	31.7%	47.1%	91.3%
	WBRI	3397	12.3%	33.6%	46.0%	89.5%
	ALL	3635	12.2%	33.5%	46.1%	89.6%
2005	BME	210	11.9%	31.9%	48.1%	90.5%
	WBRI	3355	13.3%	37.2%	50.1%	89.0%
	ALL	3565	13.2%	36.9%	50.0%	89.1%
2006	BME	250	15.5%	36.1%	51.2%	88.1%
	WBRI	3480	14.8%	38.3%	52.9%	89.7%
	ALL	3730	14.9%	38.1%	52.8%	89.6%
2007	BME	273	16.8%	39.9%	55.3%	93.0%
	WBRI	3427	14.5%	39.8%	55.4%	90.4%
	ALL	3700	14.7%	39.8%	55.4%	90.6%
2008	BME	262	14.5%	34.7%	56.9%	93.5%
	WBRI	3489	17.0%	42.0%	58.7%	92.8%
	ALL	3751	16.8%	41.5%	58.6%	92.9%

(BME) Black and Minority Ethnic background

(WBRI) White British background

- The percentage of BME pupils in the cohort has decreased slightly from 2007 (7.3%) to 2008 (7.0%).

e) Contextual Value Added (CVA)

In the autumn term of 2005, OFSTED introduced a new Performance and Assessment (PANDA) report, this has recently been replaced by RAISEonline (Reporting and Analysis for Improvement through School Self-Evaluation) a web-based interactive tool. Previously progress was assessed by placing schools into groups according to their similarity in prior attainment. Schools were given benchmark grades according to their performance compared with the other schools in their group. However it was recognised that there are many other possible factors that affect pupils' progress that are not taken into account by these methods.

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

- Prior attainment
- SEN status
- Free school meals entitlement
- Whether English is an additional language

- Ethnicity
- Gender
- Age
- Mobility
- Economic deprivation

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

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

a) Key Stage 2-4

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

Table E1: Overall CVA – Number of schools designated in each category

	2006	2007	2008
Significance -	4	2	2
Significance - and declining	0	2	1
Significance - and improving	0	2	0
Significance +	5	1	2
Significance + and improving	0	0	2
Significance + and declining	0	0	0
No significance	7	9	9

Minus sign (-) means below national average

Plus sign (+) means above national average

- The overall profile of Rotherham schools from Key Stage 2 to Key Stage 4 has moved closer to the national CVA profile with the majority of schools in 2008 (9) being in line with the national profile.
- In 2008, 3 schools were significantly below the national profile
- In 2008, 4 schools were significantly above the national profile

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

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

A (i) Rotherham LA, National and Statistical Neighbour averages 2008

A (ii) Rotherham 5+A*-C results compared with Statistical Neighbour and National averages 2006-2008

A (iii) Rotherham 5+A*-C including English and Mathematics results compared with Statistical Neighbour and National averages 2006-2008

Appendix B Schools Results

- B (i) Percentage of Pupils achieving 5+A*-C and 5+A*-C including English and mathematics 2006-2008 calculated against the Year 11 Cohort
- B (ii) Progress from 2006-2008 in the percentage of pupils achieving 5+A*-C calculated against the Year 11 Cohort
- B (iii) Progress from 2006-2008 in the percentage of pupils achieving 5+A*-C including English and Mathematics calculated against the Year 11 Cohort
- B (iv) Percentage of pupils achieving 5+A*-C ranked in order of % eligible for FSM 2008
- B (v) Percentage of pupils achieving 5+A*-C including English and Maths ranked in order of % eligible for FSM 2008

11. Finance:

Resources, within the Council, to drive the school improvement agenda are a combination of core budget, DCFS grant through the Standards Fund and income.

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

12 Risks and Uncertainties:

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

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

13 Policy and Performance Agenda Implications:

Any plans arising from an analysis of this report are 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:

- Learning
 - to raise the attainment for all children and young people;
 - to ensure a high quality education for all children and young people
 - to increase the number of young people in education, employment and training
- Achieving
 - to develop Rotherham as a prosperous place;
 - to minimise inequalities

14. Background Papers and Consultation:

- GCSE and 'A' Level Examination Results 2004 - Report to Education Cabinet 2005.
- GCSE Examination Results 2005 - Report to Cabinet 2006.
- GCSE Examination Results 2006 - Report to Cabinet 2007.
- GCSE Examination Results 2007 - Report to Cabinet 2008.

Contact Name:

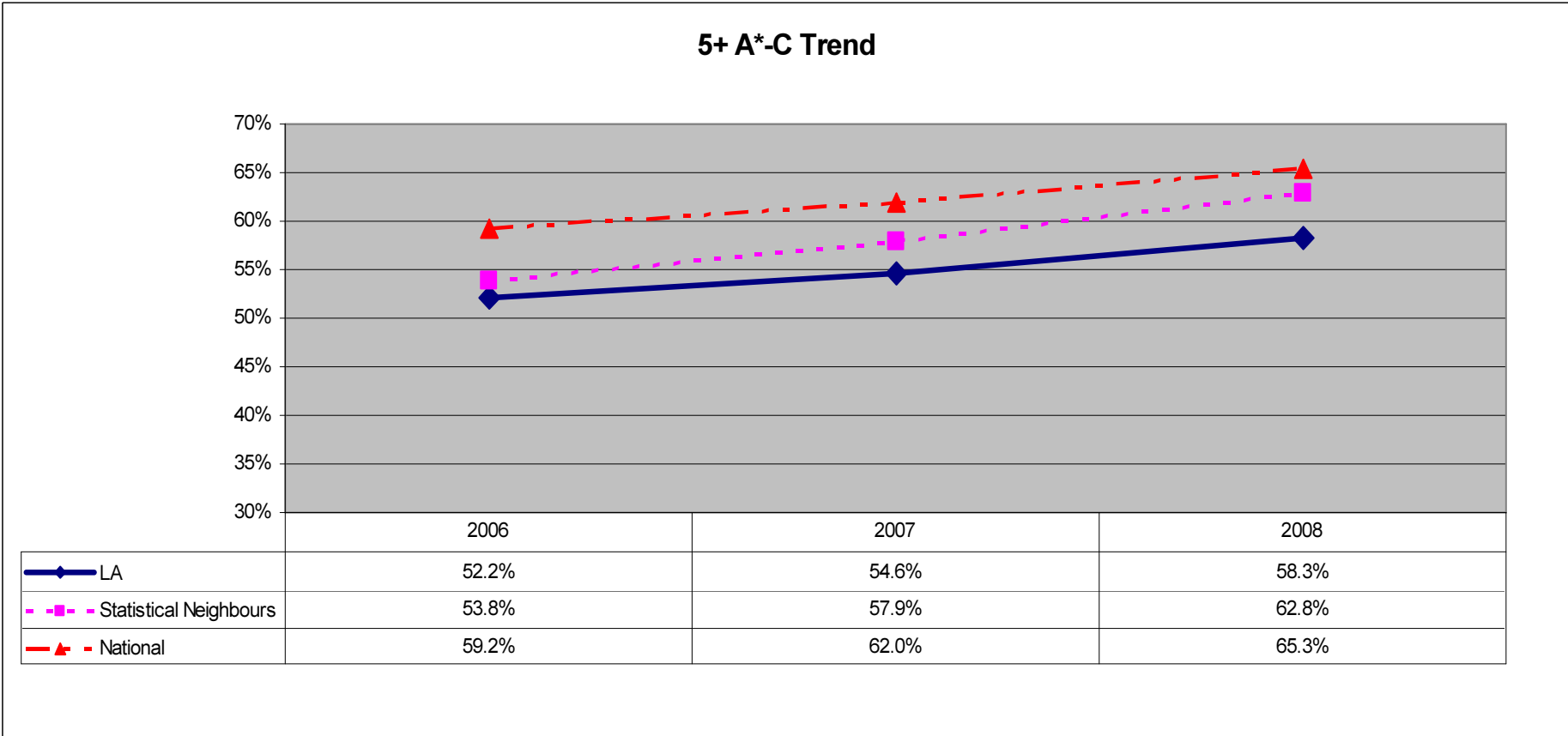
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Appendix A: Rotherham's results compared with National and Statistical Neighbour (SN) averages

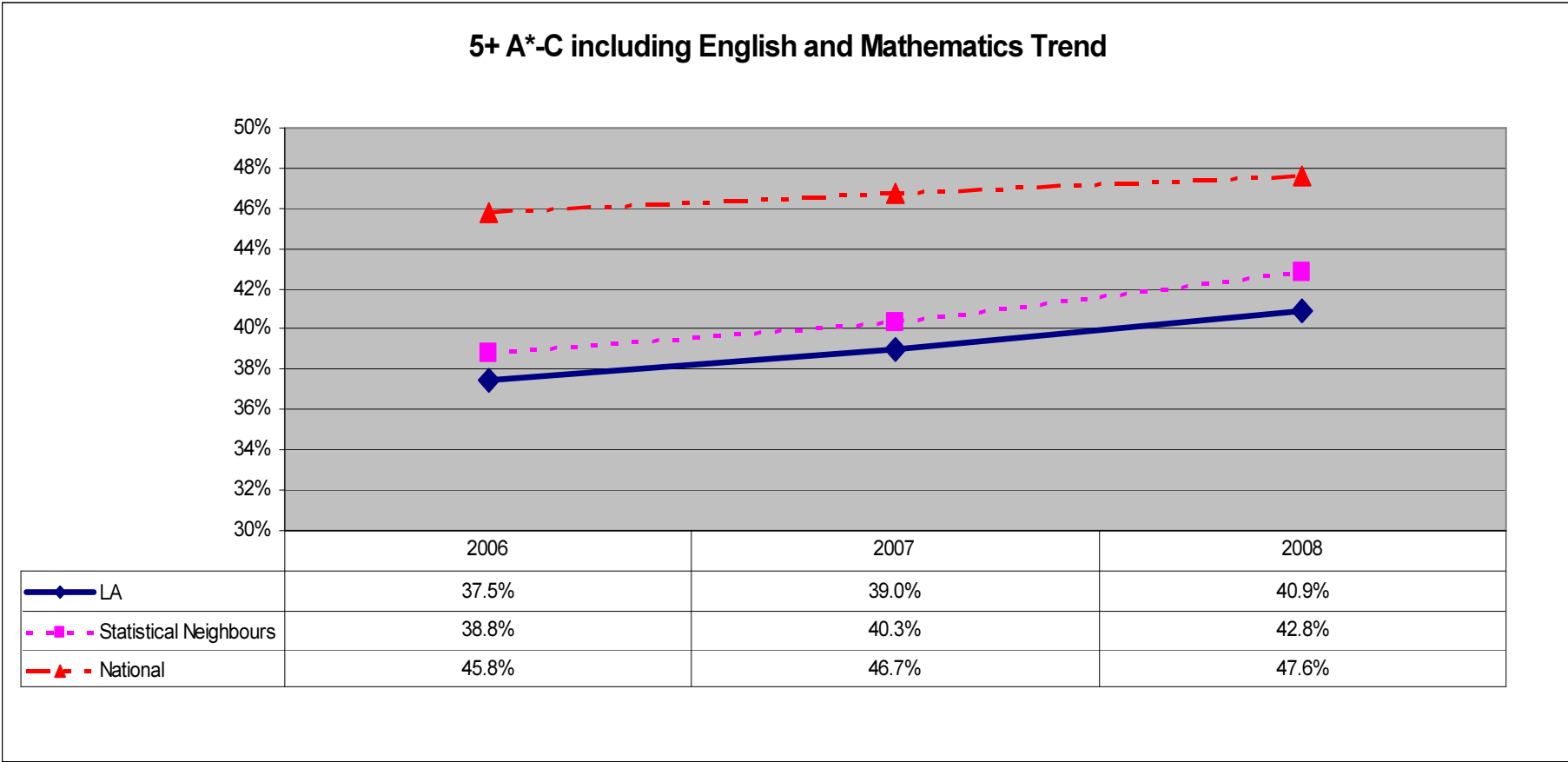
A (i) Rotherham LA, National and Statistical Neighbour Averages 2008

	Number of students at the end of Key Stage 4	Results of Key Stage 4 students							APS
		% of students achieving							
		5 or more grades A*-C including English and maths GCSEs	Level 2 in functional English and maths	Level 1 in functional English and maths	Level 2 (5 or more grades A*-C)	Level 1 (5 or more grades A*-G)	2 grades A*-C which cover the Key Stage 4 science programme of study	at least one qualification	
LA Average		40.9%	48.6%	93.3%	58.3%	91.8%	38.4%	98.0%	372.9
England Average		47.6%	52.0%	90.2%	65.3%	91.6%	50.3%	98.6%	390.0
Aston Comprehensive School	314	53%	66%	96%	68%	93%	48%	99%	370.6
Brinsworth Comprehensive School	265	53%	54%	97%	66%	96%	41%	99%	359.2
Clifton: A Community Arts School	279	26%	32%	93%	51%	90%	29%	99%	319
Dinnington Comprehensive School	258	33%	53%	90%	52%	90%	40%	98%	364.3
Maltby Comprehensive School	251	35%	59%	96%	48%	96%	16%	99%	340
Oakwood Technology College	220	39%	47%	94%	67%	94%	44%	97%	387.2
Rawmarsh Community School	226	34%	49%	99%	50%	93%	32%	99%	400.3
Saint Pius Catholic High School	140	39%	41%	98%	54%	96%	41%	99%	364
St Bernard's Catholic High School	128	62%	65%	98%	77%	97%	55%	100%	423.9
Swinton Community School	237	36%	38%	91%	50%	89%	24%	98%	381.4
Thrybergh Comprehensive School	126	33%	33%	90%	51%	92%	46%	98%	323.8
Wales High School	252	41%	46%	98%	65%	98%	58%	99%	436.3
Wath Comprehensive School: A Language College	286	48%	58%	97%	65%	93%	42%	99%	417.9
Wickersley School and Sports College	295	61%	62%	96%	79%	97%	71%	98%	467
Wingfield School	155	32%	39%	94%	48%	90%	11%	99%	326.1
Winterhill School	353	36%	38%	89%	50%	89%	26%	96%	338.3

A (ii) Rotherham 5+A*-C results compared with Statistical Neighbour and National Averages 2006-2008



A (iii) Rotherham 5+A*-C including English and Mathematics results compared with Statistical Neighbour and National Averages 2006-2008

