

CHILDREN AND YOUNG PEOPLE'S SERVICES SCRUTINY PANEL

**Venue: Bailey House, Rawmarsh
Road, Rotherham.**

Date: Friday, 9 April 2010

Time: 9.00 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. Apologies for Absence
4. Declarations of Interest
5. Questions from the press and public
6. Matters Referred from the Youth Cabinet
7. Communications

PRESENTATION

8. Young People's Mental Health Services (report attached) (Pages 1 - 4)

FOR DISCUSSION

9. Personal, Social and Health Education - Report of Scrutiny Review (copy attached) (Pages 5 - 29)
10. Children and Young People's Plan 2010 to 2013 - Consultation and Emerging Priorities (report attached) (Pages 30 - 84)

11. Children and Young People's Services - Improvement Notice and Action Plan - Progress Update (report attached) (Pages 85 - 95)

FOR INFORMATION

12. GCSE Examination Results (Key Stage 4) 2009 (report attached) (Pages 96 - 105)
13. Machinery of Government - Update (report attached) (Pages 106 - 136)

MINUTES

14. Minutes of the previous meeting of the Children and Young People's Scrutiny Panel held on 5th March, 2010 (copy attached) (Pages 137 - 142)
15. Minutes of a meeting of the Looked After Children Scrutiny Sub-Panel held on 24th March, 2010 (copy attached) (Pages 143 - 150)
16. Minutes of the meetings of the Cabinet Member and Advisers for Children and Young People's Services held on 10th March, 2010, 23rd March, 2010 and on 24th March, 2010 (copies attached) (Pages 151 - 163)
17. Minutes of a meeting of the Children's Board held on 10th March, 2010 (copy attached) (Pages 164 - 168)
18. Minutes of meetings of the Performance and Scrutiny Overview Committee held on 19th February, 2010, 26th February, 2010 and on 12th March, 2010 (copies attached) (Pages 169 - 185)

Membership:-

Chairman – Councillor G. A. Russell

Vice-Chairman – Councillor License

Councillors:- The Mayor (Councillor Ali), Burton, Dodson, Donaldson, Fenoughty, Hughes, Kaye, Rushforth, Sharp and Sims

Co-optees:-

Mrs. J. Blanch-Nicholson, Ms. T. Guest, Mrs. K. Muscroft,
Mr. M. Hall, Mr. M. Burn, Father A. Hayne, Mr. C. A. Marvin,
Mrs. L. Pitchley and Parish Councillor Mrs. P. Wade.



For better
mental health

ROTHERHAM MIND YOUNG PERSONS MENTAL HEALTH SERVICE

AND

RMBC YOUTH SERVICE: YOUTH START

Rotherham Mind

Rotherham Mind Young Persons Service has operated since 1999 and offers confidential counselling/mental health support to children and young people in Rotherham. It currently offers 1:1 confidential appointments to young people in all secondary schools in Rotherham who are experiencing poor mental health and emotional distress. In addition, it manages the Maltby Behaviour and Education Support Team (BEST) which also offers family intervention.

The service strives to provide a safe and easily accessible environment within which young people are empowered to explore feelings, identity and meanings in life. It aims to support young people in making informed choices about their lives and to facilitate greater self esteem, improved coping strategies and better relationships with others.

Referrals are made by a range of professionals and appointments offered during lesson times to align with individual school timetables. Parents are also able to refer, as are young people themselves via a drop-in service offered during breaks and lunchtimes.

During 2008-9 the service worked with 389 children and young people, offering 2369 individual appointments. The service typically has approximately 160 open cases with 60 referrals on waiting lists. It operates an outcome measurement tool and is able to demonstrate the following outcomes:

- Increased self esteem and improved mental health
- Reductions in bullying and self injury
- Attitude to attending school

The service also provides informal advice and support to staff in schools. During the 9 month period April-December 2009, the service recorded 178 consultations with staff in schools. It also offers a comprehensive training

package to professionals working with children and young people on the following subjects:

- Bereavement & Loss
- Bullying: Strategies and Insight to deal with Racist, Homophobic & Disability Related Bullying
- Dealing with Bullying: Roles, Strategies & Tactics
- Disordered Eating
- Exam Stress
- Self Esteem (Sept 2010)
- Self Injury
- Training the Trainers – Anti-Bullying
- Understanding Children and Young People who are Experiencing Poor Mental Health
- Understanding and Facilitating Healthy Anger in Young People
- Using Counselling Skills with Young People
- Working Therapeutically with children and Young People to Improve their Emotional Well-Being

Youth Start

Youth Start is an RMBC Youth Service Advice, Information, Counselling and Support Project, which has offered accessible young person centred support services since 1989.

Youth Start responds to young people presenting with a range of complex issues, including young people in crisis, and provides early intervention services, particularly in relation to sexual health, mental health and emotional support needs.

Young people aged 11 to 25 are supported in a non stigmatising, young person centred setting, which is neither overly medical or problem orientated; allowing a seamless service to be offered; from entry to secondary education, through adolescence into young adulthood.

Confidential one to one, couples and small group counselling and support is available, within a flexible mix of drop in sessions, appointments and youth clinics.

Self referral is a key principle in the delivery of Youth Start services, enabling young people to build up trust and choose to engage with the service at their own pace and in the way that best suits their needs. It also ensures they do not have to navigate their way through complicated referral routes, which can often prevent young people getting the help they need, when they need it.

Youth Start services are built around the needs of young people and each young person defines their own desired outcomes. **3,659** young people were supported during 2009

Youth Start evaluates its outcomes in line with the Every Child Matters Framework. A broad categorisation of young people's outcomes during 2009 were:

Be Healthy	73%
Stay Safe	15%
Positive Contribution	8%
Enjoy and Achieve	2%
Economic Well Being	2%

Young people are also invited to evaluate their own progress and comment on any change they have noticed since coming to Youth Start. During the past year 100% of young people, who commented, reported positive changes in their lives. In addition, all service users are encouraged to contribute their views and opinions and to get involved in service development issues, including research projects, quality assurance and staff recruitment.

Complementary Working

Both Rotherham Mind Young Persons Service and Youth Start form part of the CAMHS Tier 2 service in Rotherham. The services they offer mean that young people can choose to access this level of counselling/mental health support either on-site in school, (convenient) or at a central location in Rotherham (greater confidentiality). The services share similar aims and aspirations for young people:

- Provide help and support and an understanding listener for someone who is perplexed
- Create a trusting relationship within which the person feels accepted, non-defensive and able to talk freely about themselves and their feelings
- Help the client to gain clearer insight into themselves and their situation so that they can better help themselves
- Help the client make changes in their lives, based on informed choices.
- Empower young people in exploring feelings, identity and meanings in life

Children and Young People present with a range of emotional and psychological support needs. For both services, those which most frequently arise relate to:

- Abuse
- Anger & Stress
- Anxiety & Depression
- Bereavement & Loss
- Bullying
- Home life (family relationships, family break-up)
- Poor Self Esteem
- Relationships
- School Work & Exam Stress
- Self Injury
- Sexuality

Young people evaluate both Rotherham Mind and Youth Start very highly and particularly appreciate the confidential nature of both services. Comments include:

- 'I've stopped hurting myself.'
- 'If you're having trouble at home they give you great advice, makes you feel better about yourself in every way.'
- 'Can deal with my problems better.'
- 'I feel like someone can listen to me and help me through the bad times I have faced and all the hurt I felt and I see a better perspective on things.'
- 'Just feel a lot happier with my life.'
- 'Nearly everything's changed because I feel so chilled out because it's nice to talk to someone.'

Rotherham Mind Young Persons Service is currently funded by NHS Rotherham, Rotherham Children & Young Peoples Service (Childrens Fund and Behaviour Improvement Programme), and Rotherham Schools. The majority of funding is currently until March 2011.

Youth Start is funded by RMBC and the Teenage Pregnancy Strategy, which also runs to March 2011.

ROTHERHAM BOROUGH COUNCIL – REPORT

1.	Meeting:	Children and Young People's Scrutiny Panel
2.	Date:	Friday 9th April 2010
3.	Title:	Scrutiny Review – Personal, Social, Health and Economic education (PSHE)
4.	Directorate:	Chief Executive's All wards

5. Summary

The report sets out the findings and recommendations of the scrutiny review into Personal, Social, Health and Economic Education (PSHE). The report is attached as Appendix 1.

6. Recommendations**That Members:**

- a. That members endorse the findings and recommendations of the report.**
- b. That the report is forwarded to Performance and Scrutiny Overview Committee for approval, and future submission to Cabinet.**
- c. That the response of Cabinet to the recommendations be fed back to this panel**

7. Proposals and Details

The review was initiated because members of the Youth Cabinet identified PSHE provision as an area of concern. The Youth Cabinet agreed to take part in a Scrutiny Review to investigate the way in which PSHE was being taught in schools.

Specifically the review looked at:

- To consult young people about their experiences of PSHE.
- To understand the current PSHE provision in Rotherham schools in theory and practice.
- To recognise good practice in PSHE teaching locally and nationally.
- To gather the views of School Governors regarding PSHE.
- To identify examples of quality PSHE learning resources both locally and nationally.

7.1 The recommendations from the review are detailed in Section 6 of the review and include:

- PSHE should be compulsory and part of every student's timetable. This provision should be available from year 7 to year 11 regardless of ability and examination pressure. Drop down days are a good way to provide a high profile supplement to PSHE, but should *not* be the only way that pupils receive PSHE.
- PSHE should be taught by trained and confident teachers. As many members of staff as possible should access the year long Continuing Professional Development Program delivered by the Healthy Schools Team. Schools should be encouraged to access the Inset Days around PSHE offered by the Healthy Schools Team.
- Schools should structure the curriculum to avoid repetition and explain this clearly to pupils. The IMPACT booklet developed by Rawmarsh is one such approach which clearly communicates to pupils what they will be studying and when.
- The quality of PSHE delivery needs to be evaluated and assessed. The views of young people are crucial and the system adopted for evaluation should allow pupils to give anonymous feedback.
- PSHE to be part of the induction process for Governors and each school could have a governor champion for PSHE.

7.2 The Review Group has decided that prior to the report going through the Council's reporting structures a period of consultation on the feasibility and implementation of the report will be undertaken; this will include presentations to the meetings of the Chair and Vice Chair of Governors and the Secondary Headteachers. The Governors meeting is taking place on 23rd June 2010 and the Secondary Headteachers meetings is taking place on 20th May 2010.

8. Finance

A number of the review recommendations may have financial and resource implications if adopted. This would require further exploration by RMBC, Senior Managers from Schools, Governing Bodies, the School Effectiveness Service and the Healthy Schools Team on the potential cost, risks and benefits of their implementation. These resource issues will be discussed further during the consultation period.

9. Risks and Uncertainties

There is currently much good work being done in Rotherham on PSHE. However, the full value of PSHE to all schools, pupils, teachers and communities is not yet being fully realised and the quality varies considerably. In the (2008) Lifestyle Survey only a third of pupils felt they had been taught about contraception at the right time. Only 40% of females and 38% of males felt they had been taught about pregnancy at the right time (12 out of 15 secondary schools responded.) These perceptions about a lack of information, or a failure to provide guidance at appropriate times, manifest themselves in continuing patterns of risky behaviours amongst young people in Rotherham.

10. Policy and Performance Agenda Implications

10.1 PSHE is not only important to improving outcomes and behaviours of individual pupils but can also be the basis for a “21st Century School.” School-level well being indicators were introduced as part of the new Ofsted inspection Framework. As well as looking at ‘hard data,’ these indicators will take into account of pupil and parent perception data. In providing pupils with valuable information on how to be safe, happy and healthy PSHE plays a major role in schools contribution to the five Every Child Matters outcomes. Schools are evaluated on the five outcomes. Ofsted is particularly keen to monitor “the extent to which pupils adopt healthy lifestyles” in terms of physical, emotional and mental health. PSHE can also be used to help schools to enhance the level of safeguarding. In the new Ofsted Framework safeguarding is a limiting judgement.¹ Although in early inspections Ofsted has focussed on the practicalities of safeguarding such as the security of the school site, PSHE can add value by ensuring that pupils are risk aware – for instance about the potential dangers on the internet and social networking sites.

10.2 The Local Authority has consistently underperformed in comparison to statistical neighbours with regard to teenage pregnancy and Sexually Transmitted Diseases (i.e. NI 113 “Prevalence of Chlamydia in under 24 year olds.) It has been recognised that the Sex and Relationship aspect of PSHE can play an important role in addressing PSA 11a and NI 112 “Under 18 Conception Rates.”

11. Background Papers and Consultation

The report has been circulated to all agencies/individuals that participated in the review for their comments and to check for factual accuracy. As mentioned above the Review Group has decided that prior to the report going through the Council’s reporting structures a

¹ Safeguarding is one of several limiting judgements, i.e. the grade awarded for Safeguarding, especially if satisfactory or inadequate, affects the whole school grade. If, for example, Safeguarding or Equality and Opportunity, is judged as inadequate then the whole school will be judged inadequate.

period of consultation on the feasibility and implementation of the report will be undertaken; this will include presentations to the meetings of the Chair and Vice Chair of Governors and the Secondary Headteachers.