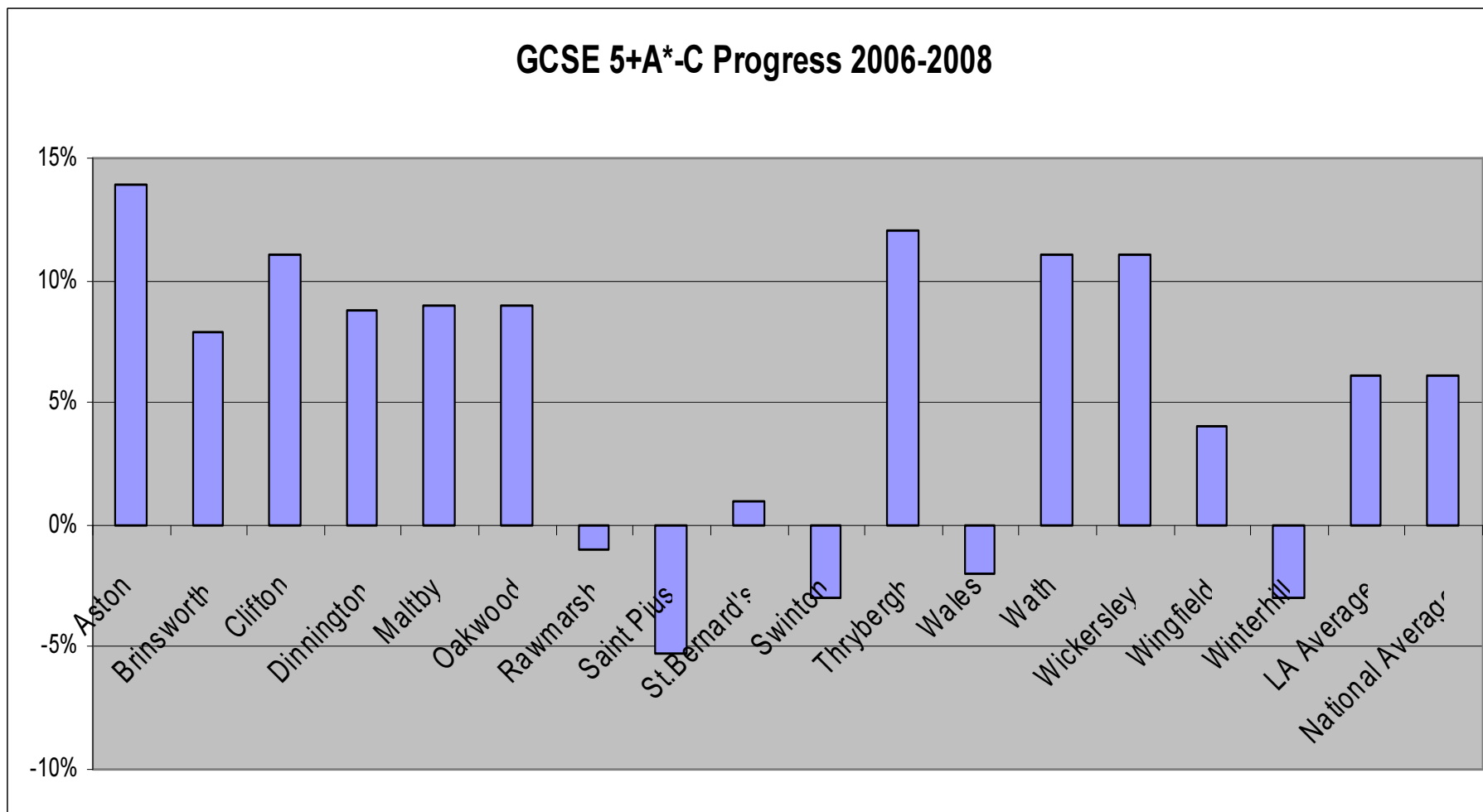


Appendix B Schools Results

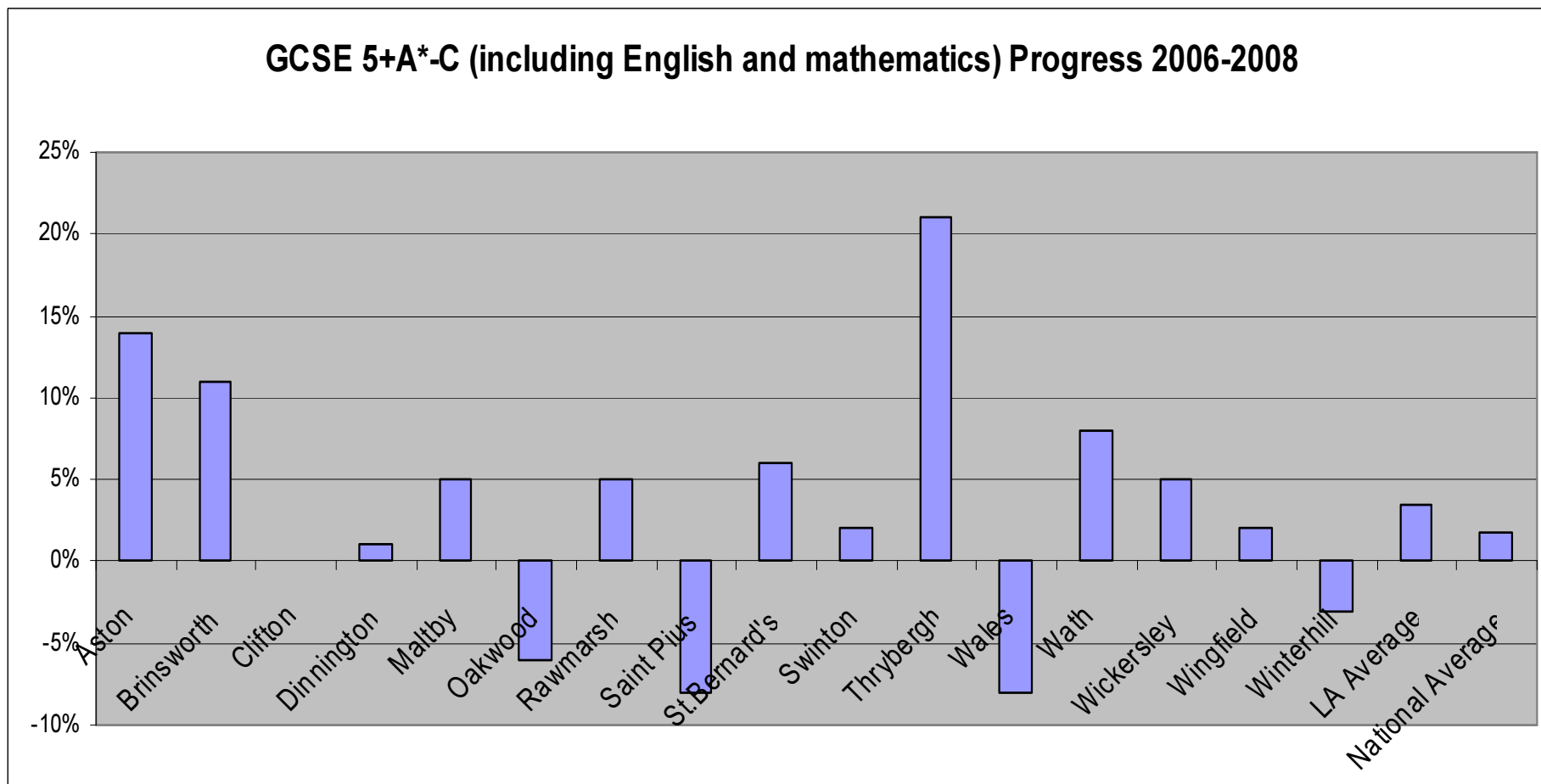
B (i) Percentage of Pupils achieving 5+A*-C and 5+A*-C including English and mathematics 2006-2008 calculated against the Year 11 Cohort

	2006	2007	2008	Progress 2006-2008	2006 (inc En & Ma)	2007 (inc En & Ma)	2008 (inc En & Ma)	Progress 2006-2008
LA Average	52.2%	54.6%	58.3%	6.1%	37.5%	39.0%	40.9%	3.4%
National Average	59.2%	62.0%	65.3%	6.1%	45.8%	46.7%	47.6%	1.8%
Aston	54.1%	66.0%	68%	13.9%	39%	51.0%	53%	14.0%
Brinsworth	58.1%	58.0%	66%	7.9%	42%	45.0%	53%	11.0%
Clifton	40.0%	41.0%	51%	11.0%	26%	26.0%	26%	0.0%
Dinnington	43.2%	54.0%	52%	8.8%	32%	37.0%	33%	1.0%
Maltby	39.0%	46.0%	48%	9.0%	30%	30.0%	35%	5.0%
Oakwood	58.0%	57.0%	67%	9.0%	45%	44.0%	39%	-6.0%
Rawmarsh	51.0%	48.0%	50%	-1.0%	29%	36.0%	34%	5.0%
Saint Pius	59.3%	58.0%	54%	-5.3%	47%	39.0%	39%	-8.0%
St Bernard's	76.0%	74.0%	77%	1.0%	56%	58.0%	62%	6.0%
Swinton	53.0%	51.0%	50%	-3.0%	34%	27.0%	36%	2.0%
Thrybergh	39.0%	50.0%	51%	12.0%	12%	24.0%	33%	21.0%
Wales	67.0%	64.0%	65%	-2.0%	49%	43.0%	41%	-8.0%
Wath	54.0%	50.0%	65%	11.0%	40%	38.0%	48%	8.0%
Wickersley	68.0%	74.0%	79%	11.0%	56%	55.0%	61%	5.0%
Wingfield	44.0%	47.0%	48%	4.0%	30%	32.0%	32%	2.0%
Winterhill	53.0%	54.0%	50%	-3.0%	39%	43.0%	36%	-3.0%

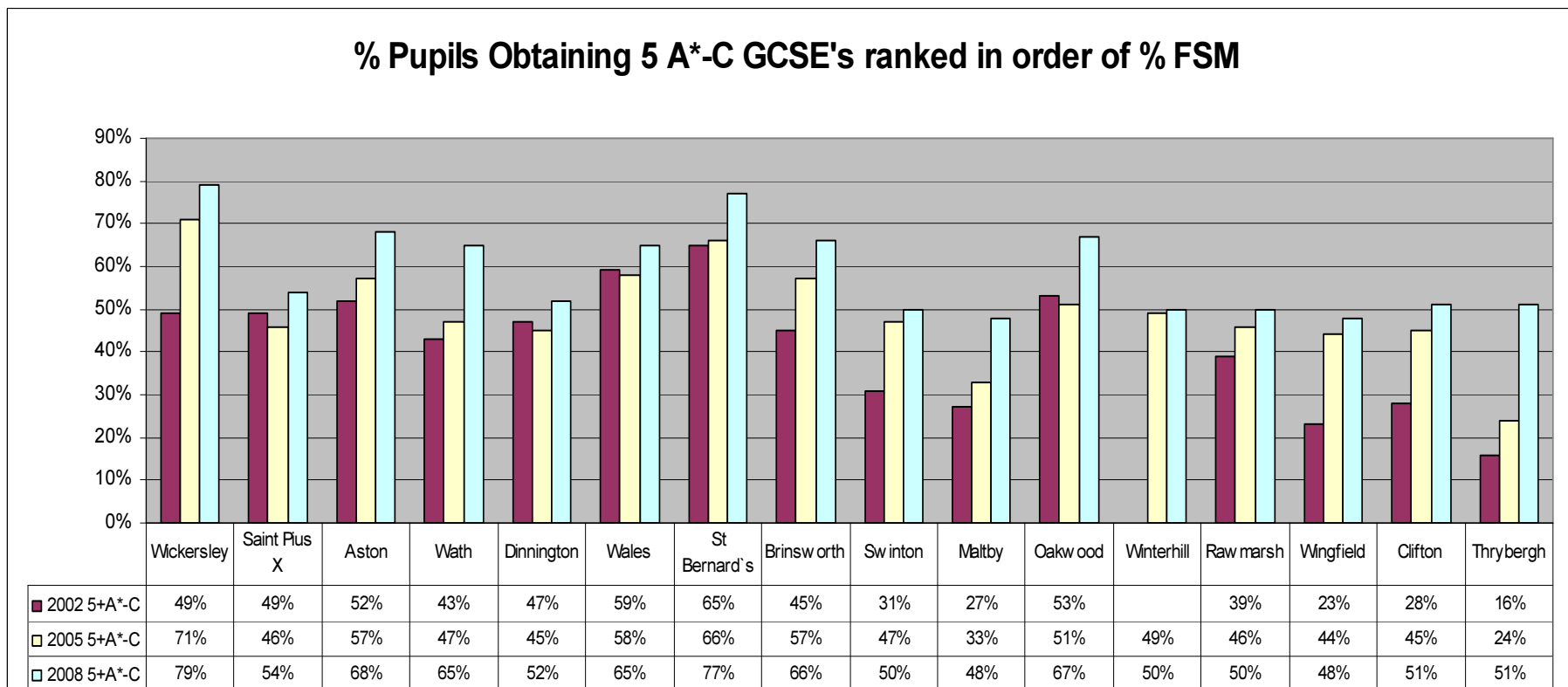
B (ii) Progress from 2006-2008 in the percentage of pupils achieving 5+A*-C calculated against the Year 11 Cohort



B (iii) Progress from 2006-2008 in the percentage of pupils achieving 5+A*-C including English and Mathematics calculated against the Year 11 Cohort

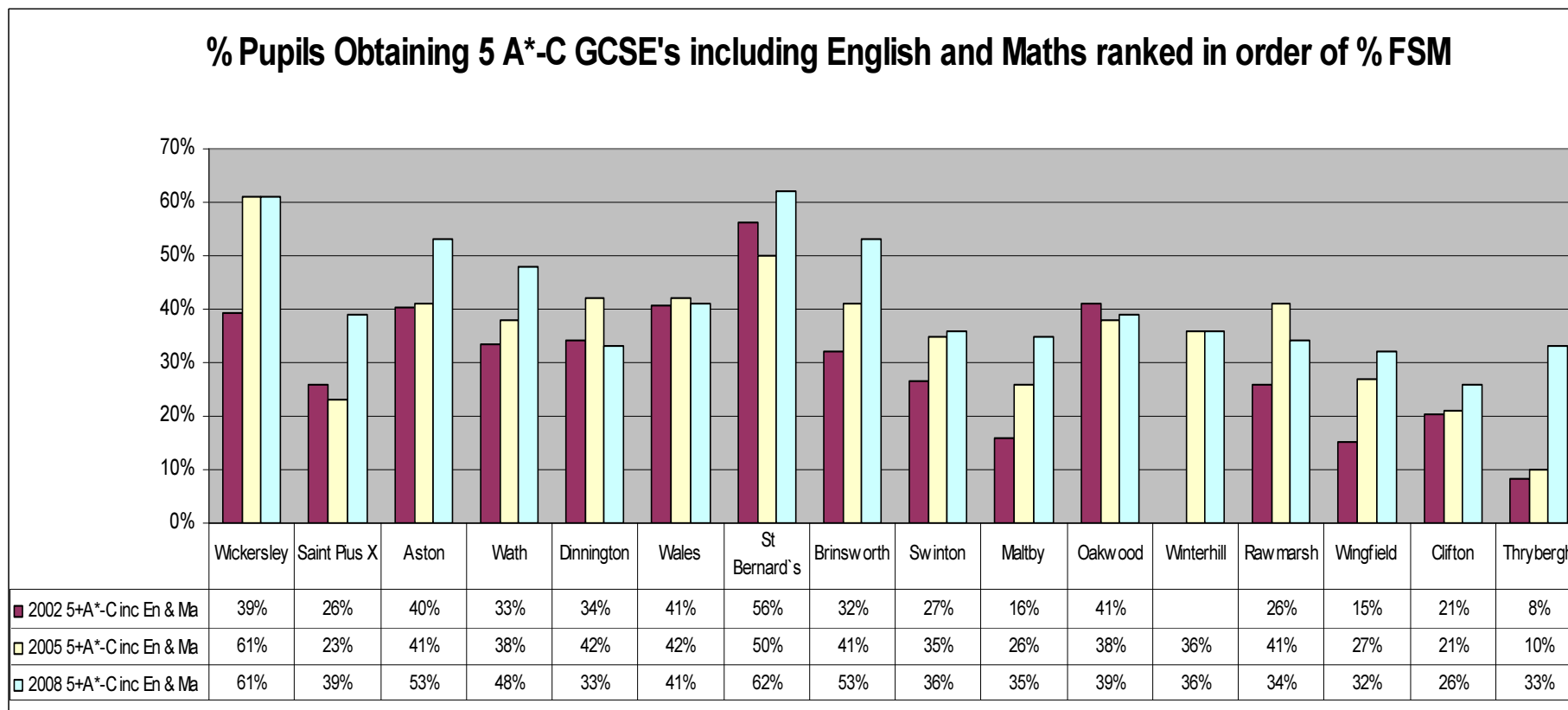


B (iv) Percentage of pupils achieving 5+A*-C ranked in order of % eligible for FSM 2008



School	Wickersley	Saint Pius X	Aston	Wath	Dinnington	Wales	St Bernard's	Brinsworth	Swinton	Maltby	Oakwood	Winterhill	Rawmarsh	Wingfield	Clifton	Thrybergh
2008 FSM	6%	8%	8%	9%	10%	11%	11%	12%	13%	13%	16%	17%	18%	18%	30%	33%
Difference 2002-2008	30%	5%	16%	22%	5%	6%	12%	21%	19%	21%	14%		11%	25%	23%	35%

B (v) Percentage of pupils achieving 5+A*-C including English and Maths ranked in order of % eligible for FSM 2008



School	Wickersley	Saint Pius X	Aston	Wath	Dinnington	Wales	St Bernard's	Brinsworth	Swinton	Maltby	Oakwood	Winterhill	Rawmarsh	Wingfield	Clifton	Thrybergh
2008 FSM	6%	8%	8%	9%	10%	11%	11%	12%	13%	13%	16%	17%	18%	18%	30%	33%
Difference 2002-2008	22%	13%	13%	15%	-1%	0%	6%	21%	9%	19%	-2%	36%	8%	17%	6%	25%

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Cabinet Member for Lifelong Learning
2.	Date:	31st March 2009
3.	Title:	Organisation of School Terms 2010/11
4.	Directorate:	Children and Young People's Services

5. Summary: The purpose of this report is to :

- Provide information on the outcome of discussions with the Teaching Union's and the **Education Advisory and Consultative Committee** in relation to the neighbouring Authority's term dates and the Local Government Association's recommendations for the school year 2010/2011.
- Set the school term dates for the academic year 2010/11

6. Recommendations: That the attached term dates proposed for Rotherham for 2010/11 be approved.

7. **Proposals and Details:** The Local Government Association (LGA) Standing Committee meets annually to agree recommended standard school year term dates.

The LGA have published guidance for the setting of term dates and the guiding principles behind their recommendations are:

- A return date for the school year as near as possible to the 1st September 2009 (Their proposed return date in 2010, however, is 6th September)
- Equalised teaching and learning blocks;
- Establish a two-week Spring Break in early April irrespective of incidence of the Easter Bank Holiday (Their proposed Easter Break in 2011, however, is the third and fourth week in April)
- A summer holiday break of at least 6 weeks for those schools which want this length of break;
- A calendar based on 190 pupil days for 2009/10 and allowing the five INSET/CPD days to be set by the Head Teacher.

To assist in the determination of term dates, as well as the above information from the LGA, officers from the Authority have met with the other Authorities in South Yorkshire to consider co-ordinated dates. All four Authorities agreed to consult on the same term dates.

(A copy of the proposed dates is attached)

Doncaster has approved these dates and Barnsley has approved a minor variation which starts back on the 6th September with two days taken from Christmas Break and one day taken from the Easter Break.

Sheffield are still consulting on two different options; Option one is the same as the dates approved by Doncaster, option two has the October half term break increased to two weeks with a reduction in the Summer Term to four weeks and three days.

The LGA proposals and the neighbouring Authority dates were considered by the Teacher Unions and **Education Advisory and Consultative Committee**.

Concerns were expressed:

- if the South Yorkshire regionally proposed dates were approved that the Summer Break in 2010 would be reduced.
- The South Yorkshire regionally proposed dates were already set by Doncaster along with Sheffield currently out to consultation on similar dates
- Barnsley's term dates offered a longer Summer Break in 2010 but reduced the Christmas Break by two days and took one day from the Easter Break which meant schools came in for one whole day on a Monday before breaking up for a two week Easter Break.

The co-ordination of term dates as much as possible with neighbouring authorities and the **Education Advisory and Consultative Committee** saw this as a key issue; however the current different proposal will not allow this to happen. The Committee therefore recommended that the attached dates, which are the regionally approved dates for South Yorkshire, are approved.

In Service training days

The school year for pupils is 190 days but teachers are required to make themselves available for 195 days. The five remaining days being used for in-service development and training. The five in-service dates have been incorporated into the proposed 195 days. Schools may still be needed for election purposes, the inclusion of the in-service training days allows for flexibility. In some schools the five teacher in-service days have traditionally been used as five full days of development for teachers but other schools have chosen a combination of full days and a dis-aggregation of the remaining in-service days into after school or "twilight" in-service sessions. It is recommended that this flexible practice should be allowed to continue if it best suits the professional development needs of staff.

8. **Finance:** N/A

9. **Risks and Uncertainties:** The setting of term dates which are inconsistent with neighbouring authorities will cause problems for parents who have pupils in schools in different authorities, and similarly for school staff that live outside Rotherham and who have children educated in the authority where they live.

10. **Policy and Performance Agenda Implications:** N/A

11. **Background Papers and Consultation:** The 'Standard School Year – 2010/11 Dates' published by the Local Government Association.

Draft term dates are initially considered by the Consultative Group and formally approved by the Cabinet Member and Advisers.

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E-mail david-education.hill@rotherham.gov.uk

ROTHERHAM: 2010/11

[YORKSHIRE REGIONAL AGREED DRAFT]

		Autumn Term																										
		Half-Term 1										Half-Term 2																
		Sept					Oct					Nov					Dec											
Mon			6	13	20	27		4	11	18	25	1	8	15	22	29		6	13	20	27						Mon	
Tues			7	14	21	28		5	12	19	26	2	9	16	23	30		7	14	21	28						Tues	
Wed		1	8	15	22	29		6	13	20	27	3	10	17	24		1	8	15	22	29						Wed	
Thurs		2	9	16	23	30		7	14	21	28	4	10	18	25		2	9	16	23	30						Thurs	
Fri		3	10	17	24		1	8	15	22	29	5	12	19	26		3	10	17	24	31						Fri	
Pupil Days		3	5	5	5	4	1	5	5	5	0	5	5	5	5	2	3	5	5	0	0						Half-Term 1	38
Pupil Days																											Half-Term 2	35

		Spring Term																										
		Half-Term 1										Half-Term 2																
		Jan					Feb					Mar					Apr											
Mon		3	10	17	24	31		7	14	21	28		7	14	21	28		4	11	18							Mon	
Tues		4	11	18	25		1	8	15	22		1	8	15	22	29		5	12	19							Tues	
Wed		5	12	19	26		2	9	16	23		2	9	16	23	30		6	13	20							Wed	
Thurs		6	13	20	27		3	10	17	24		3	10	17	24	31		7	14	21							Thurs	
Fri		7	14	21	28		4	11	18	25		4	11	18	25		1	8	15	22							Fri	
Pupil Days		4	5	5	5	1	4	5	5	0		4	5	5	5	4	1	5	0	0							Half-Term 1	34
Pupil Days										1																	Half-Term 2	30

		Summer Term																													
		Half-Term 1										Half-Term 2																			
							May					Jun					Jul					Aug									
Mon					25	2	9	16	23	30		6	13	20	27		4	11	18	25	1	8	15	22	29	Mon					
Tues					26	3	10	17	24	31		7	14	21	28		5	12	19	26	2	9	16	23	30	Tues					
Wed					27	4	11	18	25		1	8	15	22	29		6	13	20	27	3	10	17	24	31	Wed					
Thurs					28	5	12	19	26		2	9	16	23	30		7	14	21	28	4	11	18	25		Thurs					
Fri					29	6	13	20	27		3	10	17	24		1	8	15	22	29	5	12	19	26		Fri					
Pupil Days					4	4	5	5	5		0	5	5	5	4	1	5	5	5	0	0	0	0	0	0	Half-Term 1	23				
Pupil Days										0																Half-Term 2	35				

= Bank Holiday

= School Holidays

No of Pupil days:	195
Less Staff Training Days still to be fixed :	5
Total No of Pupil days:	190

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Lifelong Learning Cabinet Member and Advisers
2.	Date:	31st March 2009
3.	Title:	14-19 Strategy including LSC Developments
4.	Directorate:	Children and Young People's Services

5. Summary

The White Paper proposals set out in 'Raising Expectations: enabling the system to deliver' develop further the intention announced in the Machinery of Government Changes (June 2007) to transfer the responsibility for the commissioning of 16-19 education from Learning and Skills Councils (LSCs) to Local Authorities (LAs).

Legislation to bring about this transfer will be introduced by The Apprenticeships, Skills, Children and Learning Bill which is currently being laid before Parliament.

6. Recommendations

That the report is received.

7. Proposals and Details

a) Background

The legislation requires LAs to group together as formal clusters representing a 'travel to learn' area. These clusters needed to be in place by January 2009 in order that they can undertake, from March 2009, the proposed shadowing of LSC processes that will precede the transfer of 16-19 responsibilities in 2010-11.

The proposal for Barnsley, Doncaster, Rotherham and Sheffield LAs to form the South Yorkshire Cluster was approved in November 2008, following a Stage 1 cluster submission to GOYH in September 2008.

The sub regional group has now made a Stage 2 cluster submission outlining the governance and management arrangements for the cluster.

Annex One contains the Sub regional proposal for South Yorkshire Cluster.

b) Next Steps

The proposal will be assessed for readiness by the Regional Planning Forum which is made up of representatives from the Government Office for Yorkshire and the Humber, Yorkshire Forward, LAs and the LSC. They will make recommendations to the Department for Children, Schools and Families and Department of Innovation University and Skills

A sub-regional steering group and an operational group have been formed to prepare for the transfer. A detailed action plan with key dates and decisions required will be drawn up and the steering group will report regularly to members and the Chief Executive.

8. Finance

Currently there is no additional funding to support this work.

9. Risks and Uncertainties:

Failure to transfer the responsibilities for the commissioning of 16-19 education from the LSC to the LA will mean:

- Rotherham will not meet the proposed statutory responsibilities set out in the White Paper 'Raising Expectations: enabling the system to deliver'
- Provision in Rotherham will not meet the needs of individual learners
- Level 2 and Level 3 performance by 19 will fail to improve
- The skills base in Rotherham will fail to meet the employment demands

10. Policy and Performance Agenda Implications

Developments are consistent with:

- The Community Strategy (Local Strategic Partnership)
- The Corporate Plan (RMBC)
- The 14-19 Learning Plan (14-19 Strategy and Resources Board) following extensive consultation with all partners and key stakeholders within Rotherham and taking account of the sub-regional partnership work already in place.

- The Economic Master Plan (RMBC) which takes into account the City regions developments and the economic relationship between Rotherham and Sheffield.
- Rotherham Productivity Plan (Work and Skills Board)

12. Background Papers and Consultation:

- White Paper Raising Expectations: enabling the system to deliver' (March 2008)
- The Next Steps 14-19 Implementation Plan (October 2008)
- The Education and Skills Act (November 2008)
- Raising Expectations – Enabling the System to Deliver: Transfer of Responsibility for 16-19 Funding from the LSC to the Local Authority – Cabinet Member for Lifelong Learning (December 2008)

Reports have also been submitted to a wide range of other networks e.g. The sub-regional Chief Executives Group, The Children and Young People's Partnership, The Learning Partnership.

A Council Seminar on this topic was held on 13th January 2009.

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SUB-REGIONAL GROUPINGS AND DEVELOPMENT PROCESS – STAGE 2

Submission by the South Yorkshire Cluster

Contents

- Covering statement
- Annual planning and funding cycle - appendix 1
- Governance and management chart - appendix 2
- Criteria for reviewing sub-regional groupings-stage 2 - detailed account annex1
- Barnsley LA self assessment - annex 2
- Doncaster LA self assessment -annex 3
- Rotherham LA self assessment - annex 4
- Sheffield LA self assessment - annex 5

Machinery of Government Changes: 16-19 transfer

Stage 2 submission on behalf of the South Yorkshire Cluster

1. Introduction

This submission has been developed jointly by the four Local Authorities (LAs) that comprise the South Yorkshire Cluster. The cluster has been established to prepare for the transfer of 16-19 responsibilities from the LSC and to develop an effective, sub-regional model for the strategic commissioning of 16-19 provision (and up to 25 for individuals with learning difficulties and disabilities) by the end of the decade. The establishment of the South Yorkshire Cluster has the formal approval and active commitment of the Chief Executives, the Directors of Children's Services and the Leaders, or Mayor in each of the four participating LAs.

The South Yorkshire Cluster is founded on a strong tradition of 14-19 partnership working initiated between the four LAs over the lifetime of the Objective 1 programme and developed subsequently. The strength of this longstanding collaboration is represented by such things as joint planning for learning in the Dearne Valley, sub-regional provision organised by The Source (Meadowhall), shared staffing in specialist curriculum areas e.g. Engineering and collaboration in the development of Diplomas. Cluster working is also strengthened and its 16-19 commissioning function informed by sub-regional collaboration between the LAs in relation to skills, employment and economic development as represented by such things as the coordinated activity between the four Work and Skills Boards, the Rotherham-Sheffield Economic Study and the work of the Sheffield City Region Skills Joint Issues Board. The cluster has, as a result, a thorough understanding of its learners' needs, their travel to learn patterns, the skills requirements of the local economy and the strengths and weaknesses of its provision. This understanding of the needs of learners and employers in South Yorkshire will be addressed in a sub-regional statement of need, and a comprehensive commissioning plan that reflects regional priorities, that are informed by consultation with learners and the provider network, and which results in an allocation of resources based in identified need.

2. Responsibilities

This submission sets out how the South Yorkshire Cluster will lead on and deliver the three key objectives set out in the DCSF Children's Plan that relate directly to the Machinery of Government Changes. These are:

- to ensure that all young people participate in education or training that stretches and challenges them until at least their 18th birthday
- to give young people the knowledge and skills that employers and the economy need to prosper in the 21st century
- to close the achievement gap by the age of 19 so that all have an equal opportunity to succeed, irrespective of gender, race, disability or background.

2.2 The South Yorkshire Cluster welcomes and accepts the new responsibilities placed upon it:

- to deliver the raising of the participation age (RPA)
- to deliver the national entitlement to the three learning pathways
 - general (GCSEs and A levels)
 - applied (the 17 lines of Diploma)
 - vocational (apprenticeships)underpinned by the Foundation Learning Tier
- to secure sufficient, motivating, accessible high quality provision in support of this
 - at every level
 - for every line of learning
 - for all learners, including the most vulnerable
- to consult the provider network on local priorities, the needs and aspirations of learners and institutions and the balance and mix of provision across the sub-region
- to undertake strategic commissioning for the 14-19 phase in relation to:
 - the balance, mix, sufficiency and quality of provision offered by academies, school sixth forms, sixth form colleges, FE colleges and other providers
 - universal and independent information, advice and guidance
 - the work of the education business partnerships
- to decommission provision where there has been a demonstrable failure to address issues of quality, or where it is judged to represent wasteful duplication or poor value for money
- to express this process in an annual 16-19 Commissioning Plan based on an indicative regional YPLA funding allocation.

2.3 The composition of the Cluster Commissioning Plan will be a staged process governed by an annual planning cycle (see appendix 1).

Stage 1: Contributory planning at the level of the individual LA

This will commence with each participating LA determining its own priorities for strategic commissioning in recognition of the fact that each LA will be responsible, within its administrative boundaries, for:

- securing the quality and quantity of provision
- intervening where performance data or external inspection indicates the need to do so, and consulting the cluster before action is taken
- adjusting its commissioning plans in light of cross border concerns
- responding to accountability mechanisms such as the new Comprehensive Area Assessment and Scrutiny by elected members.

Each LA's 16-19 strategic commissioning priorities will result in a local **16-19 Statement of Need** and will be a key component of its **14-19 Plan**. This plan will be drawn up annually by the LA in consultation with the full range of providers and support agencies represented on its **14-19 Partnership Board** and approved by its Children's Trust. The 14-19 Plan will, in turn,

reflect the priorities set out in the local **Children and Young People's Plan** and its **Local Area Agreement** targets.

Stage 2: Composition of the Cluster 16-19 Commissioning Plan

The emphasis on local responsiveness needs to be combined with appropriate arrangements to ensure that the interests are respected of those learners and employers who wish to access provision beyond the boundary of the LA in which they are resident. The cluster will therefore seek:

- to combine the Statement of Need and the 16-19 planning priorities for each participating LA as a single, annual sub-regional 16-19 Commissioning Plan
- to reconcile differences and discrepancies in contributory LA plans according to a set of agreed values, principles and protocols
- to submit the combined South Yorkshire Cluster Plan for moderation and ratification by the Regional Planning Forum.

- 2.4 In support of this process the cluster will also be responsible for
- interrogating sub-regional data and establishing a body of research on cross border issues affecting learners, or employers
 - bringing these issues to the attention of the cluster for resolution
 - convening a representative forum of providers that can be consulted as part of the annual planning process.

- 2.5 The South Yorkshire Cluster recognises that FE providers and national agencies, such as the National Apprenticeship Service (NAS), require a single planning conversation with the cluster. For this reason each LA will commission provision on behalf of the cluster from that FE college located within its administrative boundaries. Rotherham MBC will commission provision from Dearne Valley College on behalf of the cluster. The cluster will nominate one LA to undertake the planning dialogue with the NAS on its behalf.

3. Organisation

Organisational arrangements for the individual LA and the cluster are set out in appendix 2. To meet their new responsibilities the South Yorkshire LAs will:

- establish a clear set of arrangements and lines of accountability within each LA for the discharge of its 16-19 strategic commissioning function
- create a sub regional **Cluster Planning Group** (CPG) that builds on longstanding and effective collaboration between the respective LAs developed to deliver the Objective1 programme, to collaborate on the delivery of the Diploma and to prepare for the 16-19 transfer. The CPG will meet at regular intervals governed by the commissioning cycle, operate according to protocols agreed between the four LAs and will be held accountable by the joint meeting of the **South Yorkshire Executive**, comprising the four Directors of Children's Services. The CPG will work with LSC, to compose and deliver an

action plan for the smooth transfer of responsibilities and to establish an annual commissioning cycle in advance of September 2009.