- Macdonald, Alasdair. *Independent Review of the Proposal to Make Personal Social Health*
- *and Economic Education Statutory* (DCSF, 2009)
- *The Evaluation Schedule for Schools* (Ofsted, 2010)
- *Sex and Relationships Education Guidance to Schools* (DfES, 2010)
- *SRE: Are You Getting It?* (UK Youth Parliament, 2007)
- *Maidstone Youth Scrutiny Committee Report: Sex and Relationships Education* (2007)

Contact Name:

John Evans, Scrutiny Officer

Tel: 01709 (2)54561 john.evans@rotherham.gov.uk

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) SCRUTINY REVIEW

Report of the Children and Young
People's Scrutiny Panel

- *March 2010* -

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6. Recommendations

1 Executive Summary

The review was initiated because members of the Youth Cabinet identified PSHE provision as an area of concern. The Youth Cabinet agreed to take part in a Scrutiny Review to investigate the way in which PHSE was being taught in schools. This was incorporated into the panel's work programme 5th June 2009. The aim of the review is to highlight good practice, improve guidance to schools and ensure that across Rotherham better quality PHSE can be delivered; if these outcomes are achieved young people could make better informed 'life' decisions and be healthier, happier and achieve academically.

During the Review the group worked alongside young people, Voice and Influence Workers, parent Governors, PSHE Co-ordinators and the Healthy Schools Team. Their help and co-operation with the review is gratefully acknowledged.

Key Recommendations

- PSHE should be compulsory and part of every student's timetable. This provision should be available from year 7 to year 11 regardless of ability and examination pressure. Drop down days are a good way to provide a high profile supplement to PSHE, but should *not* be the only way that pupils receive PSHE.
- PSHE should be taught by trained and confident teachers. As many members of staff as possible should access the year long Continuing Professional Development Programme delivered by the Healthy Schools Team. Schools should be encouraged to access the Inset Days around PSHE offered by the Healthy Schools Team.
- Schools should structure the curriculum to avoid repetition and explain this clearly to pupils. The IMPACT booklet developed by Rawmarsh is one such approach which clearly communicates to pupils what they will be studying and when.
- The quality of PSHE delivery needs to be evaluated and assessed. The views of young people are crucial and the system adopted for evaluation should allow pupils to give anonymous feedback.
- PSHE to be part of the induction process for Governors and each school could have a governor champion for PSHE.

2 Review Framework

2.1 Terms of reference

The group aims to examine the levels of consistency in PSHE provision provided by secondary schools in Rotherham. In particular the Review will aim to improve the quality of PSHE teaching and resources in the long term.

2.2 Key Objectives

In order for the Review to be effective the Group needed to gather evidence, data and information from a range of sources. The group wanted:

- To consult young people about their experiences of PSHE.
- To understand the current PSHE provision in Rotherham schools in theory and practice.
- To recognise good practice in PSHE teaching locally and nationally.
- To gather the views of School Governors regarding PSHE.
- To identify examples of quality PSHE learning resources both locally and nationally.

2.3 Membership

The review group was made up of the following members of the Children & Young Peoples Scrutiny Panel

- Cllr Thomas Fenoughty
(Chair)
- Cllr Barry Kaye
- Cllr Kath Sims

3 Background Information

3.1 What is PSHE?

Personal, Social, Health and Economic (PSHE) education aims to help children and young people deal with the issues they face as they grow up. The subject PSHE is known by different names (PSE, PSD, Impact, Guidance) although PSHE will be used throughout this review. The issues that PSHE education covers are central to young people's well being: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing; safety; careers; work-related learning; and personal finance. Yet PSHE is in some ways more than a subject. When taught effectively it can challenge preconceptions, improve attitudes and develop skills. One witness noted: "The aim of PSHE is to produce positive, healthy and happy citizens, who can think independently, and who are accountable and responsible. As such the subject can underpin pupils' development and success." PSHE (especially when engaging with partners like the Personal Finance Education Group) can also ensure that pupils are financially responsible and ready for the world of work.¹

3.2 Why is PSHE Important?

The review was initiated because members of the Youth Cabinet identified PSHE provision as an area of concern. As the matter was raised by Youth Cabinet this review will focus on secondary level education - key stages three and four. When working with young people it has become clear that the majority feel that PSHE is an important subject:

Feedback from Young People: During the Rotherham Show PSHE survey 209 young people were consulted over two days. 137 young people felt PSHE was an important subject. 26 young people thought that it was occasionally important and only 46 said that it was unimportant.

PSHE offers a major space in the curriculum where young people can be given clear, accurate information in order to make informed decisions. It also allows young people to discuss and challenge assumptions and perspectives – in a manner that usually builds on 'soft skills' such as team working, understanding and communication. PSHE is a crucial opportunity for teachers to signpost other agencies (such as Child Line) that deal with acute and confidential needs, and address issues important to the health of a school such as bullying and the role of the school council. In the 2009 Lifestyle Survey it was pleasing to see that 68% of pupils had never tried cigarettes. This is the highest percentage of pupils since the survey commenced (in 2006). Whilst not solely attributable to the profile of smoking the PSHE curriculum, the steps taken to ensure that young people are aware of the social, financial and health implications of smoking must certainly have contributed to this trend.

Yet despite the potential benefits of PSHE being clear the general impression was the quality of PSHE varied considerably from school to school. This was supported

¹ *The Evaluation Schedule for Schools* (Ofsted, 2010) p.26

by the findings in the (2008) Lifestyle Survey: only a third of pupils felt they had been taught about contraception at the right time. Only 40% of females and 38% of males felt they had been taught about pregnancy at the right time (12 out of 15 secondary schools responded.) These perceptions about a lack of information, or a failure to provide guidance at appropriate times, manifest themselves in a continuing pattern of risky behaviours amongst young people in Rotherham. The Local Authority has consistently underperformed in comparison to statistical neighbours with regard to teenage pregnancy and Sexually Transmitted Diseases (i.e. NI 113 “Prevalence of Chlamydia in under 24 year olds.) It has already been recognised that PSHE can play an important role in addressing PSA 11a and NI 112 “Under 18 Conception Rates.” National and International research suggests that effective Sex and Relationships Education, which is a crucial but not the only aspect of PSHE:

“...improves knowledge, develops more mature attributes, postpones the age of first sex and those young people who do have sex are more likely to use contraception. This is supported by good international evidence that ‘comprehensive’ programmes of SRE, covering a broad range of topics including factual information about contraception, sexual health services and where the programme is coordinated with young people confidential advisory service, have a positive impact on young people’s sexual behaviour.”²

PSHE is not only important to improving outcomes and behaviours of individual pupils but can also be the basis for a “21st Century School.” School-level well being indicators announced as part of the new Ofsted inspection Framework, although it could be as late as 2012 before these are introduced. As well as looking at ‘hard data,’ these indicators would take into account of pupil and parent perception data. This could include, for example, how well pupils feel Sex and Relationships Education (SRE) is being taught in their school. Within this context the effective delivery of good quality SRE can have a positive impact on helping young people deal with the health challenges they face in adolescence and supporting wider well being. In providing pupils with valuable information on how to be safe, happy and healthy PSHE plays a major role in schools contribution to the five Every Child Matters outcomes. Schools are evaluated on the five outcomes. Ofsted is particularly keen to monitor “the extent to which pupils adopt healthy lifestyles” in terms of physical, emotional and mental health.³ One case study suggests that when the Every Child Matters outcomes are embedded in the whole school ethos respect, understanding, behaviour, and ultimately attainment improve.⁴ PSHE can also be used to help schools to enhance the level of safeguarding. In the new Ofsted Framework safeguarding is a limiting judgement.⁵ Although in early inspections Ofsted has focussed on the practicalities of safeguarding such as the security of the school site, PSHE can add value by ensuring that pupils are risk aware – for

² *Sex and Relationships Education Guidance to Schools* (DfES, 2010) p.13

³ *The Evaluation Schedule for Schools* (Ofsted, 2010) p.21

⁴ Embedding Every Child Matters Outcomes – New College, Swindon:

<http://excellencegateway.org.uk/page.aspx?o=251703>

⁵ Safeguarding is one of several limiting judgements, i.e. the grade awarded for Safeguarding, especially if satisfactory or inadequate, affects the whole school grade. If, for example, Safeguarding or Equality and Opportunity, is judged as inadequate then the whole school will be judged inadequate.

instance about the potential dangers on the internet and social networking sites.⁶ In order for a school to receive an “Outstanding” judgement for “the extent to which pupils feel safe” Ofsted suggest all pupils must:

“...have an excellent understanding about what constitutes unsafe situations. They maintain a well-tuned perspective on their own safety and that of others. Pupils say they feel safe at school at all times. Parents and carers strongly agree that the school keeps pupils safe. Groups representing a wide range of pupils are entirely confident that issues they raise will be dealt promptly and effectively by the school.”⁷

Furthermore, pupils are likely to feel safe if they are listened to in school and aware of issues such as bullying and racism.⁸

PSHE is a subject that can imbue (alongside subjects such as citizenship and RE) a sense of social understanding, community spirit and involvement. PSHE can be responsive to issues and problems within a local area – and provide a forum for young people to discuss and understand prevalent issues, attitudes and behaviours. PSHE can form part of school’s wider remit of making a contribution to community cohesion. PSHE is crucial to equip students with more than outstanding academic achievements; PSHE can help to produce the confident, happy and rounded young people that are a credit to their schooling and very much part of their local community.

3.3 The National Picture

Two reviews into Sex and Relationships Education (SRE) and Drug and Alcohol Education noted that the quality of PSHE education being delivered varies significantly across the country and does not meet the needs of children and young people. Both reviews argued that PSHE is not given sufficient priority in schools and that making the subject statutory is the key to raising its status and improving provision.⁹

In October 2008 the Government announced its intention to make PSHE education statutory by 2011 and launched an independent Review to investigate the most effective way of achieving this. *The Independent Review of the proposal to make Personal, Social, Health and Economic Education Statutory* was carried out by Sir Alasdair Macdonald. The report made twenty recommendations including:

⁶ In *The Evaluation Schedule for Schools* (pp. 50-51) the effectiveness of practical Safeguarding procedures are discussed. Yet Safeguarding is also about equipping students with the knowledge to be risk aware. Internet Safety is a good case example of a subject that could be discussed in PSHE. In 2009, 36% of all pupils said they used chat rooms ‘every or most days’. Percentages are similar across both year groups and genders with the exception of Year 7 female pupils’ 43% of whom said they use chat rooms ‘every or most days’. By Year 10 there is a decrease in the use of chat rooms. In this online environment pupils need to be educated about the potential dangers and risks.

⁷ *The Evaluation Schedule for Schools* (Ofsted, 2010) p.17

⁸ Ibid.,

⁹ *SRE: Are You Getting It?* (UK Youth Parliament, 2007) *Maidstone Youth Scrutiny Committee Report: Sex and Relationships Education* (2007)

- At Secondary level, PSHE education should become a foundation subject in the National Curriculum, with the existing non-statutory programmes of study forming the basis for public consultation on the core entitlement.
- The DCSF should commission further research that will establish and report on the prevalent modes of delivery for PSHE education and their effectiveness in improving outcomes for children and young people.

The Scrutiny Review of PSHE in Rotherham therefore reflects ongoing national debates into the content and delivery of PSHE. Indeed, the current review is an ideal opportunity for the young people of Rotherham, the Council and partners to make clear recommendations on what should be considered as the “core entitlement,” and also on the most effective “modes of delivery.” One of the challenges that Alasdair MacDonald recognises is balancing a national entitlement and greater levels assessment, with the *personal*, community and school focussed nature of PSHE. He recommends that “Legislation should seek to exclude PSHE education from the requirement to have statutory levels of attainment” but concedes that “The DCSF should work with the Qualifications and Curriculum Authority to find appropriate and innovative ways of assessing pupils’ progress in PSHE education.” The conflict between wanting PSHE to provide *personal* education, and also having robust and effective assessment and evaluation of national entitlements emerged in discussions with many witnesses.

In November 2009, in response to the Macdonald Report, Children’s Secretary for State Ed Balls MP altered parental right of withdrawal from Sex and Relationships Education (SRE). The parental right to withdraw children out of sex education classes in England is being ended once the pupils turn 15. The change means all pupils will get at least one year of sex and relationship education before their 16th birthday once it becomes compulsory in 2011. Currently some 0.04% of parents choose to use their parental right of withdrawal, but that number may grow once it is compulsory. Under these plans, all schools will have to cover areas such as same sex relationships and contraception. However, governing bodies will still be able to ensure classes reflect the religious ethos of the school. In January 2010 the DfES produced detailed guidance for schools on SRE.

3.4 The Healthy Schools Programme

PSHE is part of the Healthy Schools Agenda. The national Healthy Schools Programme (NHSP) is a joint initiative between DCSF and Department of Health (DH) - which promotes a whole school and whole child approach to health. National Healthy School Status (NHSS) is achieved within a rigorous quality assurance framework. All schools achieving National Healthy School Status must have met national criteria using a whole school approach across four themes including personal, social, health and economic (PSHE) education, healthy eating, physical activity and emotional health and well-being (EHWB).

From September 2009 all schools that have achieved NHSS can become part of the Healthy Schools enhancement model. To do this, schools need to complete an annual review each year to confirm that they have established and maintained a foundation for health and well-being. Schools will also need to complete the health and well-being improvement tool. This will guide them through the model and help to plan and record progress. It will also enable schools to submit key information for

local quality assurance purposes. Schools will need to review progress towards the meaningful outcomes that have been set and use the health and well-being improvement tool (HWIT) to self-validate. Schools will receive national recognition once these meaningful outcomes have been achieved and approved by the local quality assurance system.

4 Where are we in Rotherham?

There is currently much good work being done in Rotherham on PSHE. However, the true value of PSHE to all schools, pupils, teachers and communities is not yet being fully realised and the quality varies considerably.

4.1 Healthy School Status in Rotherham

Rotherham has a dedicated Healthy Schools Team. The Healthy Schools Team is part of the School Effectiveness Service. The Team keeps abreast of national developments and good practice affecting PSHE in schools, presenting relevant information to PSHE Leads and Head Teachers when appropriate. The team provides training for staff to improve the teaching of PSHE; signposts relevant materials and external agencies to support the curriculum; and also develops resources for schools. The resources developed so far include drug and SRE education classroom material and model policies to enable schools to more easily put good practice in place. The Healthy Schools Team has also developed an electronic tool to record pupil assessment in PSHE against end of key stage statements and they are in the process of making it available to all schools. The Healthy Schools Team supports schools regarding the Personal Wellbeing Programme of Study and makes the links regarding Personal Finance Education in the Economic Wellbeing and Financial Capability Programme of Study. The 14-19 team support schools with the Careers Advice and Guidance aspect of this programme of study. Some of the methods the team use to support PSHE are outlined in greater depth in sections 4.2 and 4.3. In 2008 Ofsted noted the Healthy Schools program was a major strength as “The percentage of schools achieving the Healthy School Award is higher than for statistical neighbours and 100% of schools are engaging in the National Healthy Schools Programme.” In March 2010 97% schools in Rotherham had achieved Healthy School Status with the LAA target set at 95%. The schools who have not achieved the Healthy School status are not meeting the PSHE criteria – and are within the Secondary Sector.

4.2 Approaches to Teaching PSHE (September 2009)

In September 2009 the approaches to teaching PSHE in Rotherham can be broken down into five general patterns.

- **PSHE through Specialist Teams**

Four secondary schools have adopted this approach and one more is planning to move to a specialist team in the near future. It is widely acknowledged that having specialist teams of willing trained teachers (who are comfortable teaching the subject) is beneficial to PSHE provision. The Macdonald report notes that “specialist PSHE education teachers are a consistent feature of effective practice.”¹⁰ This approach is, however, is resource intensive and it takes a long term commitment to PSHE from staff and senior managers.

¹⁰ Macdonald, Alasdair. *Independent Review of the Proposal to Make Personal Social Health and Economic Education Statutory* (DCSF, 2009) p.64

- **PSHE through Tutor**

Five schools use this approach. The major strength of this approach is that the tutor can have a longstanding relationship with the group and so can adapt PSHE to meet the pupils' needs. In some instances, however, this strength can also be a weakness as pupils may be uncomfortable discussing certain issues with a familiar tutor. As pupils stay with the same tutor throughout school the quality of PSHE depends on the enthusiasm and ability of the teacher: "Ofsted questions the assumption that even good tutors necessarily have the requisite knowledge to deliver PSHE education."¹¹

- **Whole Staff Involvement**

In One school all staff members are involved in teaching PSHE with teachers specialising in a small area of the PSHE curriculum. A double lesson once per fortnight is given over to PSHE (this lesson moves each time). One positive aspect of this approach is that the teacher can choose a topic of interest they feel comfortable teaching and then deliver this for a whole year group.

- **Suspended Time Table "Drop Down Days"**

Approximately five schools use suspended timetable days. These are used for a variety of reasons: in order to enhance what is taught in PSHE such as a whole school approach to a healthy lifestyle; to give additional time to PSHE when insufficient time is prioritised on the curriculum; and even as the sole source of PSHE for pupils. Drop Down Days allow schools to maximise resources and free up curriculum space. The approach, in which a drop down day is the only time PSHE is taught, was identified as a potential issue in Sir Alasdair's Macdonald report:

"The drop down or themed day is currently seen as the least effective option [...] when delivered in isolation because, in essence, the learning is not considered to be secure or rooted in children and young people's wider experience of the curriculum, nor is it possible to guarantee progression. Moreover, if a pupil is absent on this day, they can miss out on the entire offer."¹²

Many of the witnesses in Rotherham highlighted similar concerns with PSHE being taught solely via Drop Down days.

- **A Mixed Approach**

In many schools a mixture of the above approaches is actually the preferred model. PSHE may be taught as a timetabled lesson by a tutor or specialist teacher in one key stage, and by suspended timetable days in other years. In other schools dedicated curriculum time with a specialist team is supplemented

¹¹ Ibid., p.71

¹² Ibid., p.74

by a Drop Down Day. Macdonald, whilst refusing to stipulate the adoption of one approach, notes:

“...a prevailing and persuasive view has emerged that a ‘multi-dimensional’ model of delivery may be preferable – one which prioritises discrete time in the curriculum for planned and assessed learning to take place; contains planned cross-curricular elements; and includes provision for extended or ‘enrichment’ opportunities such as theme days or external contributors to the curriculum.”¹³

4.3 Curriculum Space

As the approaches outlined in figure 4.2 suggest, Rotherham schools have a varying amount of curriculum time dedicated to PSHE. In general, the various pressures¹ placed on schools to achieve certain targets (especially around core subjects) have led to an erosion of PSHE on the timetable. PSHE is often taught alongside other modules such as Citizenship and Religious Education although this puts pressure on staff, particularly PSHE Co-ordinators, in juggling numerous work programs. Enterprise and Social and Emotional Aspects of Learning (SEAL) compete with PSHE for adequate space in schools.

4.4 PSHE Staff Support

The Rotherham Healthy Schools team supports staff to deliver quality PSHE in a variety of ways including facilitating a PSHE leads network meeting in spring and summer term; by developing resources to assist staff in delivering PSHE; by supporting individual schools in designing a curriculum and assessment tools; and by running a variety of training courses throughout the year. These courses include a free PSHE Continual Professional Development (CPD). The CPD is a national qualification which is offered to staff teaching PSHE. The members of staff work towards accreditation in their own time. 2009 is the seventh year that Rotherham has run the course and thus far every member of staff that has taken part has received the accreditation. 2008 was the first year that support staff could participate alongside teachers. This year’s intake on the CPD course includes 24 staff members, at various key stages, from schools across the borough. The proportion of secondary schools in Rotherham with a PSHE CPD accredited teacher is 44%.

4.5 Resources

The Healthy Schools Team also advises schools on the best PSHE resources available and PSHE coordinators from across Rotherham meet regularly to share resources and best practice. In particular the Healthy Schools Team offers guidance about how to embed ICT within the PSHE curriculum. Kirklees County Council spent two years developing an interactive PSHE curriculum and twelve secondary schools (and two special schools) in Rotherham have currently purchased this resource.

We have bought the Kirklees Resource which is fabulous!
PSHE Coordinator, Rotherham

¹³ Ibid., p.64

The Rotherham Healthy Schools Team in has also helped to develop the Pink & Proud resource. PSHE Coordinators also spoke highly of the following resources: Know Your Stuff, FPA Contraceptive Kits, FPA Leaflets, Drug Cases, Life Matters (game), Disability Rights Commission – Citizenship & Diversity, Volatile Substance Abuse, Sex and Relationships (Channel 4), Mental Health (Channel 4), Clipbank (Channel 4), Lifestory Workers, Birchfield, Smoking-poisons (Dashhouse), Thirsty Tree, RollerCoaster Pack.

5 Overview of Meetings and Consultation

During the course of the review members sought to gather as much information as possible by meeting with young people, healthy schools co-ordinators, PSHE co-ordinators, parent governors and Senior Managers from Schools.

5.1 Rotherham Show - PSHE Questionnaire Saturday 12th Sunday 13th 2009

At the Rotherham Show 209 young people completed a questionnaire regarding PSHE provision.

The inconsistency of PSHE was a recurring concern, and is illustrated in the response to the question “how do you rate PSHE as it is taught in your schools? (10 being the best):

	1	2	3	4	5	6	7	8	9	10	No Score
Number of Young People	23	17	18	22	34	24	32	22	12	5	2

Feedback from Young People Consultation:

139 young people felt that PSHE was important. They felt that it was important for a variety of reasons and these included “information to help make informed decisions and choices.” Particular topics such as “how to do CVs,” “university stuff,” “public violence and safety” and “sex education and teen pregnancies” were deemed particularly useful.

When asked what was good about PSHE many young people noted that it was “different from other lessons.” One young person noted the “change of teaching style.” Numerous young people had “fun” in PSHE, as it was “taught in a fun way” in which they could “work in groups.” Many pupils seemed to enjoy “open discussion,” the opportunity to “speak opinions,” and hear from “outside speakers.”

From the 46 young people who felt that PSHE was unimportant many asserted it was “pointless,” with one young person suggesting “nobody goes, you can cope without it.” Many young people felt that PSHE was “too repetitive.” Another frequent concern that young people raised was that “teaching is varied.” Some also felt that “time could be better spent revising core subjects.”

The final question “What needs to be improved in the teaching of PSHE? How?” brought a range of responses from young people. Many young people simply wanted *more* PSHE time. More than student wanted the opportunity to “sit in gender group” of the same sex during SRE and other sensitive subjects. Another young person said PSHE would be improved by “putting it into the timetable properly, not just in tutor.” One young person stated: “External people to teach it because can talk to them easier.” Most young people wanted specialist teachers and “more structured work.” Young people raised the point that PSHE needed to be tailored for each year and taught at “appropriate levels.” A few young people wanted “more control of lessons” with the opportunity for young people to “choose what we learn about.”

5.2 Meeting with members of Youth Cabinet – 29th September and 19th October 2009

The review group met members of Rotherham Youth Cabinet twice in order to gain an insight into some of their major issues surrounding PSHE.

Feedback from members of the Youth Cabinet:

During the meetings on the 29th September and 19th October 2009 young people raised various issues with the review group. Throughout the meetings young people repeatedly stressed the importance of PSHE. One young person described PSHE: “as a forum to gain more relevant experience about life.” The young people recounted much anecdotal evidence about the varying quality of PSHE. They felt that PSHE was dependent on the quality of the teaching – and all felt that trained and confident teachers were crucial. One young person suggested that they felt more comfortable speaking to a youth worker (rather than their PSHE teacher) and that youth workers could help to deliver PSHE. Many young people felt that outsiders speakers could be effective, but only if the speech was delivered at an appropriate time within a structured curriculum.

One area of concern was the amount of repetition. Young people felt that certain topics were repeated without being altered for different year groups. Young people also felt that the PSHE curriculum lacked a clear structure. One young person noted: “One week we did Healthy Eating, and the next we did Skin Cancer. There is no continuity.” Young people suggested that clearly communicating the work program at the beginning of the term would be useful. They also felt that the learning expectations for individual lessons needed to be clearer. One young person said that there should be a central board (and website or web link) with all the PSHE information on – and that this resource should even be accessible for school leavers; the young person stated they learnt how to write a cheque in year 9, but when it came to writing their first cheque after leaving school they couldn't remember how.

Young people recognised the “pros” and “cons” of having a PSHE qualification. They recognised that on the one hand a PSHE qualification could lead to a greater willingness to work amongst students (and staff) ensuring PSHE was “taken seriously”, but on the other a qualification may not fit with notion of *Personal* education – where people need to be allowed to discuss ideas and formulate opinions. Young people stated that they were often unable to suggest topics for discussions, although many felt that PSHE should to some extent be informed by the issues that concern pupils. A practical way for schools to gauge the topics young people would like to see feature in PSHE would be a private and confidential “e-suggestion box.”

Members of the Youth Cabinet felt that for PSHE to improve schools needed to better consult pupils. Pupils should be encouraged to provide honest appraisal of the PSHE provision by giving anonymous feedback. Pupils mentioned that their feedback should in no way impact, or appear to impact, their merit grades for the subject. Young people identified topics such as SRE (with an emphasis on the relationship and decision making aspect of sex), healthy eating, smoking and drug awareness, curriculum vitae advice and information on banking and personal finance as essential to learn.

5.3 Meeting with PSHE Co-ordinators 19th November 2009

Officers from the review group met with co-ordinators in order to gain the insight from the teacher responsible for PSHE in schools. Eleven co-ordinators completed a questionnaire on PSHE.

Feedback from PSHE co-ordinators:

Some of the questions that were posed to the PSHE Coordinators were the same as those completed by young people at the Rotherham Show. For example, both groups were asked to rate PSHE on a scale of 1-10 (10 being the best.) On average the young people rated PSHE at 5.12 and the Coordinators at 6.27. Although the size of the sample varied considerable this statistic is indicative of the broad consensus shared by young people and the PSHE Co-ordinators.

The Co-ordinators, like young people, had concerns about the status, resources, the lack of specialist staff and time allocated to PSHE. The difficult task faced by some co-ordinators was juggling the delivery of two programmes of PSHE, one program of Citizenship and another of Religious Education. Some positive examples of good practice that Coordinators had initiated (such as formal Y10 evaluation in which teachers received student feedback to improve future lessons) were being put under pressure by an emphasis core subjects.