- establish a **South Yorkshire Data and Quality Unit** that will have responsibility for collating and analysing information relating to:
 - cross-border travel
 - low incidence provision that cannot be provided for easily in each LA
 - the needs of vulnerable groups that are best addressed collaboratively, including young offenders and some young people with specific LDD needs
 - identifying issues which impact on the commissioning plans of the four LAs
 - learner progress, provider performance and gaps in provision
- create **task and finish groups** that bring together experts from the four LAs and LSC to ensure a smooth transfer of planning functions e.g. finance, human resources, data, quality, inclusion, curriculum, infrastructure, legal and administration etc– work that has commenced with a programme of LSC briefing sessions for relevant LA officers
- establish a sub-regional **SY 16-19 Partnership Group** with representation from academies, schools with sixth forms, sixth form colleges, FE colleges and other providers to inform and help shape South Yorkshire-wide provision planning.

4. Remit and Responsibilities

4.1 *South Yorkshire Executive*

This will comprise the four South Yorkshire Directors of Children's Services that will both confer electronically on a regular basis and meet formally according to an agreed annual calendar. The South Yorkshire Executive will be responsible for:

- ensuring there is sufficient, high quality and accessible provision and support to meet the needs of all learners, particularly the most vulnerable and including learners with LDD up to the age of 25
- overseeing the work of the CPG and progress towards its strategic objectives and targets
- overseeing the performance of the provider network, including academies, in the sub-region and taking action to address areas of weakness
- approving the cluster's Statement of Need and 16-19 Commissioning Plan
- resolving disputes and conflicts of interest that cannot be dealt with satisfactorily by the CPG
- reporting to the South Yorkshire Chief Executives' meeting, as a minimum, twice a year to seek ratification for the 16-19 Commissioning Plan and to provide an annual report and involving SY elected members as appropriate.

4.2 **The Cluster Planning Group**

The CPG ensure that its 16-19 Commissioning Plan:

- accords with national policy and regional priorities
- is fully reflective of the strategic objectives and planning undertaken by contributory LAs
- is affordable and represents value for money
- adheres to the following planning principles:

South Yorkshire Cluster 16-19 Planning Principles

The cluster will seek to ensure that:

- the needs and aspirations of all learners, particularly the most vulnerable, are met
- the current and future needs of the national and local economy are addressed
- the pattern of provision is of high quality, contributes to the raising of attainment at 19 and is affordable
- gaps in provision are identified and filled; and wasteful duplication is avoided
- the right of the learners to choose to travel to provision beyond the boundaries of the LA in which they are resident is respected and facilitated
- it takes into account in its planning the full range of national, regional and sub-regional specialist provision suitable for learners with specific needs e.g. LDD
- all provider sectors are treated equally and engaged in the annual planning cycle
- commissioning promotes flexibility, collaboration and looks across both sector and LA boundaries in the interests of the learner
- learners' and employers' views and choices have real influence in what is commissioned and where
- infrastructure plans and capital expenditure are shaped by learner and employer needs, by agreed priorities for social and economic transformation and are aligned with other renewal programmes including the Primary Capital Programme and Building Schools for the Future
- planning is based on standard and comprehensive data set used consistently by the CPG and the Data and Quality unit that supports it
- the sub-regional plan both reflects and informs the strategic priorities of the Regional Planning Forum, the Young People's Learning Agency, the National Apprenticeship Service and the Skills Funding Agency.

The CPG will be responsible for:

- setting stretching sub-regional strategic objectives and targets to be achieved collaboratively by the four South Yorkshire LAs.

- approving the sub-regional statement of need and composing the annual South Yorkshire 16-19 Commissioning Plan
- agreeing arrangements for cross-border learner flows
- agreeing any sub-regional arrangements for low incidence or specialist provision that cannot be met with the boundaries of an individual LA
- resolving any disputes and conflicts of interest that might arise in the sub-regional planning of provision.

5. Governance and accountability

5.1 Status of the CPG

The CPG will be an unincorporated association of LAs overseen by a regular meeting of the four South Yorkshire Directors of Children's Services to which it will report.

5.2 Each LA participating in the cluster will operate statutory legislation in terms of Children Trusts, the requirements for drawing up Children and Young People's Plans and 16-19 strategic commissioning.

5.3 Chairing and secretariat

South Yorkshire Executive

- DCSs will nominate a chair. Responsibility for chairing will rotate annually between the four LAs. A representative of the CPG will be in attendance and the LSC will attend until its dissolution.

The Cluster Planning Group

- The group will comprise senior officers drawn from each LA. The CPG will meet in each the participating local authorities according to an agreed calendar. The host LA will chair each meeting of the CPG.
- There will be a standing secretariat located in one of the four LAs.
- The secretariat will convene the CPG and be the first point of contact for the cluster for communication with DCSF, YPLA, SFA and NAS on matters of 16-19 commissioning.

6. Dispute resolution

6.1 Each LA's 14-19 team will seek, through effective and inclusive consultation, to resolve any disputes or conflicts of interest arising from 16-19 commissioning within its administrative boundary. In so doing it will apply, in a fair and transparent manner, the values and planning principles agreed by the cluster and the provider community.

6.2 Any dispute or conflict of interest that cannot be resolved in this manner within the LA boundary will be decided by the DCS, in consultation with the Chief Executive and Cabinet Member, as appropriate.

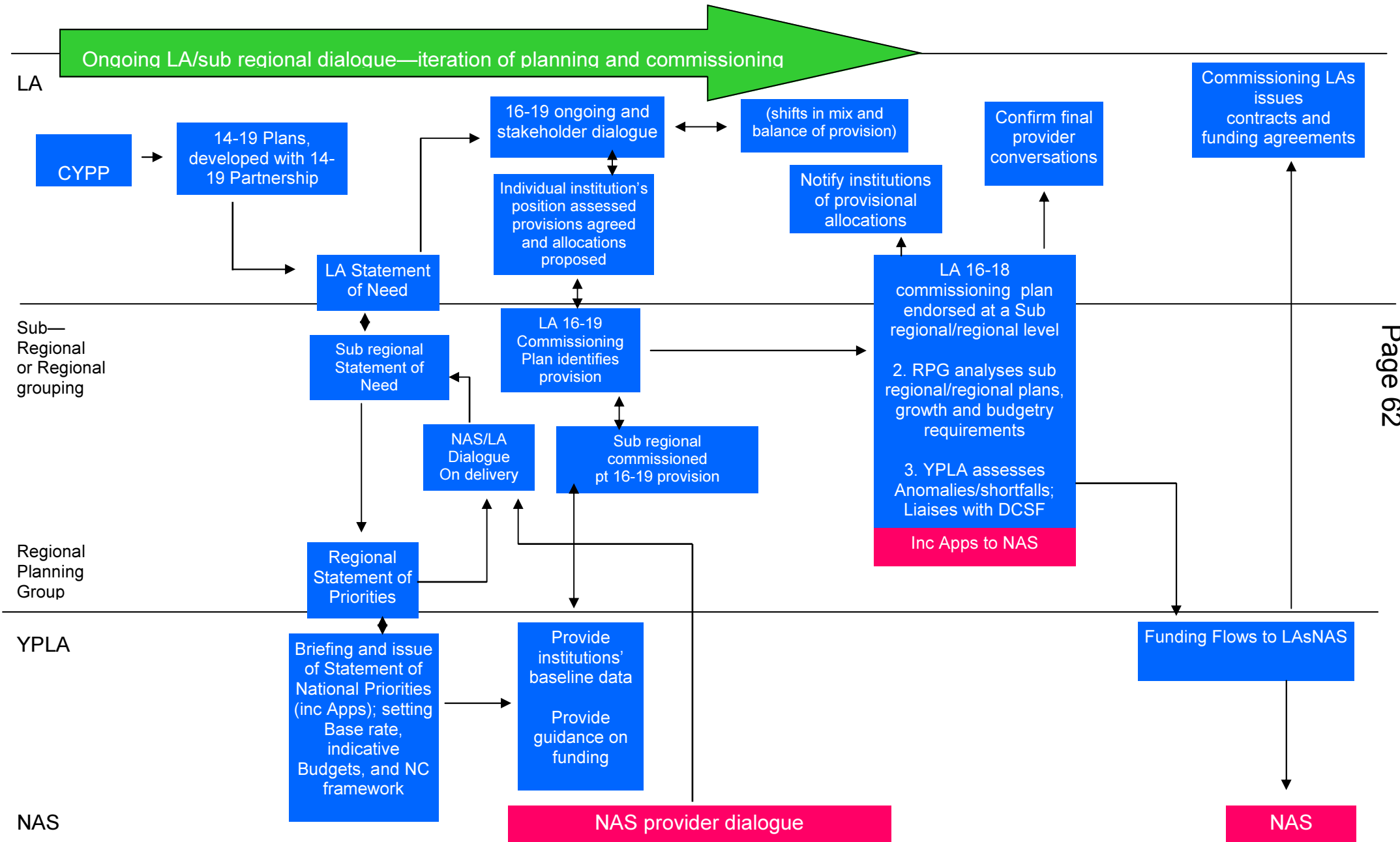
6.3 The CPG will be responsible for resolving any disputes or conflicts of interest arising from 16-19 commissioning at the sub-regional level and

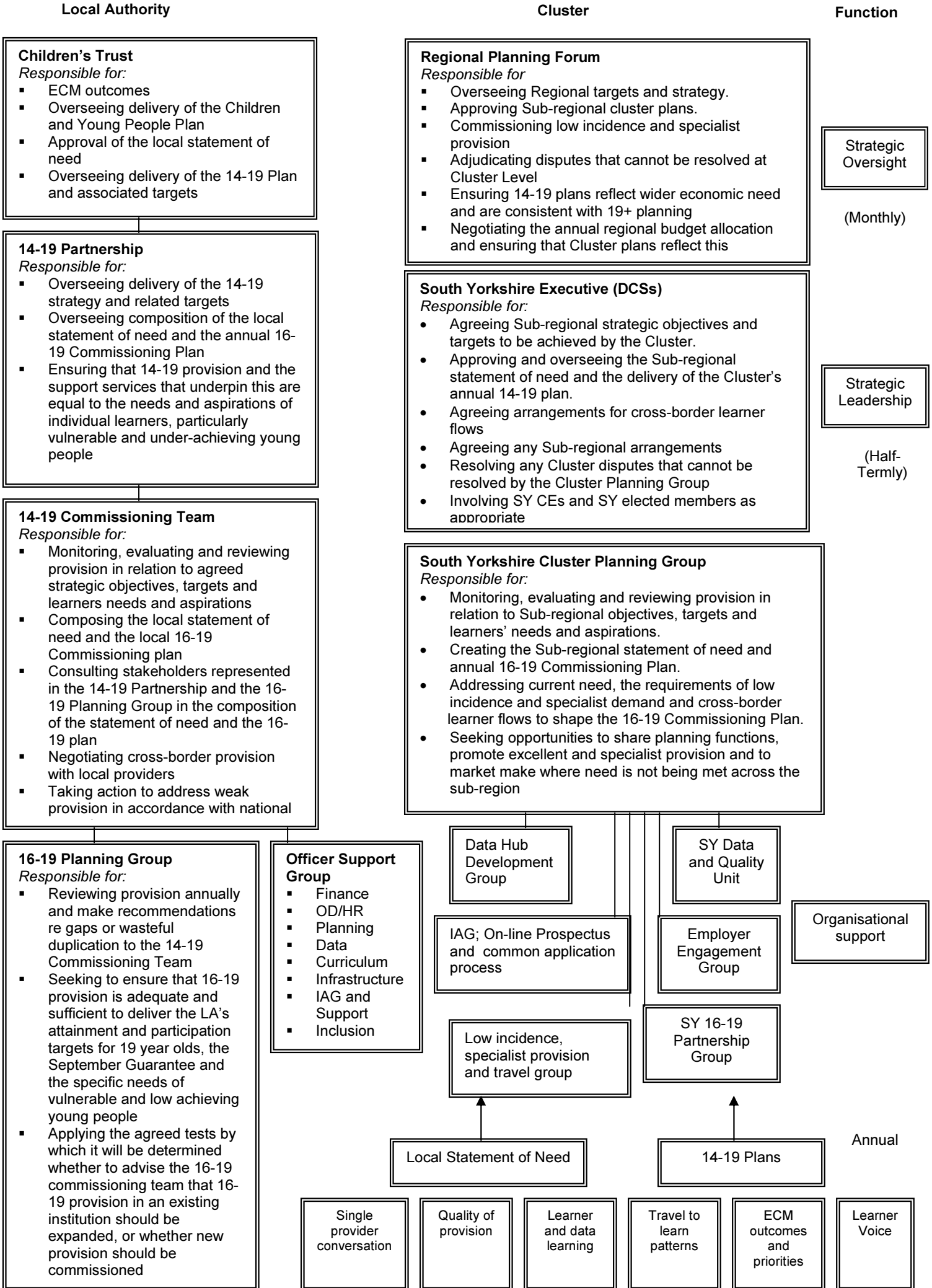
where cross-border issues arise. In so doing it will apply in a fair and transparent manner, the values and planning principles agreed by the cluster and the provider community.

- 6.4 Any sub-regional dispute or conflict of interest that cannot be resolved by the CPG will be referred to the South Yorkshire Executive
- 6.5 In the unlikely event that the matter cannot be resolved at this level, it will be referred to an adjudication panel made up of at least three DCSs without a direct interest in the matter and drawn from the Regional Planning Forum.
- 6.6 Any LA that does not accept the judgement of the RPF adjudication panel can appeal to the Secretary of State for Children, Schools and Families. The decision of the Secretary of State will be final and binding.

South Yorkshire Regional Group 16-19 commissioning process

April May June July August September October November December January February March April May June July August September





SRG Stage 2 South Yorkshire (Barnsley, Doncaster, Rotherham and Sheffield)

7. Actions taken and planned

The text below represents a summary of detailed audit, and subsequent planning, carried out by each of the 4 LAs, and by the Cluster Group. The full text of the individual audits is included in Annexes 2-5 The audits, and the resulting text below, were structured so as to correspond exactly to the criteria descriptors set out in the 16-19 Transfer Guidance notes issued by the DCSF in December 2008.

The statements below are backed up by a mass of evidence which has been assembled by each LA and which is available if required.

7.1 Context

The four Councils in South Yorkshire have a long and demonstrably successful record of collaborative working in economic development and 14-19 provision. Not only do the four LAs share similar background and experience in terms of, for example, responding to Area wide Inspection, or to the Every Child Matters (ECM) agenda, but they have accumulated many years of experience of joint working through developments such as

- Objective 1 and European Social Fund (ESF) measures which have meant joint bids and similar financial and recording procedures
- Joint working at Directors of Children's Services (DCSs) level in the Dearne Valley which crosses Barnsley, Doncaster and Rotherham
- Joint actions supporting economic growth in Sheffield and Rotherham
- Joint action at a political level where South Yorkshire (SY) elected members meet to tackle issues which are of common interest – for example, there is a South Yorkshire Passenger Transport Executive

Moreover, the four LAs can cite significant dealings with schools and sixth forms (eg through Building Schools for the Future (BSF) in Sheffield and Barnsley), and with FE providers (eg in Sheffield, the establishment of Longley Park 6FC, and in Rotherham, in the merger of Rother Valley College and Rotherham College of Arts and Technology.) In terms of enterprise, both Doncaster and Sheffield have won Local economic Growth Initiative (LEGI) bids which involved both schools and FE.

7.2 Governance

7.2.1 In addition, to the detailed development in terms of governance outlined in the Introduction, (which includes lines of accountability, Terms of Reference, protocol for dispute resolution etc) the South Yorkshire SRG is able to **demonstrate strong shared governance arrangements, and political sign-off** as follows:

There are similar 14-19 structures (Children's Trust, 14-19 Partnerships) in place across the sub-region with a duty to cooperate;
Elected Members, Chief Executives, DCSs, and South Yorkshire Officers meet regularly across South Yorkshire;
All South Yorkshire Council Leaders are signed up to South Yorkshire Cluster;

The progress made in this area is evidenced by the Introduction to this submission, Minutes of South Yorkshire Elected Members and Chief Executives, and Notes of DCSs meetings,

and of South Yorkshire Officers Groups, and LA Governance maps.

Officers have tested the governance mechanisms which have been developed against the 'REACT scenarios'. This has shown strength of design with further work needed to :_

- Clarify accountabilities and levels of delegation;
- Draw up and agree a Memorandum of Understanding;
- Clarify the relationship between sub-regional, regional and national bodies e.g. YPLA and NAS, although this is largely dependent on further guidance from DCSF;
- Produce a detailed explanation of how financial accountability will be managed in future.

The SRG has established a sub-group to consider this, and other financial issues; final decisions will depend to some extent on the blueprints from DCSF.

7.2..2 Commitment and ability to ensure that the grouping is focused on outcomes for young people by understanding their needs and aspirations is demonstrated by the fact that

All four LAs have an audit and statement of priorities/need;

All four LAs have signed up to the ECM agenda and are committed to Learner Voice;

Learner Voice is acknowledged as a strength in each South Yorkshire LA.

This is evidenced in

14-19 Plans

Annual Performance Assessments (APAs)

14-19 Progress Checks

Common Application Process (CAP) which yields learner preference data

Young People's activities across the sub-region e.g. Youth Parliaments

Activities of young people brought together by Youth Service

A priority for the future is to consider how the Youth Councils can contribute to the work of the SRG.

7.2.3 The ability to articulate how demand will be met by a supply base committed to quality is already in place:

All four LAs operate with SIPs

All providers committed to self-assessment and continuous improvement through a range of quality measures (OfSTED, ALPs, Data Dashboard, School Improvement Partners (SIPs) for school 6th forms)

Evidence for this includes:

the range of QA procedures, Quality Toolkits and guidance used across the four LAs

Use of ALPs across South Yorkshire

South Yorkshire Officers attendance at LSC Challenge and Support meetings and other briefings including Data Dashboard

In terms of priorities for future action in this area, the SRG has already identified a need to establish a common agreement on the frameworks used to monitor, evaluate and review data and quality systems. This action has already been included in the draft action plan which is due to be finalised in mid-March

7.2.4 The South Yorkshire SRG is particularly strong in terms of its record for ensuring that the learning and skills agendas are actively linked and will make a tangible difference to the area's social and economic outcomes:

All South Yorkshire LAs use Yorkshire Forward's (Experian) economic forecasts on occupational change

All South Yorkshire LAs have aligned 14-19 curriculum planning with economic demand and skills requirements

All South Yorkshire LAs have close links with their Work and Skills Board and Chambers

This is evidenced in
Economic Growth Plans for each LA
14-19 Plans for each LA

The next steps with regard to this area of activity have already been identified as:
Consider cross border economic issues (eg Advanced Manufacturing park)
Set up the SY quality and data unit to provide social and economic performance information
Develop a South Yorkshire protocol for gathering and analysing consistent data set
Check if local plans reflect sub-regional priorities as a whole

7.3 Collaboration and strategic contribution

7.3.1 The audits indicated the considerable **extent to which commissioning already fits with wider strategic priorities both locally and regionally:**

Links are already in place, in all four LAs, with Yorkshire Forward's economic intelligence to inform planning. All four LAs are already commissioning ESF 16-19 provision based on a broad South Yorkshire framework developed jointly across the sub-region

Evidence of this can be found in:

Economic development strategies in each LA
Children and Young People's Plan and associated 14-19 Plans in each LA
ESF 16-19 Commissioning Strategy and Delivery Plan for each LA
Analysis of cross border issues in Phase 1 submission

Officers have identified the following as the next steps to be taken in this arena:

Review how commissioning fits with existing boards and networks e.g. common data sets to ensure consistency
Use LSC's Statement of Priorities from National DIUS/DCSF to inform sub-regional development and relationship with local delivery

7.3.2 The LAs who form the SRG already have **an excellent understanding of the FE sector and have well developed strategic relationships to enhance strategic commissioning role:**

There is an existing dialogue with FE/Work Based Learning (WBL) sectors to develop and deliver provision e.g. Young Apprenticeships, Diplomas, School Engagement Programme
Sheffield Futures have established a training programme on Quality Standards (QS), and is in the process of assessing individual providers against the Standard. The other three LAs who are currently in the process of tendering for IAG services have included adherence to QS as part of the specification

FE and WBL sectors have existing South Yorkshire structures

A process of consultation with providers with regard to proposals for the 16-19 transfer and other 14-19 developments has now started. Consultation has been both formal and informal, and has included actions such as adding MOG developments as a standing item on Children's Trust, 14-19 Executive, or Secondary Headteachers meetings, to special workshops for elected members, to regional roadshows with the LSC in each LA, to major consultation events. It is agreed that the whole process is iterative and that consultation will increase over the next months

All four LAs are taking part in briefings by LSC and shadowing in meetings and visits

Evidence of a good track record in this area includes:

Record of attendance at meetings
Minutes of meetings
Programme for consultation events
Diploma Gateway feedback
14-19 Plans
ESF Strategy and Delivery Plans, including EMA and Individual Learner Records (ILRs)
Notes from Young Apprenticeships, Diploma and School Engagement Programme meetings
APA/14-19 Progress Checks re collaborative working arrangements in each LA

The quality of the sub-region's experience in the area has meant that it has been possible to make very concrete plans for future activity, which has been identified as follows:
Build on existing good practice and strong relationships between FE and partnerships across the region to ensure that consultation is meaningful;
Review current system of representation to enable secondary headteacher representation;
Set up South Yorkshire 16-19 Partnership Group to bring key stakeholders together;
Build network to allow consultation and mechanism for feedback;
Increase sensitivity to and understanding of issues for providers whose interests are affected by cross-border traffic;
Build on LA skills audit of staff from LSC and LA to establish appropriate CPD programme to reflect identified need;
Identify Workforce training funding (WTF);
Build up shared understanding of specific issues such as LLDD.

7.4. Resources and capacity

7.4.1 The Audits in the annexes that follow and the Introduction (above) illustrate the considerable **extent to which staffing and infrastructure requirements to deliver the planned changes have been considered:**

- All four LAs have clear understanding of the need to set up 14-19 commissioning teams to undertake the commissioning and allocations process delivered by the LSC:
Interim change structures are in place to widen knowledge and experience:
Initial discussions have been held re transition staffing.

Developments to date, and levels of awareness, are demonstrated by the Introduction to this submission, by involvement in LSC briefing sessions, and by the subsequent establishment of sub-groups to begin to consider the detail of the required changes.

Work in progress/ next steps include:

Work together across the four LAs to define requirements at local and sub-regional level to add value to existing process
Consult with HR and Trade Unions re pay structures
Create a model of resource capacity implications to ensure fit for purpose with skills set, employee specifications and job descriptions

7.4.2 **Commitment to the planned shadow arrangements to work with LSC staff** reported via the audits included:

Excellent record of attendance at LSC briefings sessions and shadowing already in place
Shadowing already undertaken in one LA
Further invitation to LSC staff made to shadow LA staff

Evidence of this commitment can be found in attendance records for LSC briefing meetings, and minutes of the Cluster Transfer Planning group.

The immediate next steps which have been identified, and on which work will begin in the

final week of February, include:

Following the initial LSC briefings, to review CPD needs of staff and develop a support programme

Identify with LSC the number and range of staff to transfer to LAs

Ensure staff are linked to identified needs of LAs

Identify any WTF for staff to undertake additional shadowing or professional development re MOG and 14-19 developments

- 7.4.3 The Introduction to this submission illustrates the **capability and capacity of the SRG to working to model (b)**. The following are also indicative of that capacity:
- The track record of the sub-region in collaboration on various aspects of 14-19 provision and development, and in economic development, via Objective 1 and ESF activity
 - The protocols which are already in place for sharing data with partners across LAs
 - The existing good practice on data sharing informally and formally through network groups which exists from previous joint programmes

Evidence includes:

Protocols across South Yorkshire for Objective 1 programmes

Minutes of meetings – 11-19 Executive

Objective One evaluation of Pathways programme (Sheffield Hallam University)

LSC allocation meeting – 9 Jan 09 attended by South Yorks LAs

In terms of the immediate future, this area has been, for obvious reasons, a focus for short term planning. The following activities have been identified as priorities:

- Review 14-19 Education Plans in light of new requirements and ensure stakeholders buy in
- Ensure account taken of national statement of priorities to inform sub-regional and local allocations
- Produce commissioning strategy documents outlining operating procedures and annual business planning cycle by Sept 09
- Implement agreed funding formula to identify level of funding for providers
- Ensure effective dialogue at sub regional levels is maintained
- Establish needs in relation to MIS, Finance and any other aspects Jan to Sept 09. Procure and install as necessary (e.g. equipment and other resources to assist management of commissioning process.)
 - Establish more robust database especially for L2 and L3 at 19, and vulnerable groups,
 - Develop protocols for sharing sub-regional and LA data at institutional level.
 - Create an MIS system to support and assist the commissioning process – clarify role of YPLA in production of data
 - Analyse and gather data (Feb to Sept 09) to inform the commissioning process from Sept 09
- Establish financial and budgetary management systems
 - 1st phase – establish needs through liaison with LSC, SRG and others and develop processes by Aug 09
 - 2nd phase – parallel running with LSC Sept 09 to Mar '10
 - 3rd phase – fully operational by Apr 10
- Establish robust audit processes
 - 1st phase - Review current arrangements across providers by Sept 09
 - 2nd phase - Develop new arrangements by Jan 10
 - 3rd phase – fully operational by Apr 10

7.5. Policy and planning

7.5.1 The existing position in the sub-region already begins to demonstrate **how the planned SRG approach to commissioning will help deliver the wider 14-19 agenda, including delivery of the entitlement and raising of the participation age:**

Sub-regional partnerships already exist for delivery of curriculum programmes eg Young Apprenticeships, Diplomas (Environment and Land-based), ESF programme

Area wide prospectus (AWP) fully rolled out

Common Application Process (CAP) in place

Joint decision taken re lead position for Dearne Valley College

Education Business Links (EBL) Transition sub-group established

CNXS tendering process jointly planned across 3 LAs (those who managed BDR Lifetime)

Synergy already exists between South Yorkshire 14-19 Plans and South Yorkshire Travel Plan

Evidence of these existing examples of collaboration can be found in:

Diploma Gateway Feedback

Young Apprenticeships contracts

EBL Transition meeting notes

ESF contract process

CNXS tendering process

The next steps which have been identified to date are to:

Clarify what can be delivered locally and where a sub-regional approach adds value eg LLDD, minority Level 3 programme (A Levels)

Develop common approach to EB Partnerships and employer engagement

Identify other providers where cross border issues impact on RPA

Create a South Yorkshire 16-19 Partnership Group

7.5.2 The SRG is already able to demonstrate **significant progression towards an effective transition strategy and plan to achieve operational excellence.** Current activity includes

Regular meetings of LA Lead officers across the sub-region

Production of Stage 2 submission

Establishment of SRG sub-groups

Production of SRG Action Plan (final version by late March 09)

Attendance at LSC briefings and other associated training activities (eg GOYH event, 14-19 Lead Officers Group)

LA Officers brief themselves from DCSF 14-19 website /newsletters

Nominated SRG lead to REACT

This progress is evidenced by the Stage 2 submission itself, the audits which contributed to the submission, the Action plan, and minutes of a range of meetings.

The priorities for moving forward will be included in the final version of the detailed joint Action Plan based on Next Steps South Yorkshire actions, and on experience drawn from LSC briefings for LAs once these are completed (18 March 09). The Action Plan will have agreed timelines for phased transition and over the following 3 years.

7.5.3 Finally, the SRG is already in a position to demonstrate **understanding of how the grouping can collectively support raising participation and attainment even where there are no shared travel to learn patterns.** Current actions and expertise include:

Extensive experience of sharing expertise and staffing across the sub-region to support developments and ensure effective practice

Business&Education South Yorkshire (B&E SY) works sub regionally

Connexions commissioning across 3 of the 4 LA partners

Group has benefit of drawing on Objective 1 Re- engagement, NEETs agenda and Connexions transition
Joint commission for EB Partnership agreed

Evidence of this joint action can be found in:
NEETs targets
APA (Economic Well Being) Dec 08
14-19 Progress Check Oct 08

The Lead officers from the four LAs have already discussed several aspects of the work which is required in this area. Next steps which have been identified to date include:
Ensure AWP prospectus is integrated into planning process along with learner tracking mechanisms
Review arrangements for Common Application Process to include reports on learners' projected needs as early capacity check of provision
Develop AWP and CAP to take account of cross border issues and explore how AWP can further support and inform learners
Set up collaboration on specialist provision

Governance		
<i>Where are we now?</i>	<i>Evidence LA</i>	<i>Next steps LA</i>
<ul style="list-style-type: none"> Demonstrates strong shared governance arrangements, political sign-off, clear decision making and accountability mechanisms 		
<ul style="list-style-type: none"> 14-19 Structure in place within Barnsley and linked to South Yorkshire groupings. 11-19 Executive (14-19 Partnership) has link to children’s Trust Executive Group (TEG). LSP linked to Children’s Trust arrangements Ongoing consultation with Cabinet, elected members and key stakeholders. 	<ul style="list-style-type: none"> 14-19 Education Plan – Appendix A roles and remits, Appendix B 11-19 Executive meetings Cabinet Papers Consultation workshop event (23 Feb 09) 	<ul style="list-style-type: none"> Review membership, roles and responsibilities and terms of reference of key 11/14-19 groups to ensure fit for purpose. Issue consultation document about values, principles and proposals for 16-19 planning to assist strategic commissioning. Agree South Yorkshire roles, responsibilities and remit.
<ul style="list-style-type: none"> Demonstrates commitment and ability to ensure that the grouping is focused on outcomes for young people by understanding their needs and aspirations 		
<ul style="list-style-type: none"> Audit of need and statement of priorities in place. Needs of young people set out in 14-19 Education Plan (in context of Children & Young People Plan and IYSS) with sign as to ECM. Acknowledgement of Learner Voice is a strength in voice and influence. SY Transition Group for Education links already established. 	<ul style="list-style-type: none"> 14-19 Education Plan: Part one: 11-19 Strategy for Barnsley 14-19 Progress Check – Oct 08 APA Dec 08 (EWB Grade 3 – Good with Outstanding features, MPC – Grade 4 Outstanding) CAP yields learner preference data. Monthly DCSF returns (Connexions) OfSTED report 14-19 (Oct 08) 	<ul style="list-style-type: none"> Review current arrangements for Learner Voice to include feedback on provision and choice by May 09. Consider sub-regional Young Person’s group to add value by consulting young people e.g. re cross border issues to build on representation already in place. Identify key stakeholders (including representatives from HE, Economic Development and Adult Learning/Skills sector and consult on appropriate mechanisms and cycles for consultation within their sector – by May 09 Clarify role of Work and Skills Board in context of South Yorkshire Skills Strategy and Education Business Partnership.

<p>▪ Able to articulate how demand will be met by a supply base committed to quality</p>		
<ul style="list-style-type: none"> • All providers committed to self assessment and a range of quality measures eg ALPs/MLPs for FE and WBL, Data Dashboard to improve SSF for use by SIPs. • 14-19 Quality Toolkit (QT) already in place for 14-19 Collaborative Provision (with new separate 14-16 and 16-19 sections). • Audit and compliance arrangements in place to manage ILRs, EMA support and registration. • BMBC registered as EMA super user 	<ul style="list-style-type: none"> • 14-19 Education Plan – Aim 5 • Existing monitoring programme for collaborative provision as part of QT procedures. • Shared ALPs sessions for feedback. • Connexions tender matched to IAG quality standards. • SIP reports for school with 6th form EMA payments to young people. • OfSTED report 14-19 (Oct 08) 	<ul style="list-style-type: none"> • Implement Framework for Excellence Model. • Agree South Yorkshire list of quality providers against a broad basket of measures and principles. • Build on existing Barnsley 14-19 Quality Toolkit framework. • Establish monitoring and evaluation procedures linked to QA standards appropriate to the commissioning process and in line with OfSTED requirements and BMBC commissioning. • Audit current range of providers to ensure breadth and to meet PSA targets.
<p>• Demonstrates that the learning and skills agendas are actively linked in their area and will make a tangible difference to the area’s social and economic outcomes</p>		
<ul style="list-style-type: none"> • Clear alignment between 14-19 planning and local Economic Growth Plan developed from 2005, reflecting Yorkshire Forward RDA’s economic growth sectors. Economic Growth Plan/Workforce Development has reference to young people. • Strong links to Chamber and employers forum with representation on strategic groups. • Work and Skills Board in place. • Employers engaged in Curriculum eg Diplomas and Young Apprenticeships at strategic and delivery levels. • Use made of Yorkshire Forward’s economic forecasts on occupational choice. 	<ul style="list-style-type: none"> • 14-19 Education Plan Part 3.1 • 14-19 Progress Check – Oct 08 • APA Dec 08 (EWB) • NEETs data • Economic Grown Plan • PSA target met • Gateway feedback • OfSTED report 14-19 (Oct 08) • Workforce Development Strategy 	<ul style="list-style-type: none"> • Clarify link to Work and Skills Board and 14-19 structures. • Develop an overview of economic development to reflect new MoG environment. • Consider cross border economic issues and possible development of SY Intelligence Unit (as to 2004) to provide social and economic performance information. • Develop a South Yorkshire protocol for gathering and analysis of consistent data sets.