5.4 Meeting with Parent Governors, 27th November 2009

Feedback from Parent Governors:

The Review group met with a number of parent governors who represented a cross section of schools in Rotherham including a Special School. They felt that PSHE was a crucial aspect of the curriculum. One Governor concluded that PSHE “was all part of becoming a rounded citizen.”

The main focus of discussion for the group was the parental right to withdraw young people from SRE. The Parent governors stressed that from enquiries at their schools this right was very rarely used. In terms of SRE the group felt that the legal and moral aspects of Sex Education could be emphasised more.

Parent Governors felt that greater attempts should be taken to include parents in PSHE. The Speakeasy course (in which parents are taught how to speak to their children about SRE) was seen as good practice but more parental education should be undertaken. In the 2009 Lifestyle Survey 80% of Year 7 female pupils stated they could talk to an adult at home, but by Year 10 this had dropped to 55% of female pupils. This statistic suggests that work to encourage parents to talk to their children was required, especially in the later years of school, and that for many young people PSHE was one of the only sources of information.

The governors felt that all parents should not only be given information on what their child is studying, but also homework tasks should aim to involve parents in PSHE. The Parent Governors felt that it was important that PSHE reflect the needs of the local community.

5.5 Meeting with members of Senior Management Teams, 8th December 2009

Feedback from Senior Managers:

Senior Managers from three secondary schools (Rawmarsh, Wingfield and St. Pius) attended the meeting. The group recognised the importance of PSHE as it leads to a happier, healthier and safer school and ultimately rounded, confident and successful students.

A deputy head summarised this feeling: "PSHE is one of the most important things a school can do." The Senior Managers noted that increasingly schools were being assessed on Well Being and Safeguarding issues and that effective PSHE was a key factor in achieving these targets. The Senior Managers felt that good teaching was a key factor in successfully delivering PSHE.

They were realistic about budget and timetabling pressures. These became particularly acute in Y10 and Y11. If specialist PSHE staff were unavailable then ensuring other members of staff (with support from the PSHE coordinator) were accountable for delivering PSHE was seen as vital to improve delivery. Ensuring that PSHE provision was quality assured was a key role for the SMT and PSHE Co-ordinator. Allowing students to provide feedback – and passing this feedback onto members of staff was an important process that would improve PSHE. The Senior Managers stated that young people should be able to influence the PSHE curriculum to ensure that it reflects community priorities.

The Councillors were particularly impressed with the IMPACT booklet at Rawmarsh because this offered young people a clear overview of the PSHE curriculum. The Councillors felt that all schools should provide pupils and parents with this level of information.

5.6 Lesson Observation, Aston Comprehensive School, 26th January 2010

Feedback from Lesson Observation:

The three members of the review group would like to thank Scott Johnson (PSHE Co-ordinator) and his class of excellent Y10s for allowing them to observe a lesson on Sexually Transmitted Infections.

The opportunity to observe a lesson firsthand deepened the understanding of the Review Group. In particular the group noted the way in which transferable skills (teamworking, working to deadlines, prioritisation, condensing and summarising material) could be included in the lesson. The way in which ICT was embedded in the lesson was exemplary and this added another dimension to the pupils learning. The quality of the teaching was outstanding and Scott praised the CPD offered by the Healthy School Team. The pupils eagerness, sensitivity and general attitude was also first rate. Cllr Fenoughty summarised the feelings of the group when he stated: "We must aim to reach a point where all young people are involved in such an absorbing, fun and worthwhile PSHE lesson."

5.7 Summary of Key Issues

During discussions with Young People, PSHE Teachers, Parent Governors and Senior Managers, various common themes emerged. Many of our findings are in tune with ongoing discussions at a national level regarding PSHE.

PSHE as a Subject:

- PSHE is viewed as a key subject that can make a real difference to young people.
- PSHE provides an opportunity to develop “soft” skills such as teamworking which can be used in other lessons.

PSHE in Schools:

- PSHE needs to be part of a full school ethos – with cross curricular linkages.
- Adequate time on the curriculum.
- PSHE needs trained and confident teachers.
- The curriculum needs to be well structured to avoid repetition and clearly communicated to pupils.
- Governors have a key role in influencing PSHE with respect to the level of parental involvement, encouraging young people set the PSHE agenda and ensuring PSHE reflects the schools ethos.
- Young People need to be able to suggest topics for PSHE and have a key role in evaluating current PSHE.
- PSHE can be used to fulfil parts of the new (September 2009) Ofsted Inspection Framework (Safeguarding and Every Child Matters.)

PSHE beyond Schools:

- PSHE should reflect the priorities of the community.
- The Youth Service needs to be involved in PSHE. If other agencies can bring skills to the PSHE classroom this should be encouraged. Macdonald notes approvingly:

“The national CPD programme has recently expanded its remit to incorporate participants from the wider workforce who contribute to PSHE education, such as youth workers, community liaison officers, Connexions personal advisers, health and social welfare professionals, as well as teaching assistants.”¹⁴

- Parents need to be included in PSHE.

A key challenge the Review group faced was taking these broad themes and turning them into clear recommendations that will make a positive difference. Throughout the process the Review asked how will we quantify outcomes? What measures will

¹⁴ Ibid., p.91

need to be taken for the Review Group to be satisfied that PSHE has improved in practice?

6.0 Recommendations

1 The Review Group supports the recommendations of the MacDonald Report (*Independent Review of the Proposal to make Personal, Social, Health and Economic Education Statutory*) and the implementation of SRE guidance to schools.

2 PSHE should be compulsory and part of every student's timetable. This provision should be available from year 7 to year 11 regardless of ability and examination pressure. Drop down days are a good way to provide a high profile supplement to PSHE, but should *not* be the only way that pupils receive PSHE.

3 PSHE should be taught by trained and confident teachers. As many members of staff as possible should access the year long Continuing Professional Development Programme delivered by the Healthy Schools Team. Schools should be encouraged to access the Inset Days around PSHE offered by the Healthy Schools Team.

4 Key subjects including SRE and Drug and Alcohol Awareness should be taught to all students.

5 Drawing on good practice developed in special schools, all pupils should learn about Every Child Matters agenda through the PSHE curriculum.

6 Speakers from Outside agencies (such as the Emergency Services, Local Businesses and Charities) should be used more widely as part of structured curriculum to illustrate aspects of the PSHE curriculum wherever possible.

7 Youth workers could help to deliver some aspects of PSHE depending on the Service's capacity. The opportunity for pupils to learn outside the school environment with trained professionals (with their own distinct skill set) could aid PSHE provision.

8 The review group recognises the balance between a system for evaluating pupils' progression and allowing PSHE to a flexible forum for discussion (see Macdonald Report Recommendations 17 and 18). The Review Group awaits further guidance from the DCSF, but would encourage informal checks by teachers (such as an end of term quiz) on key aspects of the curriculum.

9 PSHE provides an opportunity to develop transferable skills such as teamworking which can be used in other lessons. Schools need to maximise the opportunity provided by PSHE and actively incorporate skill based outcomes in lesson plans and structures.

10 Schools should structure the curriculum to avoid repetition and explain this clearly to pupils. The IMPACT booklet developed by Rawmarsh is one such approach which clearly communicates to pupils what they will be studying and when.

11 PSHE should be responsive to the needs and concerns of the local community. Young people, parents and governors should be able to

influence the content of the PSHE curriculum ensuring that it is relevant to local circumstances.

12 Parents should be included in setting PSHE topics. The Speakeasy project is recognised as an effective way to get young people and parents talking about issues.

13 The quality of PSHE delivery needs to be evaluated and assessed. The views of young people are crucial and the system adopted for evaluation should allow pupils to give anonymous feedback.

14 The Youth Cabinet to conduct a bi-annual (every two years) survey of PSHE to measure progress. This could be completed at the Rotherham Show.

15 Each school Governing Body should receive an annual report on the PSHE curriculum which should include student evaluation of its impact and relevance.

16 Briefings and Training can be developed for Governing Bodies on the importance of the PSHE curriculum incorporating the findings of this review.

17 PSHE to be part of the induction process for Governors and each school could have a governor champion for PSHE.

18 Wherever possible ICT should be incorporated in PSHE provision.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1	Meeting:	Children and Young People’s Scrutiny Panel
2	Date:	Friday 9 th April 2010
3	Title:	Children and Young People’s Plan 2010-2013 Consultation and Emerging Priorities
4	Directorate:	Children and Young People’s Services

5 Summary

In 2010 The Children’s Trust Board will publish a new Children and Young People’s Plan (CYPP). This will replace the existing CYPP, which runs until June 2010. The new plan will continue to set the strategic priorities for the work of partners on the Children’s Trust Board. It will now also be a requirement for the CYPP to be prepared and owned by the Children’s Trust Board.

The guidance, issued by the Department for Children, School and Families (DCSF), is also explicit in its requirement for broad consultation on the CYPP.

The findings of the consultation have been considered in the context of other factors affecting the Children and Young People’s Partnership, including the Notice to Improve, and the annual Audit of Need; a draft of the CYPP 2010-2013 has been prepared for the purpose of further consultation.

6 Recommendations

- a) **That the Children and Young People’s Scrutiny Panel receives this report.**
- b) **That the Children and Young People’s Scrutiny Panel offer comments to be recorded and fed back through the minutes.**

7 Proposals and Details

Background

In January 2009 the Department for Children, School and Families (DCSF) issued new guidance regarding the development of a new Children and Young People's Plan (CYPP). By April 2011 we are required to have a CYPP prepared and owned by the Children's Trust Board. It is intended that the new Rotherham CYPP (2010-2013) will be approved and operational by June 2010, when the existing plan finishes.

Context

The CYPP 2010-2013 will set the strategic priorities for the work of partners on the Children's Trust Board. These priorities will be established in the context of several factors:

- National and local policy frameworks, including; the existing Every Child Matters outcomes, Lord Laming's recommendations, an emphasis on all aspects of safeguarding and an increased focus on early intervention and prevention;
- The Action Plans and the work of the Improvement Panel that are responding quickly to findings of the Children and Young People's Services Review (April 2009) and the Comprehensive Area Assessment (December 2009);
- The transformational projects already underway in Rotherham including 'Transforming Rotherham Learning' and 'Inspire Rotherham';
- The annual 'Audit of Need' and, specifically, our performance against LAA indicators;
- Consultation feedback from our service users, including children and young people, their parents and carers, members of the communities in which they live and the professionals who work with them.

Details of the consultation

The consultation used a combination of face-to-face interviews and meetings, focus groups, local media and postal surveys; it was structured around the seventeen priorities in the existing CYPP. A leaflet was produced and an article with a response form was published in Rotherham News. Participants were asked to choose five priorities that were most important to them and rank these.

Consultation work with children used a simplified version of this approach where the priorities were printed on cards in more straightforward language and children were asked to sort these out into those that seemed more important and less important.

Focus groups were conducted with Youth Cabinet, Young Carers, Looked After Children (and their carers), Looked After Children living in Rotherham's

residential units and Young Offenders. In addition an event took place with senior leaders from across Children and Young People's Services.

Interviews took place at Community Engagement Events in Maltby, Dinnington and Rawmarsh.

Meetings were arranged with leaders of the Fire Service and Police Service, 14-19 Partnership Board, Rotherham Ethnic Minority Network, the Mosque Liaison Group and Risky Business. The proposed structure of the CYPP has been considered by the Children and Young People's Strategic Partnership, the Learning without Limits Partnership Executive, the Joint Headteachers' Meeting and with colleagues across RMBC, including Culture and Leisure. A draft of the CYPP has been considered by the Local Safeguarding Children Board.,

An article was placed in Rotherham News, distributed to all households in Rotherham, and we wrote to all Looked After Children, Councillors and GPs. A postal survey was also conducted with Foster Carers and Adoptive Parents.

The consultation also drew on the extensive body of work that has taken place with schools and learners through Transforming Rotherham Learning, the Connexions commissioning process and Neighbourhood Partnership work.

Consultation Results

Although each individual's response to the existing priorities was different, a body of opinion formed behind five of the existing priorities:

- To improve the safety and security of vulnerable children and young people;
- To reduce the impact of Domestic Violence;
- To halt the rise in infant mortalities;
- To ensure that all children and young people have the opportunity to live healthy lifestyles;
- Ensuring higher quality education / learning for all children and young people.

Features of the Plan

A. The Four Big Things

The concept of the four big things is that they will guide our activity in the next three years. The four big things are:

- Keeping Children and Young People Safe
- Prevention and Early Intervention
- Tackling Inequalities
- Transforming Rotherham Learning

What these 'big things' have in common is that their impact will be felt in every aspect of how we deliver services to children and young people; they will run through all the key priorities and activities outlined in this plan and require the involvement of every partner.

They are ‘big things’ because they are all equally important but have different characteristics (a corporate priority to which we contribute, an approach, a delivery vehicle).

The intention is to allocate an icon to each one which will be displayed wherever appropriate across priorities and action plans. Early discussions have indicated that this might extend beyond the CYPP itself, into other related strategies (14-19 Plan, Learning without Limits), learning community plans etc.