Collaboration and strategic contribution		
<i>Where are we now?</i>	<i>Evidence LA</i>	<i>Next steps LA</i>
<ul style="list-style-type: none"> ▪ Demonstrates how commissioning fits with wider strategic priorities both locally and regionally 		
<ul style="list-style-type: none"> • FE/WBL have existing South Yorkshire structures. • LA/secondary headteacher partnership group well established. • 14-19 links with BSF. • Yorkshire Forward intelligence informs planning. • Localities teams in place. • Work and Skills Board established ESF commissioning activity 16-19 	<ul style="list-style-type: none"> • 14-19 Education Plan Part 3 as part of Children & Young People's Plan and IYSS. • NEETs Strategy and Action Plan. • 14-19 Progress Check – Oct 08 • APA Dec 08 • ESF commissioning strategy and delivery plan pre and post 16 	<ul style="list-style-type: none"> • Review current representation on 11-19 Executive and other 11/14-19 groups. • Build system/network to allow consultation and mechanism for feedback including South Yorkshire Listening Board. • Work with South Yorkshire LAs to determine if additional structures needed for secondary headteacher representation. • Strengthen Programme Provider Forum in Barnsley re Apprenticeship route. • Audit current provision and its capacity to meet locality and regional priorities.
<ul style="list-style-type: none"> • Demonstrates how personnel are building understanding of the FE sector and strategic relationships to enhance strategic commissioning role 		
<ul style="list-style-type: none"> • LA personnel identified with wide representation as change team. • Range of LA personnel taking part in LSC briefings including shadowing allocation meeting and SIP visit. • ESF 16-19 commissioning joint working on Barnsley approach to good partnership for Diploma developments involving all sectors – Barnsley will deliver all 10 lines from September 09. • Good feedback from OfSTED Inspection Survey 14-19 Reform. 	<ul style="list-style-type: none"> • Attendance records at LSC Planning events. • Gateways 1 and 2 Feedback – March 07 / March 08. • Excused Part A for Gateway 3. • Rolling programme of monitoring visits involves all sectors (QT programme and reports). • OfSTED Inspection 14-19 (Oct 08) • ESF Commissioning Strategy and delivery plan 	<ul style="list-style-type: none"> • Build on existing good practice to ensure greater understanding of all sectors by key personnel. • Build up greater understanding of LLDD. Establish expert LLDD group at LA level link with SRG and regional partners. • Draw together protocols with SYKS group to align sub-regional working. • Make appropriate links to RDA, GOYH and other relevant agencies – confirm named key contacts and arrangements for effective internal communication to ensure coherent contact by Mar 09.

<ul style="list-style-type: none">• 14-19 LA structure (11-19 Project) highly commended by OfSTED for its strong support.• Strong collaboration with FE/WBL to deliver provision eg Young Apprenticeships and School Engagement programme.		<ul style="list-style-type: none">• Ensure appropriate representation on key FE and WBL networks.
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Resources and capacity		
<i>Where are we now?</i>	<i>Evidence LA</i>	<i>Next steps LA</i>
<ul style="list-style-type: none"> • Demonstrates that staffing and infrastructure requirements have been considered to deliver the planned changes. Where appropriate, has demonstrated that shared services arrangements are being considered to maximise the effectiveness of the grouping 		
<ul style="list-style-type: none"> • Initial discussion held with staff for transition phase and development of LA transition team. • Initial discussion with SRG regarding shared services eg Data Hub. 	<ul style="list-style-type: none"> • Attendance records LSC briefing sessions. 	<ul style="list-style-type: none"> • Co-opt expert representations from provider groups to LA change/transition team. • Review current structure and appoint staff after consultation with HR and trade unions. • Create a model of resource capacity implications to ensure personnel fit for purpose with skills set, employee specifications and job descriptions – to cover: governance, planning, quality, commissioning, data, finance, LLDD and HR. • Prepare, consult and determine proposals for LA staffing (transitional from Sept 09 and fully operational by Apr10) in consultation with LSC and following publication of blueprint for LAs (expected Feb 09). • Appoint appropriately skilled staff • Design CPD programme for implementation: ensure induction of new staff and support development activities for staff with new roles and responsibilities. • Consult providers and other partners on CPD issues relating to MOG changes and 14-19 developments to mar 10 and ongoing. • Produce clear timeframe for implementation of changes.

<ul style="list-style-type: none"> ▪ Indicates a commitment to the planned shadow arrangements to work with LSC staff 		
<ul style="list-style-type: none"> • Attendance at LSC briefing sessions and shadowing already in place. • LSC Barnsley Director shadowing of Chief Executive already undertaken. • Further invitation to LSC staff made to shadow LA staff. 	<ul style="list-style-type: none"> • Attendance records LSC briefing sessions 	<ul style="list-style-type: none"> • Following initial LSC briefings review CPD needs of staff and develop a support programme. • Identify with LSC the number and range of staff to transfer to LA. • Ensure staff are linked to identified needs of LA. • Identify any WTF for staff to undertake additional shadowing or professional development re MOG and 14-19 developments.
<ul style="list-style-type: none"> ▪ Demonstrates readiness for working to model (b) 		
<ul style="list-style-type: none"> • Existing protocols for sharing data with partners across LA. • Good practice already exists to share data confidentially at LSC briefings. • Existing good practice on data sharing informally and formally through network groups from previous joint programmes. 	<ul style="list-style-type: none"> • Protocols across South Yorkshire for 01 programmes • Minutes of meetings – 11-19 Executive. • Objective One evaluation of Pathways programme (Sheffield Hallam University) • LSC allocation meeting – 9 Jan 09 attended by SYKS LAs 	<ul style="list-style-type: none"> • Review 14-19 Education Plan in light of new requirements and ensure stakeholders buy in. • Ensure intelligent account taken of national statement of priorities to inform sub-regional and local allocations. • Produce commissioning strategy documents outlining operating procedures and annual business planning cycle by Sept 09. • Implement agreed funding formula to identify level of funding for providers. • Ensure effective dialogue at LA/SR levels is maintained. • Establish needs in relation to MIS, Finance and any other aspects Jan to Sept 09. Procure and install as necessary (e.g. equipment and other resources to assist management of commissioning process • Establish more robust database especially for L2 and L3 at 19, vulnerable groups, LLDD.

		<ul style="list-style-type: none"> • Develop protocols for sharing sub-regional and LA data at institutional level. • Create an MIS system to support and assist the commissioning process – clarify role of YPLA in production of data. • Analyse and gather data (Feb to Sept 09) to inform the commissioning process from Sept 09 • Establish financial and budgetary management systems <ul style="list-style-type: none"> • 1st phase – establish needs through liaison with LSC, SRG and others and develop processes by Aug 09 • 2nd phase – parallel running with LSC Sept 09 to Mar 09 3rd phase – fully operational by Apr 10 • Establish robust audit processes <ul style="list-style-type: none"> • 1st phase - Review current arrangements across providers by Sept 09 • 2nd phase - Develop new arrangements by Jan 10 • 3rd phase – fully operational by Apr 10
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Policy and planning		
<i>Where are we now?</i>	<i>Evidence LA</i>	<i>Next steps LA</i>
<ul style="list-style-type: none"> ▪ Demonstrates how the planned SRG approach to commissioning will help deliver the wider 14-19 agenda, including delivery of the entitlement and raising of the participation age 		
<ul style="list-style-type: none"> • Joint Diploma submissions since 2006. • Joint Young Apprenticeship delivery since 2005. • Structures are similar across South Yorkshire. • Travel Plans in place with synergy to South Yorkshire Travel Plan. 	<ul style="list-style-type: none"> • 14-19 Education Plan including Delivery of Diplomas to 2013 • Attendance records • LSC briefings • Diploma feedback • Young Apprenticeship submissions • EBL transition meetings 	<ul style="list-style-type: none"> • Create paper on 16-19 planning to initiate next steps and structures. • Use information to produce cycle for planning which includes early capacity check to influence provision. • Ensure travel plan takes account of cross border issues.
<ul style="list-style-type: none"> ▪ Demonstrates progression towards an effective transition strategy and plan to achieve operational excellence 		
<ul style="list-style-type: none"> • 14-19 Education Plan takes early account of new agenda. • Discussion and consultation taking place within Barnsley in context of South Yorkshire developments. • Preparation for Phase 2 submission is joint with SYKS officers + LSC to take account of each other's needs and aspirations. • ESF 16-19 provision commissioned. 	<ul style="list-style-type: none"> • Meeting notes from officers group, 11-19 Executive, Cabinet paper • ESF 16-19 commissioning strategy in place 	<ul style="list-style-type: none"> • Carry out progress check and produce joint SRG action plan with timeline for transition and beyond over 3 years. • Fully involve providers of Integrated Youth Support Services in planning and commissioning process – clarify contribution of staff – use IYS data (September Guarantee, NEETs) to inform planning and commissioning from Sept 09. • Disseminate paper on 16-19 planning to initiate next phase of developments. • Planning cycle informed by MIS used to commission provision effectively.

<ul style="list-style-type: none"> • Demonstrates an understanding of how the grouping can collectively support (in a way that is future proofed) raising participation and attainment even where there are no shared travel to learn patterns 		
<ul style="list-style-type: none"> • SRG has extensive expertise of sharing expertise and staffing to support developments and ensure effective practice. • B&ESY works sub regionally. • Connexions commissioning across 3 / 4 LA partners. • Group has benefit of drawing on Objective 1 Reengagement, NEETs agenda and Connexions transition. • Joint commission for EB Partnership agreed. 	<ul style="list-style-type: none"> • NEETs targets achieved in Nov 2007. • APA (EWB) Dec 08 • 14-19 Progress Check Oct 08 	<ul style="list-style-type: none"> • Ensure AWP prospectus in integrated into planning process along with learner tracking mechanisms • Review current arrangements and establish scope for integration into planning process. • Review arrangements for Common Application Process to include reports on learners' projected needs as early capacity check of provision • Develop AWP and CAP to take account of cross border issues and explore how AWP can further support and inform learners. • Set up collaboration on specialist provision.

Reviewing Sub-Regional Groupings – *Stage Two* Doncaster

February 2009

Doncaster and Sub-Regional Group – Stage 2 submission

Governance		
<i>Where are we now?</i>	<i>Evidence LA</i>	<i>Next steps LA</i>
<ul style="list-style-type: none"> Demonstrates strong shared governance arrangements, political sign-off, clear decision making and accountability mechanisms 		
<ul style="list-style-type: none"> 14-19 Structure in place within Doncaster and linked to South Yorkshire groupings. 14-19 Executive Strategy Group reports to Children’s Trust (Younger Doncaster). Ongoing consultation with Mayor, elected members and key stakeholders. Membership and communication will be open to partners and stakeholders using current structures. 	<ul style="list-style-type: none"> 11-19 Education Plan/14-19 Strategy 14-19 Executive Strategy Group meetings Younger Doncaster (inc. ECM Theme Boards Papers) Partnership agreements and regular updates 	<ul style="list-style-type: none"> Review membership to ensure fit for purpose of all 14-19 groups Briefing to VolCom and other stakeholders to ensure effective participation/involvement Issue consultation document about values, principles and proposals for 16-19 planning to assist strategic commissioning. Agree South Yorkshire roles, responsibilities and remit.
<ul style="list-style-type: none"> Demonstrates commitment and ability to ensure that the grouping is focused on outcomes for young people by understanding their needs and aspirations 		
<ul style="list-style-type: none"> Audit of need and statement of priorities in place. Needs of young people set out in 14-19 Education Plan (in context of Children & Young People Plan and IYSS) with sign as to ECM. Acknowledgement of Learner Voice is a strength in voice and influence. SY Transition Group for Education links already established. 	<ul style="list-style-type: none"> 11-19 Education Plan/14-19 Strategy for Doncaster 14-19 Progress Check – Oct 08 CAP yields learner preference data. Monthly DCSF returns (Connexions) 	<ul style="list-style-type: none"> Review current arrangements with Doncaster Youth Parliament to include feedback on provision and choice by July 09. Consider sub-regional Young Person’s group to add value by consulting young people e.g. re cross border issues to build on representation already in place. Establish on VLE focus group to gauge needs and problems of students accessing X-border provision. Identify key stakeholders (including representatives from HE, Economic Development and Adult Learning/Skills sector and consult on appropriate mechanisms and cycles for consultation within their sector – by June 09

		<ul style="list-style-type: none"> Clarify role of Work and Skills Board in context of South Yorkshire Skills Strategy and Education Business Partnership.
<ul style="list-style-type: none"> Able to articulate how demand will be met by a supply base committed to quality 		
<ul style="list-style-type: none"> All providers committed to self assessment and a range of quality measures e.g. ALPs/LAT/MLPs for FE and WBL, Data Dashboard to improve SSF for use by SIP's. Audit and compliance arrangements in place to manage ILRs, EMA support and registration. Quality framework (Training Spotter) in place for approving Training Providers for collaborative provision. Commissioning protocols already established across Children's Service Provision analysis Feb 09 Audit current range of providers to ensure breadth and to meet PSA targets. BSF planning documentation 	<ul style="list-style-type: none"> 11-19 Education Plan Existing monitoring programme for collaborative provision as part of QT procedures. Shared ALPs, LAT, FFT (KS4-5) sessions for feedback. Connexions tender matched to IAG quality standards. SIP reports for school with 6th form. 	<ul style="list-style-type: none"> Standardise 14-19 Quality Toolkit (QT) for 14-19 Collaborative Provision. Implement Framework for Excellence Model. Agree South Yorkshire list of quality providers against a broad basket of measures and principles. Build on existing Doncaster Training Spotter framework across all sectors. Establish monitoring and evaluation procedures linked to QA standards appropriate to the commissioning process and in line with OfSTED requirements and DMBC commissioning. Analysis of audit findings resulting in GAP analysis and priorities for future commissioning.
<ul style="list-style-type: none"> Demonstrates that the learning and skills agendas are actively linked in their area and will make a tangible difference to the area's social and economic outcomes 		
<ul style="list-style-type: none"> Alignment between 14-19 planning and local Economic Growth Plan, reflecting Yorkshire Forward RDA's economic growth sectors. Economic Growth Plan/Workforce Development has reference to young people 14-19. 	<ul style="list-style-type: none"> 14-19 Education Plan 14-19 Progress Check – Oct 08 NEETs data Economic Plan for Doncaster 	<ul style="list-style-type: none"> Clarify link to Enterprising Doncaster and 14-19 structures. Develop an overview of economic development to reflect new MoG environment. Consider cross border economic issues and

<ul style="list-style-type: none"> • Strong links to Chamber/BESY and employers forum with representation on strategic groups. • Work and Skills Board in place (Enterprising Doncaster). • Employers engaged in Curriculum e.g. Diplomas and Young Apprenticeships at strategic and delivery levels. • Use made of Yorkshire Forward's economic forecasts on occupational choice. 	<ul style="list-style-type: none"> • NEET's strategy • Transition for LLDD • Gateway feedback • Workforce Development Strategy 	<p>possible development of SY Intelligence Unit (as to 2004) to provide social and economic performance information.</p> <ul style="list-style-type: none"> • Develop a South Yorkshire protocol for gathering and analysis of consistent data sets.
<p>Collaboration and strategic contribution</p>		
<p><i>Where are we now?</i></p>	<p><i>Evidence LA</i></p>	<p><i>Next steps LA</i></p>
<p>▪ Demonstrates how commissioning fits with wider strategic priorities both locally and regionally</p>		
<ul style="list-style-type: none"> • FE/WBL already have South Yorkshire structures. • LA/secondary headteacher partnership group well established. • 14-19 links with BSF. • Yorkshire Forward intelligence informs planning. • Neighbourhood teams in place. • Enterprising Doncaster established ESF commissioning activity • New joint appointment between PCT and DMBC of ADCS i.c. Commissioning. 	<ul style="list-style-type: none"> • 14-19 Education Plan as part of Children & Young People's Plan and IYSS. • NEETs Strategy and Action Plan. • 14-19 Progress Check – Oct 08 • ESF commissioning strategy and delivery plan pre and post 16 	<ul style="list-style-type: none"> • Review current representation on 14-19 Executive Strategy Group and other 14-19 groups. • Build system/network to allow consultation and mechanism for feedback including South Yorkshire Listening Board. • Work with South Yorkshire LAs to determine if additional structures needed for secondary headteacher representation. • Strengthen DATM in Doncaster re Apprenticeship route. • Currently auditing current provision and its capacity to meet locality and regional priorities.
<p>• Demonstrates how personnel are building understanding of the FE sector and strategic relationships to enhance strategic commissioning role</p>		
<ul style="list-style-type: none"> • 14-19 Structures in place already have 	<ul style="list-style-type: none"> • Attendance records at LSC Planning 	<ul style="list-style-type: none"> • Build on existing good practice to ensure greater

<p>role for FE/HE and training provider sectors including X-border provision reflecting travel to learn patterns.</p> <ul style="list-style-type: none"> • Range of LA personnel taking part in LSC briefings including shadowing allocation meeting and SIP visit. • ESF 16-19 commissioning. • Diploma developments groups involving FE/HE and training provider sectors – Doncaster will deliver 7 lines and Foundation Learning Tier pilot from September 09. • Strong partnership group for LLDD, linking with National Strategies and reporting to ADCS conference March 09. • Positive feedback on collaborative framework - Progress Check feedback (Oct 2008) • Strong collaboration with FE/WBL to deliver provision e.g. L2 and L3 programmes, Young Apprenticeships, and School Engagement programme. 	<p>events.</p> <ul style="list-style-type: none"> • Gateways Feedback • ESF Commissioning Strategy and delivery plan <p>Partnership and Learning collaborative arrangements</p> <ul style="list-style-type: none"> • Revised 14-19 structure emerging 	<p>understanding of all sectors by key personnel.</p> <ul style="list-style-type: none"> • Build up greater understanding of LLDD. Establish expert LLDD group at LA level link with SRG and regional partners. • Draw together protocols with SYKS group to align sub-regional working. • Make appropriate links to RDA, GOYH and other relevant agencies – confirm named key contacts and arrangements for effective internal communication to ensure coherent contact by Mar 09. • Ensure appropriate representation on key FE and WBL networks.
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Resources and capacity		
<i>Where are we now?</i>	<i>Evidence LA</i>	<i>Next steps LA</i>
<ul style="list-style-type: none"> • Demonstrates that staffing and infrastructure requirements have been considered to deliver the planned changes. Where appropriate, has demonstrated that shared services arrangements are being considered to maximise the effectiveness of the grouping 		
<ul style="list-style-type: none"> • New joint appointment between PCT and DMBC of a ADCS i.c. Commissioning. 14-19 structures open. • Initial discussion held with staff for transition phase and development of LA transition team. • Initial discussion with SRG regarding shared services e.g. Data Hub. 	<ul style="list-style-type: none"> • Attendance records LSC briefing sessions. 	<ul style="list-style-type: none"> • Review current structure and appoint staff after consultation with HR and trade unions. • Create a model of resource capacity implications to ensure personnel fit for purpose with skills set, employee specifications and job descriptions – to cover: governance, planning, quality, commissioning, data, finance, LLDD and HR. • Prepare, consult and determine proposals for LA staffing (transitional from Sept 09 and fully operational by Apr10) in consultation with LSC and following publication of blueprint for LAs (expected Feb 09). • Appoint appropriately skilled staff • Design CPD programme for implementation: ensure induction of new staff and support development activities for staff with new roles and responsibilities. • Consult providers and other partners on CPD issues relating to MOG changes and 14-19 developments to mar 10 and ongoing. • Produce clear timeframe for implementation of changes.
<ul style="list-style-type: none"> ▪ Indicates a commitment to the planned shadow arrangements to work with LSC staff 		

<ul style="list-style-type: none"> • Attendance at LSC briefing sessions and shadowing already in place. • Further invitation to LSC staff made to shadow LA staff. 	<ul style="list-style-type: none"> • Attendance records LSC briefing sessions • Developing/Reviewing LA 14-19 Plans • Contributing to LSC's identification of priorities for commissioning in 2008/09 for 2009/10 academic year • Doncaster shares the findings of the strategic analysis of Children's Trusts with LSC • Local Area Statements of Need to be produced to inform the commissioning statement 	<ul style="list-style-type: none"> • Following initial LSC briefings review CPD needs of staff and develop a support programme. • Identify with LSC the number and range of staff to transfer to LA. • Ensure staff are linked to identified needs of LA. • Identify any WTF for staff to undertake additional shadowing or professional development re MOG and 14-19 developments.
<p>▪ Demonstrates readiness for working to model (b)</p>		
<ul style="list-style-type: none"> • Existing protocols for data sharing with partners across LA. • Good practice already exists to share data confidentially at LSC briefings. • Existing good practice on data sharing informally and formally through network groups from previous joint programmes. 	<ul style="list-style-type: none"> • Protocols across South Yorkshire for 01 programmes • Minutes of meetings – 14-19 Executive Strategy Group. • Objective One evaluation of Pathways programme (Sheffield Hallam University) • LSC allocation meeting –Jan 09 attended by SYKS LAs 	<ul style="list-style-type: none"> • Review 14-19 Education Plan in light of new requirements and ensure stakeholders buy in. • Ensure intelligent account taken of national statement of priorities to inform sub-regional and local allocations. • Produce commissioning strategy documents outlining operating procedures and annual business planning cycle by Sept 09. • Implement agreed funding formula to identify level of funding for providers. • Ensure effective dialogue at LA/SR levels is maintained. • Establish needs in relation to MIS, Finance and any other aspects Jan to Sept 09. Procure and install as necessary (e.g. equipment and other resources to assist management of commissioning process • Establish more robust database especially for L2 and L3 at 19, vulnerable groups, LLDD.

		<ul style="list-style-type: none"> • Develop protocols for sharing sub-regional and LA data at institutional level. • Create an MIS system to support and assist the commissioning process – clarify role of YPLA in production of data. • Analyse and gather data (Feb to Sept 09) to inform the commissioning process from Sept 09 • Establish financial and budgetary management systems <ul style="list-style-type: none"> • 1st phase – establish needs through liaison with LSC, SRG and others and develop processes by Aug 09 • 2nd phase – parallel running with LSC Sept 09 to Mar 09 3rd phase – fully operational by Apr 10 • Establish robust audit processes <ul style="list-style-type: none"> • 1st phase - Review current arrangements across providers by Sept 09 • 2nd phase - Develop new arrangements by Jan 10 • 3rd phase – fully operational by Apr 10
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Policy and planning		
<i>Where are we now?</i>	<i>Evidence LA</i>	<i>Next steps LA</i>
<p>▪ Demonstrates how the planned SRG approach to commissioning will help deliver the wider 14-19 agenda, including delivery of the entitlement and raising of the participation age</p>		
<ul style="list-style-type: none"> • Joint Diploma submissions since 2006. • Joint Young Apprenticeship delivery since 2007. • Structures are similar across South Yorkshire. • Travel Plans in place with synergy to South Yorkshire Travel Plan. 	<ul style="list-style-type: none"> • 14-19 Education Plan including Delivery of Diplomas to 2013 • Attendance records • LSC briefings • Young Apprenticeship submissions • EBL transition meetings 	<ul style="list-style-type: none"> • Update 14-19 structures to include changes to 16-19 planning and initiate next steps and structures. • Use commissioning cycle for planning which includes early capacity check to influence provision. • Ensure travel plan takes account of cross border issues.
<p>▪ Demonstrates progression towards an effective transition strategy and plan to achieve operational excellence</p>		
<ul style="list-style-type: none"> • 14-19 Education Plan takes early account of new agenda. • Discussion and consultation taking place within Doncaster in context of South Yorkshire developments. • Preparation for Phase 2 submission is joint with SYKS officers + LSC to take account of each other's needs and aspirations. • ESF 16-19 provision commissioned. 	<ul style="list-style-type: none"> • Meeting notes from 14-19 Stakeholder group, 14-19 Executive Strategy Group, Overview and Scrutiny updates • ESF 16-19 commissioning strategy in place 	<ul style="list-style-type: none"> • Carry out progress check and produce joint SRG action plan with timeline for transition and beyond over 3 years. • Fully involve providers of Integrated Youth Support Services in planning and commissioning process – clarify contribution of staff – use IYS data (September Guarantee, NEETs) to inform planning and commissioning from Sept 09. • Initiate 16-19 discussions on developments of next phase of MOG. • Planning cycle informed by MIS used to commission provision effectively.
<p>• Demonstrates an understanding of how the grouping can collectively support (in a way that is future proofed) raising participation and attainment even where there are no shared travel to learn patterns</p>		

<ul style="list-style-type: none"> • SRG has extensive expertise of sharing expertise and staffing to support developments and ensure effective practice. • B&ESY works sub regionally. • Connexions commissioning across 3 / 4 LA partners. • Group has benefit of drawing on Objective 1 Reengagement, NEETs agenda and Connexions transition. • Joint commission for EB Partnership agreed. • LLDD working group focuses on raising participation, attainment and progression 16-19 	<ul style="list-style-type: none"> • NEETs targets achieved in Nov 2007 and Nov 2008. • 14-19 Progress Check Oct 08 	<ul style="list-style-type: none"> • Ensure AWP prospectus in integrated into planning process along with learner tracking mechanisms • Review current arrangements and establish scope for integration into planning process. • Review arrangements for Common Application Process to include reports on learners' projected needs as early capacity check of provision • Develop AWP and CAP to take account of cross border issues and explore how AWP can further support and inform learners. • Set up collaboration on specialist provision.
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Governance		
<i>Where are we now?</i>	<i>Evidence LA</i>	<i>Next steps LA</i>
<ul style="list-style-type: none"> • Demonstrates strong shared governance arrangements, political sign-off, clear decision making and accountability mechanisms 		
<ul style="list-style-type: none"> • 14-19 Structure in place within Rotherham and linked to South Yorkshire groupings. • 14-19 Board linked to the Childrens and Young Peoples Board • LSP Linked to CYPB • On going briefings and consultation with Cabinet, elected members, Chief Executive and key stakeholders. 	<ul style="list-style-type: none"> • 14-19 Education Plan • Single Plan • Elected Member workshop event • LSP minutes • Role and remit 14-19 groups • WP Strategy and action plan 	<ul style="list-style-type: none"> • Review membership, roles and responsibilities of Key 14-19 groups to ensure fit for purpose • Review terms of reference of all 14-19 governance group • Issue consultation document about values, principles and proposals for 16-19 planning to assist strategic commissioning. • Agree South Yorkshire roles, responsibilities and remit
<ul style="list-style-type: none"> • Demonstrates commitment and ability to ensure that the grouping is focused on outcomes for young people by understanding their needs and aspirations 		
<ul style="list-style-type: none"> • Audit of need and statement of priorities in place. • Needs of young people set out in 14-19 Education Plan and reflected in all strategic plans • Learner Voice is an acknowledged strength e.g. <ul style="list-style-type: none"> • Voice and Influence • Youth Cabinet • YUK Youth Parliament • Tendering of Connexions Service involved with young people. 	<ul style="list-style-type: none"> • 14-19 Education Plan: • 14-19 Progress Check – Oct 08 • APA Dec 08 (MPC – Grade 4 Outstanding) • CAP yields learner preference data. • Monthly DCSF returns (Connexions) • Connexions tendering process • LSC data on Education Business Link. 	<ul style="list-style-type: none"> • Review current arrangements for Learner Voice to influence provision. • Consider a sub-regional Young Person’s group to add value by consulting young people e.g. re cross border issues. This will build on the locality representation already in place. • Identify key stakeholders (including representatives from HE, Economic Development and Adult Learning/Skills sector and consult on appropriate mechanisms and cycles for consultation within their sector • Review the Rotherham Work and Skills Board link to the South Yorkshire Skills Strategy and Education Business Partnership.

<p>▪ Able to articulate how demand will be met by a supply base committed to quality</p>		
<ul style="list-style-type: none"> • All providers committed to self assessment and a range of quality measures including ALPs/MLPs for FE and WBL, Data Dashboard for improving SSFs for use by SIPs in SSF. • 14-19 Quality Toolkit (QT) for ESF delivery aligned with and Excellence. Framework for Excellence. • 14-19 Quality Guidance available. • RMBC audit and compliance arrangements in place to manage ILRs, ILPs, EMA support and registration. • Inspections generally good or better for all providers in Rotherham. • RMBC registered EMA super user. • RMBC has direct accounts CCIS data. • Connexions providers will be DCSF quality award compliant. 	<ul style="list-style-type: none"> • 14-19 Education Plan – • Shared ALPs sessions for feedback. • CNXs tender matched to IAG quality standards • SIP training date • SIP reports for schools with 6th Forms • Young people paid EMA 	<ul style="list-style-type: none"> • Implement the Framework for Excellence Model. • Agree South Yorkshire list of quality providers against a broad basket of measures and principles. • Build on existing Rotherham 14-19 Quality Toolkits and frameworks establishing monitoring and evaluation procedures linked to QA standards appropriate to the commissioning process in line with Ofsted requirements and RMBC commissioning. • Audit current range of providers to ensure breadth an to meet PSA targets
<p>• Demonstrates that the learning and skills agendas are actively linked in their area and will make a tangible difference to the area’s social and economic outcomes</p>		
<ul style="list-style-type: none"> ▪ Economic Growth Plan developed in 2008 includes reference to young people and linked to the 14-19 Education Plan. ▪ Work and Skills Board in place. Chamber and employers included on all strategic groups. ▪ RIPO – Economic development linked to providing LMI. ▪ Rotherham Ready provide a coherent approach to employers regarding enterprise engagement. ▪ Employers engaged with diplomas at both a strategic and delivery level. 	<ul style="list-style-type: none"> ▪ 14-19 Education Plan ▪ Economic Development Plan 2008-2020 ▪ 14-19 Progress Check – Oct 08 ▪ PSA targets progress (board learning and skills agenda) ▪ Gateway feedback ▪ Employment Engagement Strategy. 	<ul style="list-style-type: none"> ▪ Review the link from the Work and Skills Board to 14-19 structures. ▪ Develop an overview of economic development to reflect new MoG requirement. ▪ Consider cross border economic issues and possible development of SY Intelligence Unit (as to 2004) to provide social and economic performance information. ▪ Develop a SY protocol for the gathering and analysing consistent data sets.

<ul style="list-style-type: none">▪ Employers support CPD provided by vocational cluster groups.▪ Use Yorkshire Forward Economic forecasts on occupation change.		
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Collaboration and strategic contribution		
<i>Where are we now?</i>	<i>Evidence LA</i>	<i>Next steps LA</i>
<ul style="list-style-type: none"> ▪ Demonstrates how commissioning fits with wider strategic priorities both locally and regionally 		
<ul style="list-style-type: none"> ▪ 14-19 LA structures ▪ FE/WBL have existing South Yorkshire structures. ▪ LA/secondary headteacher partnership group well established ▪ 14-19 links with BSF ▪ Localities teams in place ▪ Links in place with Yorkshire Forward intelligence to inform Planning. ▪ Work and Skills Board established ▪ ESF commissioned activity 16-19 	<ul style="list-style-type: none"> ▪ 14-19 Education Plan ▪ Single Plan. ▪ WP Strategy and Action Plan. ▪ 14-19 Progress Check – Oct 08 ▪ APA Dec 08 ▪ ESF 16-19 commission strategy and delivery plan in place 	<ul style="list-style-type: none"> ▪ Review current representation and terms of reference for 14-19 Board and other 14-19 groups. ▪ Build system/network to allow consultation and mechanism for feedback including South Yorkshire Listening Board. ▪ Work with South Yorkshire LAs to determine if additional structures needed for secondary and special headteacher representation. ▪ Audit of current provision and its capacity to meet locality and regional priorities.
<ul style="list-style-type: none"> • Demonstrates how personnel are building understanding of the FE sector and strategic relationships to enhance strategic commissioning role 		
<ul style="list-style-type: none"> • LA Change Team in place with wide representation • Members of the Change Team taking part in LSC briefings including shadowing allocation meeting and monitoring visit. • ESF 16-19 commissioning underway • Good partnership with FE/WBL to develop and deliver provision e.g. YAPs and Diplomas, Schools Engagement Programme. 	<ul style="list-style-type: none"> • Attendance records at LSC Planning events. • Gateway Feedback. • 14-19 Progress Check- Oct 08 • ESF commissioning strategy and delivery plan in place. 	<ul style="list-style-type: none"> • Build on existing good practice to ensure greater understanding of all sectors by key personnel. • Establish expert LLDD group at LA level to link with SRG and regional partners. • Draw together protocols with SYKS group to align sub-regional working. • Make appropriate links to RDA, GOYH and other relevant agencies – confirm named key contacts and arrangements for effective internal communication to ensure coherent contact by Mar 09 • Ensure appropriate representation on key FE and WBL networks • Skills audit of staff (LSC/ LA) involved in the change team. CPD programme developed to reflect identified need.