B. Emerging Areas of Focus

There are some areas of work that will be highlighted in the new Children and Young People’s Plan. These are:

- Communication, language and learning;
- Domestic abuse;
- Looked After Children;
- Obesity;
- The 14-19 offer;
- Post-16 options for young people with learning difficulties and disabilities;
- Giving babies a healthy start;
- Understanding and responding to the needs of migrant communities.

The purpose of these areas of focus is to draw attention to work that may need significant investment of resource, forensic attention and / or change management in order to change the direction of travel or significantly accelerate along a chosen path. Clearly, a vast amount of work will take place during this period that is not related to the priorities that are under the spotlight through the CYPP (although everything we do is likely to be linked to at least one of the four big things).

Next Steps

A draft of the Plan is attached for consideration. The consultation and approval process has been scheduled to proceed as follows:

MEETING	DATE	
Safeguarding Board	19 th March	Consultation
Cabinet Member	7 th April	Consultation
Scrutiny Board	9th April	Consultation
Children & Young People’s Board	21 st April	Consultation
Learning Theme Board	29 th April	Consultation
Cabinet Member	9 th June	Approval
Children & Young People’s Board	16 th June	Approval
Cabinet	23 rd June	Approval
Full Council – to receive recommendation of Cabinet (for approval)	N/A	Approval

8 Finance

The financial costs for conducting the consultation exercise are largely made up of staff time to attend events and meetings. Additional costs are:

Design and print of CYPP 'Have Your Say' leaflet (1000)	£381.71
Mailout to all Looked After Children	£226.20
Mailout to all Councillors	£37.80
Advert in Rotherham News	£750.00
Total	£1395.71

9 Risks and Uncertainties

Although, at each consultation event, it has been made clear that individual feedback must be taken in the context of the consultation as a whole, as well as other factors including national and local policy, there is still a risk that individuals and groups may not feel that their views and suggestions are reflected in the new CYPP and might be resistant to becoming involved in consultation activities in the future.

The Children and Young People's Plan must include a section to show that all strategic priorities will be adequately resourced. In the current financial climate it may not be possible to commit resources to the level of activity that service users have suggested during the consultation.

10 Policy and Performance Agenda Implications

The Children and Young People's Plan is the overarching plan for Children and Young People's Services and all other strategies, the CYPS Directorate Plan and Learning Community Plans should reflect the strategic priorities expressed in the CYPP. In turn, the CYPP is informed by the Community Strategy and Corporate Plan priorities.

In 2010 Rotherham will publish its first Child Poverty Strategy. Links between this agenda and the CYPP will be explicit.

11 Background Papers and Consultation

CYPP 2010-2013, Fourth draft 17.3.10.

Contact Name: Julie Westwood, Director of Resources, Planning and Performance
Children and Young People's Services,
Telephone: (74)2572
E-mail: julie.westwood@rotherham.gov.uk

Jenny Lingrell, Policy, Planning & Research Officer
Children and Young People's Services,
Telephone: (74)54836
E-mail: jenny.lingrell@rotherham.gov.uk

Children and Young People's Plan 2010-2013

Need more information?

Printed copies of this plan are being kept to a minimum but it is available electronically. You can access and download it from our website:
<http://www.rotherham.gov.uk/>

If you have any queries please contact the Policy and Planning Team at Norfolk House, Walker Place, Rotherham or by telephone on 01709 254836. Alternatively you can email jenny.ingrell@rotherham.gov.uk

If you would like to make comments or suggestions, or you would like to be involved in further developments, let us know by sending an email to consultation.cyps@rotherham.gov.uk or using the feedback form at the back of the plan.

If you would like this document in another format or language please contact us and we will do our best to accommodate your needs.

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FOREWORD

*'Setting the scene' – Joyce Thacker & Cllr. Wright
Draft to be written by Jenny Lingrell following discussion of concept.*

Shouldn't I feel a difference?

INTRODUCTION

This is Rotherham's third Children and Young People's Plan (CYPP) – the strategic overarching single plan for all the services delivered to Rotherham's children and young people. The intention of the plan is to show how all the partners who make up the Children's Trust are working together to provide services that will improve children's lives. We continue to be guided by the outcomes, chosen by children and young people themselves in Every Child Matters, there are to stay safe, be healthy, to enjoy and achieve, make a positive contribution and achieve economic well-being.

If you are a child or young person in or from Rotherham, aged 0-19, or up to 20 if you are leaving care, this plan is for you. If you are a child or young person with learning difficulties or disabilities, aged 0-25, this plan is for you. If you are a parent, carer or professional working with Rotherham's children and young people, this plan is for you.

A successful Children and Young People's Plan links clearly to wider plans for the borough, especially the Local Strategic Partnership Plan and the Local Area Agreement. In turn, it will connect and inform the important strategies and operational plans that drive delivery of care and services to our children and young people. The intention of the Children and Young People's Plan is to provide honest analysis of our progress, to identify our successes but also the more stubborn problems so that we can re-focus our attention where it is most needed for the next three years. This plan will state clearly our vision and identify the things we must do to realise this vision. It will explain how we are organised, who is accountable and how we will measure our progress.

Writing and, in particular talking to people during the consultation for this CYPP, there have been several recurring themes. These are the things that are shaping our thinking and influencing our direction of travel and, as such, they are likely to appear throughout this plan, either implicitly or explicitly.

Balancing universal and targeted services: we will seek to ensure that our universal services are nothing less than excellent, but at the same time we recognise that some children and young people need targeted provision to help with a specific need or problem. If we get our planning right we will direct resources to where they are most effective.

Personalised, child focused services: we will provide and deliver services based on the identified needs of individual children and young people and not around traditional structures and organisational boundaries. We will aim to be flexible in our approach, listen to the views of parents and children and respond to them when we design and deliver services. We will adopt the 'team around the child' approach.

Localised, child focused services: wherever possible we will deliver integrated services locally where they are most easily accessed by children and young people and their families and carers.

Tackling inequality: we will never be complacent about inequality. we will not be afraid to ask difficult questions about race, gender, religion, health and social inequalities in our borough.

Integration: the success of our 'team around the child' approach will rely on an integrated workforce that is committed to working in partnership to put the needs of children, young people and families first. We will talk to each other, and share information and expertise to make this happen.

SECTION 1: ABOUT ROTHERHAM

Rotherham in Context

Area Assemblies and Wards

There are seven Area Assemblies across the Borough covering an average of 36,000 people. Rotherham's Area Assemblies are geographical groupings of three wards, used as the basis for local partnerships made of Councillors, residents and other relevant organisations (PCT, police etc).

Between 1980 and 2004 there were 22 wards in Rotherham, these areas had populations ranging from 8,000 to 17,500. In 2004 these wards were replaced by 21 new wards with an average population of 12,000.

Population

At the most recent population estimates (2006) there were approximately 78,600 Children and Young People living in Rotherham which still represents 31% of the borough's total population as it did at the 2003 estimate. The gender split for children and young people (0-24 years old) in Rotherham has also remained constant since the model was produced in 2003. The figures for 2005 were 51% male, and 49% female.

Some age groups have reduced as a percentage of the 0-24 population (i.e. 1-4, 5-9 and 10-14) while other groups have increased (15-19 and 20-24) which reflects the general national trend of an aging population with less younger people, however we do know from local birth statistics that Rotherham's birth numbers have been increasing slightly each year since 2000, from 2527 in the 2000/01 academic year to 3381 in 2006/07.

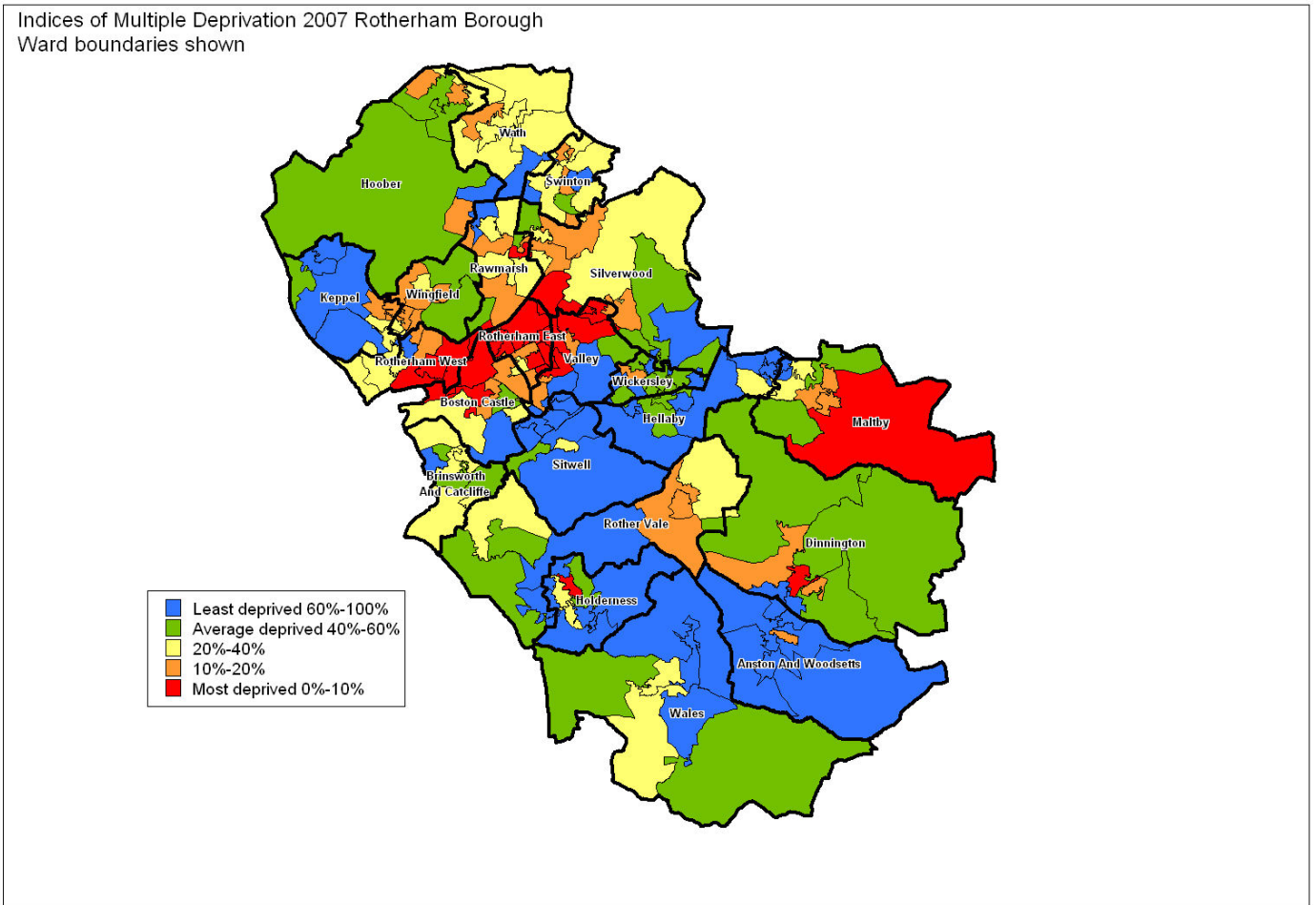
Ethnicity

The majority of Rotherham's BME population is concentrated in four central wards; Boston Castle, Rotherham East, Rotherham West and Sitwell, this has not altered between 2005 and 2007. In Rotherham South there is a large and growing BME population, based on school pupil data (2005 compared to 2008). The link between an increase in the birth rate and the growth of the BME population is also shown in 2001 Census data, where Rotherham South has the highest number of people living in families with two or more dependant children, with Rotherham East and Boston Castle wards being the two highest wards overall in terms of both families with two or more children and BME school pupils. More recently, there has been a significant increase in the arrival of EU migrants to the borough. In the school year beginning in September 2008 there were 375 new arrivals of school-age children, 58% (204) were of Roma heritage. In the school year beginning September 2009 there were 375 new arrivals, 69% (259) were of Roma heritage.

Areas of Deprivation

Deprivation in Rotherham is decreasing according to Communities for Local Government. Rotherham was ranked 48th most deprived district in England in the 2000 Index, and is now ranked 68th in the 2007 index; however this is still amongst the top 20% most deprived districts in the United Kingdom.

Within Rotherham there is a great deal of geographical variation to the levels of deprivation. This map shows the areas of greatest deprivation shaded in red.

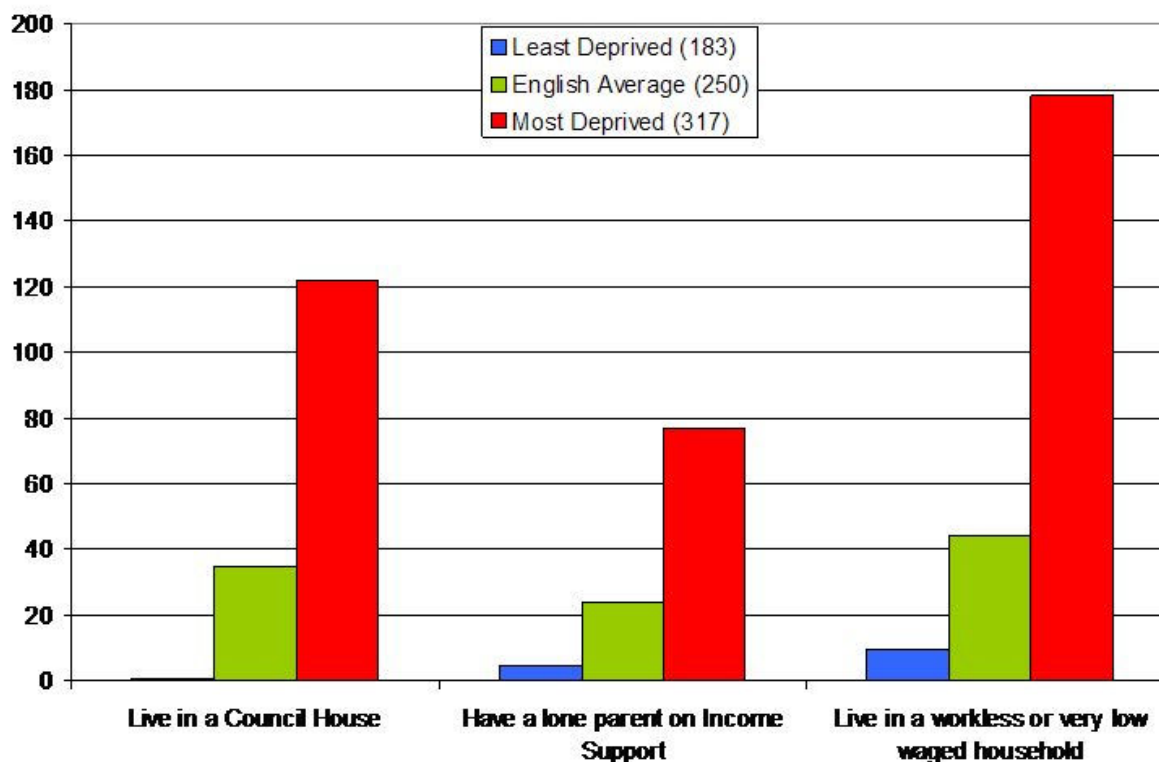


Rotherham, like many areas across the UK, has a significant number of children and young people living in deprived areas; 14.2% of all Rotherham children live in areas which are within the 10% most deprived nationally (using the Index of Deprivation Affecting Children (IDAC) 2007) and 31% of children who live in low income households live in the most 10% deprived areas nationally.

There is a striking variation in life chances for a child who grows up in one Rotherham's most deprived areas compared to one of the least deprived.

As a conceptual way to demonstrate the levels of inequality in the borough we have used the hypothesis of 500 Rotherham babies, and the assumption that 'nothing changes'. For the purposes of this illustration it is as if each baby experiences its life in the course of a single day, with 317 babies in the ten most deprived areas and 183 in the least ten deprived. This split reflects the younger aged structure of the most deprived areas.

(Example of layout to replace table)



Of the 500 babies	183 live in the least deprived areas	317 live in the most deprived areas
Are boys	93	161
Are girls	90	156
Are minority ethnic	10	105
Live in Christian families	144	198
Live in Muslim families	5	72
Are disabled	5	15
Live in a council house	1	122
Grow up in a lone parent family on Income Support	5	77
Will be classed as a 'Child in Need'	2	20
Grow up in a workless or very low waged household	10	178
Eligible for free school meals	7	138
Gain at least 5 GCSEs A-C (including English and Maths)	113	75
Stay on at school or college after 16	152	159
Become NEETs	4	34
Live in a household where highest qualification is NVQ 4/5 or degree	33	23
Will experience (annually)		
Violent crime	1	15
Deliberate fire	1	5
Anti-social behaviour	4	38
Become a professional or manager	31	16
Earn £30k+	193	79
Claim housing / council tax benefit	15	159
Qualify for a means tested DWP benefit	9	143
Become pregnant before 18 (123 girls)	3	11
Experience low birth weight or still birth	13	33
Can expect to live until age (males)	80.8	72.4
Can expect to live until age	87.2	78.1

Population of Children by Category of Risk

The table below details the population of children by category of risk and provides comparison between National and Rotherham percentage breakdowns. From this we can determine that Rotherham is in line with the National average in most categories but has a greater percentage of children classed as "Children in Need".

<u>Populations of Children by Category of Risk</u>		National		Rotherham	
Key to Diagram	Category	Number	% of All Children	Number	% of All Children
	All Children <i>(Ons Mid Year Population Estimates)</i>	13,186,100		63,159	
	Vulnerable Children <i>(Children aged under 9yrs - Ons Mid Year Population Estimates)</i>	6,334,000	48%	28,369	44.9%
	Children in Need <i>(National DFES Children in Need Census Feb 2005)</i>	385,300	2.9%	2,345	3.7%
	Looked After Children <i>(National DFES 903 Looked After Children Return (2006))</i>	60,300	0.5%	310	0.5%
	Children on Child Protection Register <i>(National DFES CPR3 Child Protection Return 2004-08)</i>	34,000	0.3%	225	0.4%

Communities in context

This section will map some (headline) local characteristics by learning community e.g. KS2 achievement, KS4 achievement, post-16 progression rates, rates of obesity, CAHMS referrals (as appropriate)





The planning context

This is Rotherham's third 'single' Children and Young People's Plan. It is written in the context of both additional demands on our services and a new, more intense level of scrutiny.

In 2010, as this plan begins, we are nearing the end of a severe economic recession; this has undoubtedly had an impact on the well-being of Children and Young People. Like many authorities, Rotherham has experienced a significant growth in its number of Looked After Children - between 2008 and 2009 this increased by 25%. The number of children subject to a Child Protection Plan has increased by 35% in the same period. This increase makes additional demands on children's social care in particular.

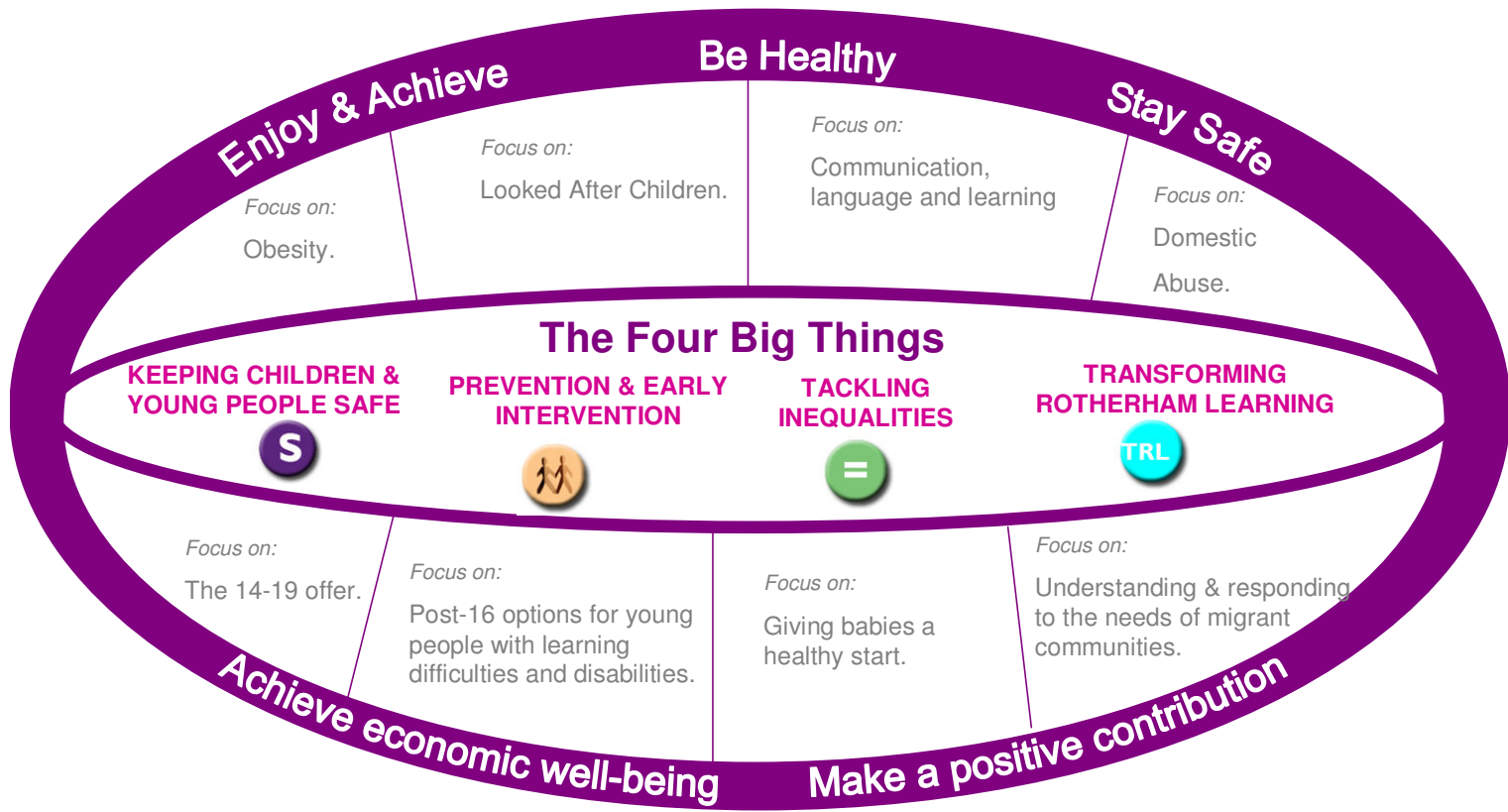
At the same time, since the Lord Laming report into the death of Baby P, the focus on safeguarding has increased and the recommendations make additional demands of our services; these include new inspection arrangements that will focus on leadership, recruitment, training, learning from experiences, partnership working and the availability of resources.

Children and Young People's services are inspected annually as part of the wider local authority inspection framework. Recent inspections, and an internally commissioned review (completed by Children First in 2008) and an Improvement Notice from the Department for Children, Schools and Families (DCSF) have all commended the work that we do well, but also identified specific issues that we must tackle quickly. The next section will show how these issues will influence our planning framework for the next three years. We intend to make swift progress to improve our service but we recognise that, to embed systematic change will take time.

SECTION 2 – OUR VISION AND THE FOUR BIG THINGS

Children & Young People’s Plan 2010-2013

“Working together to improve the lives of all Rotherham’s children and young people.”



Our Vision

‘Working together to improve the lives of all Rotherham’s children and young people.’

This vision has been subtly changed since the last Children and Young People’s Plan to make it more inclusive and realistic. We recognise that our responsibility is for all the children who are in Rotherham, but also for Rotherham children who go to live or learn elsewhere. We will work to ‘improve’ their lives but we do not seek to ‘change’ them. We continue to use the outcomes identified by children and young people when ‘Every Child Matters’ was developed; we want Rotherham’s children and young people to be healthy, stay safe, enjoy and achieve, achieve economic well-being and make a positive contribution.

Our Statement on Prevention and Early Intervention

Pending approval by the Children's Trust Board

The four big things

We have set out our vision and we know we must respond constructively to the findings of recent inspections and reviews. All these things have led us to identify four big things that will guide our activity in the next three years

What these 'big things' have in common is that their impact will be felt across our partnership in every aspect of how we deliver services to children and young people; they will run through all activities and areas of focus outlined in this plan and require the involvement of every partner.

For the purposes of clarity in this plan, we have allocated an icon to each one which will be displayed wherever appropriate to demonstrate where one of the four big things is linked to an areas of focus or action plan.

The following descriptions are intended to provide an overview of each 'big thing' and make it clear that, although each one will have an impact across outcomes, this will be in different ways and for distinct reasons.



Keeping Children & Young People Safe

Integral to the activity of all partners; specific arrangements put in place to keep the most vulnerable safe from harm.



Prevention and Early Intervention

A new focus to help us target our activity effectively; underpinned by the early support and prevention strategy.



Tacking Inequality

The work we will do to narrow the gap between the life experience and all five Every Child Matters outcomes for the least and most deprived children in our borough



Transforming Rotherham Learning:

A delivery vehicle that will support us to achieve our vision by developing 16 multi-agency learning communities with child-focused integrated teams and state of the art facilities.

These things may begin as distinct projects but ultimately, they will all become part of the way that we deliver children's services. A commitment to **integrated children's services** and a focus on **workforce development** will be a central factor to making these approaches a reality of our daily work and this will also be highlighted throughout the plan.

The links between the four big things we've identified is plain. The prevention and early intervention strategy will ensure more children and young people are safeguarded from harm and that their experience of inequality is minimised. The strategy relies on the partnership structures and innovative leadership skills that will be put in place through Transforming Rotherham Learning.

Keeping children and young people safe



We all have a responsibility to keep Rotherham's children and young people safe. This applies to the partners in the Children's Trust as well as organisations, institutions, families and individuals.

We will strengthen our approach to safeguarding and ensure that our arrangements are robust enough to keep all Rotherham's children safe.

Since the Lord Laming report into the death of Baby P, the focus on safeguarding has increased and the recommendations make additional demands on our services including new inspection and scrutiny arrangements. Our approach to safeguarding will be determined at many different levels, including the way we structure and lead our organisations, recruitment and training practice, how effectively we work in partnership and our decisions about how to allocate resources.