Resources and capacity		
<i>Where are we now?</i>	<i>Evidence LA</i>	<i>Next steps LA</i>
<ul style="list-style-type: none"> • Demonstrates that staffing and infrastructure requirements have been considered to deliver the planned changes. Where appropriate, has demonstrated that shared services arrangements are being considered to maximise the effectiveness of the grouping 		
<ul style="list-style-type: none"> • Initial discussions held with change team LA/LSC for transition phase • Initial discussion with SRG regarding shared services e.g. data hub 	<ul style="list-style-type: none"> • Attendance records LSC briefing sessions. 	<ul style="list-style-type: none"> • Co-opt expert representation from the provider groups to the LA Change Team • Review current structure and appoint staff after consultation taken with HR and Trade Union • Create a model of resource capacity implications to ensure personnel fit for purpose with skills set, employee specifications and job descriptions – to cover: governance, planning, quality, commissioning, data, finance, LLDD and HR. • Prepare, consult and determine proposals for LA staffing (transitional from Sept 09 and fully operational by Apr10) in consultation with LSC and following publication of blueprint for LAs (expected Feb 09). • Design CPD programme for implementation : ensure induction of staff and support development activities for staff with new roles and responsibilities • Consult providers and other partners on CPD issues relating to MOG changes and 14-19 developments Produce clear timeframe for implementation of changes.
<ul style="list-style-type: none"> ▪ Indicates a commitment to the planned shadow arrangements to work with LSC staff 		
<ul style="list-style-type: none"> • Attendance at LSC briefing sessions and shadowing already in place. • Planned workshop for LSC staff on working in an LA • Invitation to LSC staff made to shadow LA staff. 	<ul style="list-style-type: none"> • Attendance records LSC briefing sessions 	<ul style="list-style-type: none"> • Following the initial LSC briefings review the CPD needs of staff and develop a support programme • Identify with LSC the number and range of staff to transfer to LA • Ensure staff are linked to the identified needs of the LA

<p>▪ Demonstrates readiness for working to model (b)</p>		
<ul style="list-style-type: none"> • Data sharing protocols in place with partners across the LA. • Data currently shared across LAs. • Good practice informally and formally shared through sub regional network groups from previous and current joint programmes. 	<ul style="list-style-type: none"> • Protocols across South Yorkshire for objective 1 programmes. • WP Strategy Group minutes. • Objective One evaluation of Pathways programme (Sheffield Hallam University) • LSC allocation meeting – 9 Jan 09 attended by SYKS LAs 	<ul style="list-style-type: none"> • Review 14-19 Education Plan in the light of new requirements and ensure stakeholder buy in • National Statement of priorities to inform sub regional and local allocation • Implement agreed funding formula to identify level of funding for providers • Ensure effective dialogue to share priorities with providers (LA/ sub regional) • Produce commissioning strategy documents outlining operating procedures and annual business planning cycle by Sept 09. (16-19 Commissioning Strategy) • Establish needs in relation to MIS, Finance and any other aspects. Procure and install as necessary (e.g. equipment and other resources to assist management of commissioning process) <p>Establish more robust database especially for L2 and L3 at 19, vulnerable groups, LLDD.</p> <ul style="list-style-type: none"> • Develop protocols for sharing sub-regional and LA data at institutional level. • Create an MIS system to support and assist the commissioning process – clarify role of YPLA in production of data. • Analyse and gather data to inform the commissioning process <p>Establish financial and budgetary management systems</p> <p>1st phase – establish needs thro' liaison with LSC, SRG and others and develop processes</p> <p>2nd phase – parallel running with LSC</p> <p>3rd phase – fully operational</p> <p>Establish robust audit processes</p> <p>1st phase - Review current arrangements across providers</p> <p>2nd phase - Develop new arrangements</p> <p>3rd phase – fully operational</p>

Policy and planning		
<i>Where are we now?</i>	<i>Evidence LA</i>	<i>Next steps LA</i>
<p>▪ Demonstrates how the planned SRG approach to commissioning will help deliver the wider 14-19 agenda, including delivery of the entitlement and raising of the participation age</p>		
<ul style="list-style-type: none"> • Joint Diploma submissions since 2006. • Joint Young Apprenticeship delivery since 2005. • Structures are similar across South Yorkshire. • Travel Plans in place with synergy to South Yorkshire Travel Plan. • Objective 1 delivery across sub region. • Connexions tendering and performance management. • Education Business Link South Yorkshire sub group in place to manage tendering of Education Business Link activity. 	<ul style="list-style-type: none"> • 14-19 Education Plan including Delivery of Diplomas to 2013. • Objective 1 Evaluation. • Minutes of Education Business Link group. • Connexions tendering process. 	<ul style="list-style-type: none"> • Use data and other information to produce cycle for planning which includes early capacity check to influence provision. • Ensure travel plan takes account of cross border issues.
<p>▪ Demonstrates progression towards an effective transition strategy and plan to achieve operational excellence</p>		
<ul style="list-style-type: none"> • 14-19 Education Plan takes early account of new agenda. • Preparation for Phase 2 submission in collaboration with SYKS officers + LSC to take account of each other's needs and aspirations. • ESF 16-19 provision commissioned 	<ul style="list-style-type: none"> • Meeting notes from officers group • Cabinet paper • ESF 16-19 commissioning strategy in place. 	<ul style="list-style-type: none"> • Carry out progress check and produce joint SRG action plan with timeline for transition and beyond over 3 years. • 14-19 Education Plan reviewed in light of new guidance • Paper on 16-19 planning to initiate next steps and structures. • Review national pathfinders • Fully involve providers of Integrated Youth Support Services in planning and commissioning process – clarify contribution of staff – use IYS data (September Guarantee, NEETs) to inform planning and commissioning

		<ul style="list-style-type: none"> • Planning cycle informed by MIS used to commission provision effectively.
<ul style="list-style-type: none"> • Demonstrates an understanding of how the grouping can collectively support (in a way that is future proofed) raising participation and attainment even where there are no shared travel to learn patterns 		
<ul style="list-style-type: none"> • Joint commission for Education Business Partnership agreed Group has benefit of drawing on joint working on Objective 1 Reengagement, NEETs agenda and CNXs transition. • The SRG has experience of sharing expertise and staffing to support developments and ensure effective practice • BESY work sub regionally • City regions development • Sub regional diploma bids • Connexions commissioning across 3 of the 4 LA partners. • Ensure appropriate operational links with regional providers i.e. YTP/ SYFC • Cross sub regional staff development to support a range of activities including IAG, Diplomas and Quality. 	<ul style="list-style-type: none"> • LAA NEETs targets achieved in Jan 2009. • 14-19 Progress Check Oct 08 • Objective One SHU evaluation 	<ul style="list-style-type: none"> • Ensure AWP prospectus is integrated into planning process along with learner tracking mechanisms • Review current arrangements and establish scope for integration into planning process. • Review arrangements for Common Application Process to include reports on learners' projected needs as early capacity check of provision • Develop AWP and CAP to take account of cross border issues • Explore how the AWP can further support and inform learners. • Collaboration on specialist provision

Governance		
<i>Where are we now?</i>	<i>Evidence LA</i>	<i>Next steps LA</i>
<ul style="list-style-type: none"> • Demonstrates strong shared governance arrangements, political sign-off, clear decision making and accountability mechanisms 		
<ul style="list-style-type: none"> • Governance structures fully compliant with statutory position ie • 0-19 Board <ul style="list-style-type: none"> • 14-19 Advisory board • 14-19 Learning for Life Group and sub groups • Area improvement Partnerships 	<ul style="list-style-type: none"> • Notes of meetings at all levels • 14-19 plan • LA governance map • Cabinet briefing papers on 14-19 	<ul style="list-style-type: none"> • Consultation document issued about values and principles for future planning, and proposal for new 16-19 planning group to assist in strategic commissioning leading up to raising of participation age • Further paper for new administration in March
<ul style="list-style-type: none"> • Demonstrates commitment and ability to ensure that the grouping is focused on outcomes for young people by understanding their needs and aspirations 		
<ul style="list-style-type: none"> • LAs have an audit and statement of priorities/need. • signed up to ECM • committed to Learner Voice • Youth council set up 	<ul style="list-style-type: none"> • Demonstrated in 14-19 Ed plan and community plan • 14-19 Progress check and APA/Learner Voice and employer voice • Annual ECM survey • LA Lead for IYSS attends 14-19 group at regular intervals 	<ul style="list-style-type: none"> • Common application process yields learner preference data • Annual analysis of learner voice in participation strategy • Involve Youth Council in commenting on 14-19 plans and 16-19 commissioning plan
<ul style="list-style-type: none"> ▪ Able to articulate how demand will be met by a supply base committed to quality 		
<ul style="list-style-type: none"> • All institutions committed to a self-assessment/inspection and a range of quality measures • ALPs for A level • MPLs agreed for FE/WBL • Data dashboard 	<ul style="list-style-type: none"> • All provision is satisfactory or better on OFSTED scores • SIPs ‘rag’ rate schools • Use of ALPS data and Learning Plus data for support and challenge • LA has internal QA for off site 14-16 	<ul style="list-style-type: none"> • Need to become familiar with Framework for Excellence and work on extension to SSFs • Staff responsible for quality to attend LSC briefing on quality

<ul style="list-style-type: none"> • SIPs re 6th forms 	<p>provision</p>	
<ul style="list-style-type: none"> • Demonstrates that the learning and skills agendas are actively linked in their area and will make a tangible difference to the area's social and economic outcomes 		
<ul style="list-style-type: none"> • Established principle of Learning for Life to align curriculum and economic agenda • Off site programme and diplomas involvement designed to strengthen link between learner experience and labour market • Work skills board has developed skills strategy which will impact on apprenticeships • Good links to Chambers and employers groups for example through SY engineering group 	<ul style="list-style-type: none"> • Vision statement in 14-19 strategy • AEWB – APA judgement • 14-19 progress check • Reflection of RDA economic strategy in local planning ie. growth sectors are priority for development • Two Hubs of the National skills academies – sport and retail • New engineering centre opened in Dec 08 	<ul style="list-style-type: none"> • Developing an overview of economic development to reflect new environment • Consider cross border economic issues eg Advanced manufacturing park • Held data analysis meeting with LSC and two FE colleges to simulate statement of need stage for next year • Developing proposals for third regional hub in enterprise

Collaboration and strategic contribution - Sheffield		
<i>Where are we now?</i>	<i>Evidence LA</i>	<i>Next steps LA</i>
<ul style="list-style-type: none"> ▪ Demonstrates how commissioning fits with wider strategic priorities both locally and regionally 		
<ul style="list-style-type: none"> • Sheffield work on strategic commissioning pathfinder on DCSF web site as national model • Sheffield working with Barnsley Doncaster and Rotherham on ESF bid and SRG 	<ul style="list-style-type: none"> • List of plans and ESF commissioning (NEETs) • Strategic commissioning pathfinder toolkit • Briefings of FE colleges and 11-18 Heads on MOG changes have taken place 	<ul style="list-style-type: none"> • Establish a group of key providers to include 6th forms and schools • Key stakeholder group – NAS to establish feed in of apprenticeships
<ul style="list-style-type: none"> • Demonstrates how personnel are building understanding of the FE sector and strategic relationships to enhance strategic commissioning role 		
<ul style="list-style-type: none"> • LA staff taking part in briefings by LSC • Shadowing LSC in meetings and visits • ESF post 16 commissioning • LLDD • Diplomas • Demand led plans • LA led LEGI work contracts on 9-19 basis including both FE colleges 	<ul style="list-style-type: none"> • Strong evidence in APA and Progress check • 14-19 Plan • Toolkit for collaborative provision • Diplomas for Gateway 3– excused part A • Beacon status from LGA and DCSF • Four LA staff in the 14-19 team have previously worked in FE 	<ul style="list-style-type: none"> • Three meetings held with both main FE colleges to discuss implications of the MOG changes and how to work together in developing shared principles and values to underpin planning • These will evolve into 16-19 planning group who will work in partnership with LA to develop 16-19 commissioning plan

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Resources and capacity - Sheffield

<i>Where are we now?</i>	<i>Evidence LA</i>	<i>Next steps LA</i>
<ul style="list-style-type: none"> • Demonstrates that staffing and infrastructure requirements have been considered to deliver the planned changes. Where appropriate, has demonstrated that shared services arrangements are being considered to maximise the effectiveness of the grouping 		
<ul style="list-style-type: none"> • Initial discussion taking place with LSC on levels of staffing • Experience of Sheffield strategic commissioning Pathfinder 	<ul style="list-style-type: none"> • Attendance at LSC briefing sessions • Study of YPLA blueprint 	<ul style="list-style-type: none"> • Need to develop a 14-19 commissioning team with clear understanding of staff requirements • LA has asked LSC for staffing data to match 16-18 business flow • LSC asked to assist on identifying skill set required – job descriptions/ person specs etc.
<ul style="list-style-type: none"> ▪ Indicates a commitment to the planned shadow arrangements to work with LSC staff 		
<ul style="list-style-type: none"> • Shadowing taking place • Offer to LSC staff for LA briefing 	<ul style="list-style-type: none"> • Responsibilities for lead on this work allocated within existing 14-19 team • Working with Barnsley Rotherham and Doncaster to gain shared perspective 	<ul style="list-style-type: none"> • Work already going on on a SY sub group basis in eg EBLO transition working group and NEETs • Further areas in which SY wide work is needed are identified in stage 2 submission
<ul style="list-style-type: none"> ▪ Demonstrates readiness for working to model (b) 		
<ul style="list-style-type: none"> • work on producing stage 2 submission has been delivered to deadline and with agreement of four LAs • Good practice shared via existing structures formally and informally through network groups 	<ul style="list-style-type: none"> • Protocols • Minutes • Events • Ob1 evaluation (SHU) 	<ul style="list-style-type: none"> • Used LSC standard input for initial discussion with FE colleges on 9 Feb with LSC staff present • Further meetings of cluster planning group diaired to April.

Policy and planning - Sheffield		
<i>Where are we now?</i>	<i>Evidence LA</i>	<i>Next steps LA</i>
<ul style="list-style-type: none"> ▪ Demonstrates how the planned SRG approach to commissioning will help deliver the wider 14-19 agenda, including delivery of the entitlement and raising of the participation age 		
<ul style="list-style-type: none"> • 14-19 plans • Cross SY bids for diplomas - ELB • Young Apprenticeship joint delivery • Travel plans in place • Synergy between 14-19 plans based on similar AWI experience 	<ul style="list-style-type: none"> • 14-19 partnership boards • 14-19 education plans • Sports young apprenticeship • Travel plan • Sheffield diploma planning paper to 2013 	<ul style="list-style-type: none"> • Sheffield paper on 16-19 planning initiates consultation on next steps in moving to RPA and structures which need to be put in place
<ul style="list-style-type: none"> ▪ Demonstrates progression towards an effective transition strategy and plan to achieve operational excellence 		
Submission for phase 2 of SRG has demonstrated capability of four LAs in working together at officer level and DCS level	<ul style="list-style-type: none"> • Experts drawn from across the LA attending LSC briefings • They will form project management steering group for transition 	LA is drawing up action plan for next steps Sub group on employer engagement already set up to handle BE-SY transfer
<ul style="list-style-type: none"> • Demonstrates an understanding of how the grouping can collectively support (in a way that is future proofed) raising participation and attainment even where there are no shared travel to learn patterns 		
<ul style="list-style-type: none"> • Objective 1 and ESF • Re-engagement study • Working on the NEETs agenda • Connexions transition • LDD and other vulnerable groups 	<ul style="list-style-type: none"> • Progress in achieving NEETs agenda • Willingness of Barnsley to share experience of developing Society Health and Development centre drawn on in Sheffield capital bid 	<ul style="list-style-type: none"> • Set up SY quality and data unit to analyse shared experiences and lessons to learn. • Develop common application process further

**To: Cabinet Member
Lifelong Learning**

31st March, 2009.

PETITION

1. Home to School Transport – Newman School (6 signatures)

A petition has been received regarding proposed changes, with effect from April 2009, to the current Home to School Transport arrangements for children, and, in particular, with regard to the contract in respect of Ascot Cars.

A copy of the petition has been supplied to Ward Members.

A copy of the petition is available in the Members' Room.

**L. E. SOUTH,
Democratic Services Manager.**

**To: Cabinet Member
Lifelong Learning**

31st March, 2009.

PETITION

Home to School Transport – Milton School (7 signatures)

A petition has been received regarding proposed changes, with effect from April 2009, to the current Home to School Transport arrangements for children, and, in particular, with regard to the contract in respect of Ascot Cars.

A copy of the petition has been supplied to Ward Members.

A copy of the petition is available in the Members' Room.

L. E. SOUTH,
Democratic Services Manager.