We need to ensure that robust arrangements are in place to assess and respond to risk. This applies in universal settings, for example, the National Health Service in Rotherham now has named doctors and named nurses who take a lead and provide advice and support on child protection. In our schools travel and access arrangements are made with safeguarding in mind. Targeted that provides a response that is specific to the needs of an individual child or young person.

We can never be complacent about the safety of our children; it is our responsibility to question, assess, analyse and make changes when they are necessary.

Rotherham's Safeguarding Children Board provides support and challenge. Its main objective is to ensure the effectiveness of all work done to safeguard and promote the welfare of children and young people in Rotherham. The board works through a structure of sub groups that ensure the children and families workforce have robust procedures and good quality training. The board also undertakes serious case reviews where there is a need for professionals to examine and, crucially, learn from situations of abuse or neglect that have resulted in the death or serious to a child or young person.

A partnership approach to keeping children and young people safe is central to its success. We will continue to improve our integrated children's services with safeguarding in mind.

Prevention and early intervention



Rotherham's Prevention and Early Intervention Strategy outlines the strategic approach that will underpin frontline delivery of coordinated services; it is central to realising the vision of improving the lives of Rotherham's children and young people.

The strategy recognises that outcomes will only be improved effectively if the focus is shifted from dealing with the consequences of difficulties in the lives of children and young people, to preventing things from going wrong.

The strategic objectives of the strategy are to:

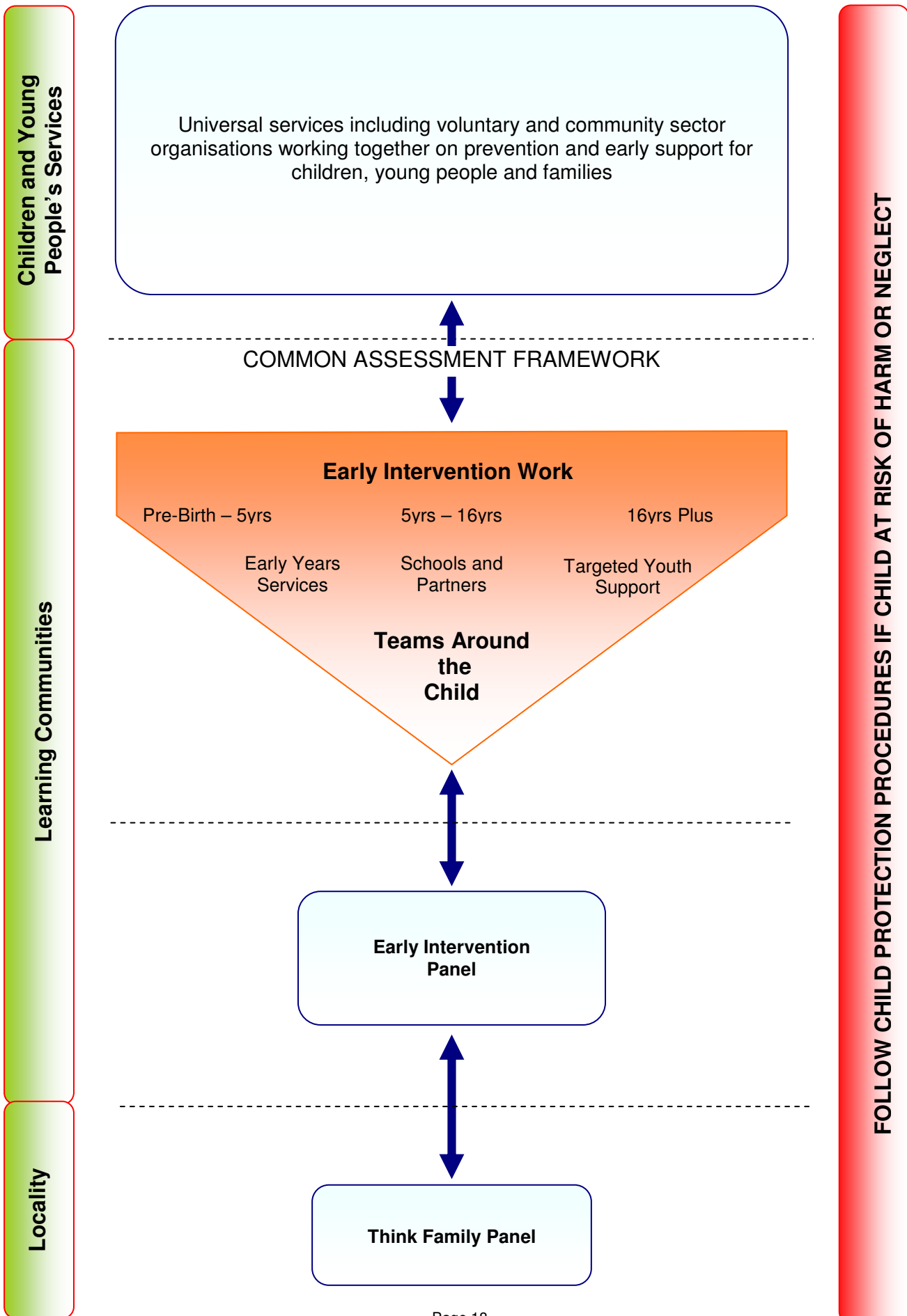
- Create multi-agency partnerships that work together to improve outcomes for children, young people and families;
- Support the re-focusing of resources from crisis intervention to prevention;
- Identify need at the earliest opportunity;
- Provide swift and easy access to support;
- Develop personalised, family focused action plans for individual children, young people and families;
- Ensure clear accountability for the delivery of agreed outcomes;
- Provide the tools and process to enable services to work together;
- Deliver learning and development opportunities across all sectors to equip staff to work together
- Develop agreements that enable children and young people's services to work with adult services
- Ensure families are actively involved in planning and agreeing the support offered.

Too many of our children and young people are moving out of reach of the universal services provided by early years settings like Children's Centres or schools and, as a result, our resources are increasingly thinly spread. The model of preventative and early intervention uses universal settings to identify problems early, using an agreed basket of indicators, so that the need for an increasing scale of potentially intrusive support does not arise. The structures to support the model are identified in the diagram on page 15.

The 'Strengthening Families' approach is an important feature of this strategy; it includes specific actions to ensure that services provided to children and adults are integrated – allowing us to deliver effective support to the whole family.

The Prevention and Early Intervention Strategy includes the details of what we are going to do to achieve our objectives. It is available to download from Appendix 5 of this Plan.

Prevention and Early intervention Framework



Tackling inequalities



Addressing areas of inequality is a theme which runs throughout the Children and Young People's Plan. The new Equalities Bill (due to become law in 2010) has strengthened the existing legislation and introduced an Equality Duty. This will mean that the Council as a whole will need to think about the needs of everyone who uses their services or works for them. It has also introduced a duty for local authorities to consider reducing inequalities which result from socio-economic disadvantage.

As a Council, the commitment to reducing inequalities can be seen by the recent accreditation as an Excellent Authority under the Equality Framework for Local Government - the first council in the country to attain excellent level.

However, tackling inequality in its broadest sense remains a challenging and complex issue. This has been recognised in the Corporate Plan where the over-arching intent is to narrow the gap between the most and least deprived communities in the borough. All too often, inequality of experience is evident in the chaotic lives of our children and young people; this can manifest itself in low aspirations, low attainment, health inequalities and, potentially, social exclusion. These are the same factors that are inextricably linked with child poverty. We will seek, through our work with families, and in learning communities, to break these links so that a child who lives in poverty can still be a child who is happy, healthy, safe and successful.

If we make an impact on the lives of children today, we will also make an impact on reducing child poverty and tackling inequality for children in the future.

Our 14-19 Plan will set out the ways in which we can better prepare young people to be happy and successful adults by delivering access to the right skills, qualifications and high quality information, advice and guidance for whole families to ensure they can take advantage of the right opportunities.

Clearly the aspiration of tackling inequality is an ambitious and broad agenda. To tackle such a complex agenda requires 'joined up' effort across the Local Strategic Partnership and the Council. In 2010 Rotherham, like all local authorities, will be required to develop a local Child Poverty Strategy which will draw attention to the broad approach we will take to tackle Child Poverty. Where we feel that the activities we identify in this plan, contribute to this over-arching agenda we will signal this with an icon.

Transforming Rotherham Learning



Transforming Rotherham Learning is the project name of Rotherham's Building Schools for the Future (BSF) programme, it is also the delivery vehicle that will make it possible for us to tackle the other 'big things' we have identified.

BSF will deliver significant investment into the borough to re-build our secondary schools. In Rotherham we have responded to this investment with ambitious and far-reaching plans to transform each of our secondary schools into the hub of a vibrant learning community.

Each of the 16 multi-agency learning communities will incorporate integrated service provision built around local needs and aspirations. The analysis of our "communities in context" demonstrates that we have already begun to think about our borough in a local context so that we can deliver innovative personalisation, based on the needs of individual children, young people and their families.

The Transforming Rotherham Learning vision identifies much more than refreshed school estates, it sees:

- Learning communities where people want to work and learn because they have access to greater personalisation and choice;
- Personalised learning spaces which will raise levels of attainment and engagement at all ages;
- A seamless 0-19 pathway with more effective and engaging transition programmes and, ultimately, 100% progression;
- Support for parents, schools and communities to raise aspirations, particularly in areas of deeply embedded disadvantage;
- Provision of comprehensive, integrated childcare and education and local delivery points for inter-agency family support;
- A way to address the skills shortage, particularly in higher skill sectors;
- More local people involved in learning;
- More comprehensive sport, leisure and community learning provision;
- Cutting edge technologies across all of this provision.

The learning communities created by Transforming Rotherham Learning will be at the heart of how we keep children safe and area able to identify problems early and respond with appropriate support. It will provide the structure and space to work with whole families. And, crucially, by driving down the number of working age adults who lack essential skills and driving up the number of young people who are prepared to be the workforce of the future, it will contribute significantly towards tackling inequality throughout the borough.

Transforming Rotherham Learning will also have a role in delivering specific outcomes linked with the priorities identified in this plan.

SECTION 3: PROGRESS & PRIORITIES

Taking stock – a progress report

The purpose of the Children and Young People's Plan is to provide strategic direction and galvanise us into action to ensure we all work together to achieve the vision for children and young people.

We have chosen our course for the next three years following a process of careful and honest analysis to take stock and identify how far we have travelled since the last Children and Young People's Plan was written in 2007. We will continue to be guided by the national 'Every Child Matters' framework and organise our thinking according to the five outcomes it identifies:

- Being healthy;
- Staying safe;
- Enjoying and achieving;
- Achieving economic well-being;
- Making a positive contribution.

This progress report will:

- Review the commitments we made in 2007;
- Identify the activities that we are most proud of;
- Analyse the impact we have made on outcomes and how these are linked to wider frameworks of accountability, such as the Local Area Agreement;
- Overlay what you have told us is important during the consultation process. The full details of the consultation are available in Appendix 1 – the consultation report;
- Feed in any other factors that we are aware of, including relevant findings from recent inspections and reviews;
- Seek to draw together this information and assess where we need to focus in the next three years.

There are some key questions that are central to this self-assessment process. Are we happy with the current direction and speed of travel? Do we need to persist with our current plans and activities or make fundamental changes? Is a significant investment of energy, attention or resources required for us to achieve our goals?

In this plan, we intend to draw attention to the areas where significant change and investment is needed, whilst continuing to monitor closely the impact of the plans we have already put in place.

Being Healthy

In 2007 our commitments were:

- To halt the rise in infant mortalities
- To improve the sexual health of all children and young people
- To ensure that all children and young people have the opportunity to live healthy lifestyles
- To support children and young people with complex needs and continuing health and care needs.

The things that have gone well and made a positive impact on outcomes are:

- The Infant Mortality Action Plan has been implemented to reduce smoking during pregnancy, increase rates of breastfeeding and improve ante-natal care.
- The Teenage Pregnancy Strategy has been implemented to provide a more localised approach to data and improve access to contraception. The Maltby Girls project has been successful and will be rolled out to other areas.
- Sexual health is now part of the PSHE curriculum and work to raise awareness of sexually transmitted diseases has been successful. Chlamydia screening has been introduced.
- Obesity continues to be an issue both nationally and locally. A national child measurement programme has been introduced to help monitor the rates of children who are obese or overweight.
- 98% of schools have been accredited in the Healthy Schools programme.
- Access to child and adolescent mental health services (CAMHS) has improved by providing additional capacity through single point of access teams.
- We have commissioned more places for children and young people to receive treatment for alcohol and drug misuse; the percentage of those with a problem who receive treatment has increased.
- An integrated SEN and Disability Team has been created with strong links into adult services to provide excellent transition planning.

Being Healthy

You've told us that:

- Infant mortality is a very emotive issue and many of the people who took part in our consultation reacted strongly to the thought of babies dying in the 21st century. 18% of respondents chose this as their highest priority.
- Enabling children and young people to have healthy lifestyles is also an issue that is important to you and was ranked in the top five priorities in the consultation. Parents and carers are more likely to rank this as an important issue than children and young people.
- In 2009, 11% of those secondary pupils who completed the survey said that they eat fast food or takeaways every or most days; 71% said that they have fast food or takeaways every week.
- Improving sexual health was the least chosen priority during the consultation.

Other factors, including recent inspections and reviews tell us that:

- It is a requirement of the LAC self assessment that health priorities for looked after children are reflected in the Children and Young People's Plan and monitored by the Children's Trust Board.
- We need to do more work to embed the use of the Common Assessment Framework in practice across Children's Services.
- Awareness of the emotional health and well-being of children and young people is an emerging issue that cuts across many issues including obesity, bullying and being or becoming at risk of sexual exploitation.
- The Child Death Overview Panel identifies a safe sleeping campaign as a priority action to reduce the number of child deaths, and a campaign to raise awareness of the risks of alcohol use.

Our assessment is that:

The Infant Mortality Action Plan is in place and work continues to address the issues identified in the plan. Low birth weight is considered to be a more sensitive indicator of infant and mother's health than infant mortality – this is a less emotive issue than infant mortality that would alter the balance of response in the consultation.

Teenage pregnancy and, in particular the under-18 conception rate, continues to be a concern. However, the direction of travel is positive and plans are in place to continue making an impact in this area.

Healthy lifestyles – in particular tackling the rise in obesity – and improving emotional health and well-being both continue to be under the spotlight – both locally and nationally.

There are areas of concern related to the health of Looked After Children.

Staying Safe

In 2007 our commitments were:

- To improve the safety and security of vulnerable children and young people;
- To reduce bullying by implementing robust protocols, systems and through sharing good practice;
- Reduce the impact of Domestic Violence.

The things that have gone well and made a positive impact on outcomes are:

- The Local Safeguarding Children's Board has been strengthened with the appointment of a new independent Chair and revised representation (including a local Headteacher and the lead member for Children's Services).
- A local Councillor for Safeguarding has been identified in each area of the Borough.
- A new Serious Case Review process is in place to ensure robust partnerships are in place.
- 36 new foster carers were recruited in 2009.
- A new performance reporting system has been introduced to monitor individual cases and worker caseloads.
- Common standards around safe recruitment practices are in place across all partner agencies.
- Dedicated children and young people police officers are now placed with locality teams and this has helped early intervention work.
- The Safeguarding Unit works closely with the Police to monitor individuals assessed as presenting high risks to young people.
- New inter-agency guidance is in place to ensure that we respond appropriately to Domestic Abuse and the new Domestic Violence Priority Group are driving this forward.
- All Rotherham schools have signed the Department for Children, Schools and Families Bullying – A Charter for Action. There is an Anti Bullying Strategy and an Anti Bullying Toolkit in place.

Staying Safe

You've told us that:

- To improve the safety and security of vulnerable children and young people was the priority that received the highest response in the consultation; both children and adults believe that keeping children safe must come first.
- Domestic Violence was also an issue that many people who responded to the consultation felt strongly about. Vulnerable groups of young people are particularly concerned about this issue.
- The Lifestyle Survey asks young people to consider how safe they feel in certain environments. In 2009, 23% of pupils who responded to the secondary survey said they never feel safe in the town centre, 23% say they never feel safe out alone and 19% never feel safe 'on local buses and trains'.
- The Secondary Lifestyle Survey shows an increase in the percentage of pupils reporting incidents of bullying from 48% in 2008 to 53% in 2009. There has also been an increase in the percentage of pupils who said they go help and support with bullying from 37% in 2008 to 49% in 2009.
- The Looked After Children that we talked to had particular concerns about how they interact with their social workers, including how often they see their social worker, whether they keep their appointments reliably and how often the social worker who is allocated to them changes.

Other factors, including recent inspections and reviews tell us that:

- We need more social workers, social work managers and health visitors to work with children and young people in Rotherham. We have launched a new social worker recruitment website and are hoping that early interest in the website will be sustained.
- We need to improve the percentage of initial assessments that are carried out within seven working days, and core assessments carried out within 35 working days at the same time as maintaining and improving the quality of assessments.
- We need to do more work to embed the use of the Common Assessment Framework in practice across Children's Services.

Our assessment is that:

Safeguarding children and young people is a priority for every partner and individual and plans for each institution need to be in place. We need to ensure that our response is fully coordinated with appropriate multi-agency protocols for action and information-sharing; embedding the use of the Common Assessment Framework will be central to this.

Recruiting foster carers, particularly from black and minority ethnic backgrounds continues to be a priority.

E-safety is an emerging issue.

Enjoying and Achieving

In 2007 our commitments were:

- To raise attainment across the borough for all children and young people;
- To improve children and young people's chances of taking part in sporting and cultural activities;
- Ensuring higher quality education / learning for all children and young people (0-19 years old);
- To raise the attainment of Looked After Children, children from BME backgrounds and those with special and complex needs.

The things that have gone well and made a positive impact on outcomes are:

- The focus of the 'National Challenge' and 'World Class Primary Schools' programmes introduced by the Department for Children, Families and Schools has had an impact, particularly at Key Stage 4. Schools that are seeing performance improve have focused on excellent leadership and management including forensic use of information. Schools are encouraged to share good practice and there have been positive examples of successful partnerships between successful and less successful schools. The focus of developing learning communities will be to improve these trends with a continuing relentless focus on performance. The School Effectiveness Service has been structured to support this work.
- Major initiatives have been implemented to develop Communication, Language and Literacy (English) 0-19, including the Imagination Library (0-5 age) and Inspire Rotherham.
- Work by the Get Real Team has supported Looked After Children to improve their educational outcomes. In 2008/9 11 young people increased their predicted grade by one in core subjects, and by two grades in different subjects. An early years PEP has been launched and early years settings now designate a post to focus on Looked After Children.
- Work by schools to implement the Positive Progress Behaviour Strategy has been successful in improving attendance and reducing both fixed term and permanent exclusions significantly.
- An integrated SEN and Disability Team has been created to provide more co-ordinated holistic services. The development of the overarching strand 'Closer the Better' is looking at ways in which children and young people with complex needs will have their needs met in Rotherham.
- An £11 million Town Centre Leisure Complex opened in October 2008. The play areas in Clifton Park opened in summer 2009 and have received local praise and national plaudits.

Enjoying and Achieving

You've told us that:

- Improving the attainment of ALL children and young people in Rotherham is one of your biggest priorities. During the consultation many people told us it was difficult to choose between priorities – they hoped that by making the drive for improvement universal, vulnerable groups would benefit too.
- The national Tellus3 Survey includes a question about which activities children and young people have participated in during the last four weeks (not including things as part of school lessons). Only 40% of Rotherham children and young people went swimming (compared to 46% nationally) and only 50% went to a sports club or class to participate in sport (compared to 58% nationally).
- The Lifestyle Survey suggests that having access to sports and leisure facilities in the local community and the cost and convenience of transport links make a difference to their use.

Other factors, including recent inspections and reviews tell us that:

- All our early years settings have been awarded 'Good' or 'Outstanding' status by Ofsted. There has been a significant rise in the number of schools achieving Outstanding Ofsted inspections. There is concern that there are some primary schools where the rate of improvement is static and standards are at risk of falling.

Our assessment is that:

There is an urgent need to focus on performance in Primary Schools to ensure that the rate of improvement is much faster and more widely spread across all schools.

We recognise that there is a need to focus on vulnerable groups of children and young people and to include whole family support in that work. Looked After Children, Children with Special Needs, children from black and minority ethnic backgrounds and boys (especially working class boys) need focussed support to fulfil their potential.

Making a Positive Contribution

In 2007 our commitments were:

- To promote positive images of young people in their communities;
- To reduce the number of children and young people who offend and re-offend;
- Support parents and carers and families to promote positive behaviour;
- To support children and young people of families coming to Rotherham as economic migrants.

The things that have gone well and made a positive impact on outcomes are:

- Schools are working to promote community cohesion as part of the Self Evaluation Framework. A dedicated officer has been appointed to monitor and support this work in schools.
- The Respect Strategy and Action Plan has been implemented. Public perception is a key element of this and a weekly media digest has been established to measure the percentage of positive images of children in local and national media. The number of positive articles outweighs negative articles and this trend has increased during 2009.
- The Family Intervention Project has been developed with key partners and has had positive outcomes. For example, one intervention has resulted in the young person not going through criminal justice system.
- Early Intervention teams are now co-located in localities to target positive activities in areas of high crime. These teams consist of Youth Offending Service Early Intervention workers, Connexions personal advisers, substance misuse worker and in some areas teenage pregnancy workers and dedicated police officers.
- The Police Service are piloting a triage system with the Youth Offending Teams which aims to offer restorative youth justice as an alternative young people who have committed low level, low risk offences entering the criminal justice system.
- Rotherham now has a dedicated Parenting Strategy, a Parenting Strategy and a Parenting Workforce including 4 specialist parenting practitioners, 11 parent support advisers and a family intervention team for anti social behaviour.
- A local police officer won a national award for his work with Swinton and Wath comprehensive schools that have reduced the rate of youth offending.
- The first Parent Voice Forum is being established in Wentworth Valley and will be the model for future developments.
- The 'welcome offer' for children newly arrived in Rotherham has been enhanced and refined to embed support in schools; staff with Eastern European language skills have been recruited.

Making a Positive Contribution

You've told us that:

- In The Place Survey Rotherham performed poorly for National Indicators 1 and 4. All the respondents to The Place Survey are adults, however, this is an indication of how communities feel about themselves and their relationship to government.
- A consultation event with black and minority ethnic young people revealed that: (Quote from Mr Mohammed – Yemeni Centre).

Other factors, including recent inspections and reviews tell us that:

- The Department for Children, Schools and Families are promoting the 'Think Family' approach to improve outcomes for children and young people.

Our assessment is that:

It is evident that partners from South Yorkshire Police and South Yorkshire Fire and Rescue have made a significant impact on reducing crime, youth offending and anti-social behaviour, and in raising self-esteem and educating young people about specific issues. To continue to positive impact of this work we need to promote and embed partnership working.

Equally, the work that has begun to support parents to be a positive influence, is demonstrating that it can have a significant impact on outcomes for children and young people. We need to broaden the reach of this work to realise its full potential.

We need to ensure that our services are responsive to the needs of families, newly arrived in Rotherham, particularly from Eastern European countries, and ensure that community cohesion is maintained and improved.

Achieving Economic Well-being

In 2007 our commitments were:

- Increase the number of young people in education, employment and training;
- Ensure that all children and young people live in Decent Homes
- Assisting economically inactive parents, carers and family members, including those on Incapacity Benefit and lone parents, back into work;
- Improve process for adaptations to housing for children and young people with special needs.

The things that have gone well and made a positive impact on outcomes are:

- The Connexions Services was re-commissioned and the new provider, Prospects, began delivery on 1st October 2009. This includes a developed targeted Information, Advice and Guidance service providing individualised information and support to young people who are NEET.
- Rotherham continues to increase the number of young people with enterprise skills through its enterprise flagship programme Rotherham Ready which has been identified regionally, nationally and internationally as good practice. In 2008/9 Rotherham Young Enterprise supported 51 new business start ups by young people aged 18-30 years.
- Diploma development groups are in place for 14 of the 17 Diploma areas. The Construction and Built Environment diploma started in September 2008, Engineering and Creative and Media started in September 2009.
- All secondary schools are part of Positive Progression Partnerships which focus on the provision for at risk young people. This includes vocational and applied learning opportunities.
- 2010 – the Arms Length Management Organisation continues to work to increase the percentage of home that are decent.
- The percentage of care leavers at 19 who are in education, employment and training has increased.
- A Transition Plan for children with complex physical and / or learning difficulties was established in 2006 and is now well embedded.
- The Early Years Service have been successful in promoting the take-up of childcare and tax credits. 230 additional families are now accessing the childcare element, an increase of 16.8% compared to a national increase of 8%.

Achieving Economic Well-being

You've told us that:

- The Looked After Children that we talked to had lots of comments about their transition to adulthood and felt that more could be done to support them with the 'leaving care' process.
- *Additional comments from Connexions consultation*

Other factors, including recent inspections and reviews tell us that:

- The Child Poverty Bill enshrines in legislation the commitment to eradicate child poverty by 2020.
- The economic climate in the UK has made it more difficult to fulfil our goals of attracting new jobs to the borough and decreasing the number of young people Not in Employment, Education or Training.
- The Education and Skills Bill includes legislation that will require all young people (to the age of 17) to remain in full time education or training until 2013, and, by 2015 the participation age will be increased to 18. To ensure that the right preparations are made for this change in legislation, all local authorities are required to have in place a 14-19 Plan to ensure that adequate preparations are made.
- The 14-19 Plan also makes provision for the planning and funding of post-16 learning and training opportunities to be led by the local authority from April 2010 when the Learning and Skills Council will be replaced with the Young People's Learning agency (with slimmed down responsibilities), the National Apprenticeship Service and the Skills Funding Agency (for adult learning opportunities).

Our assessment is that:

The raised participation age for education and training is a significant change that will require additional planning to ensure we have the right opportunities in place. Information, advice and guidance for young people and their families will also be crucial to ensuring we meet the challenge of this new legislation. We want to use the change in legislation to kick-start a programme of activity that will enable young people to become the valued workforce of the future.

The complexity of this challenge is even more acute for learners with learning difficulties and disabilities. More work needs to be done to ensure their transition to adulthood is positive and properly supported.

Although Rotherham has made a significant investment to improve accommodation for care leavers we still provide suitable accommodation for fewer care leavers than our statistical neighbours.

SECTION 4 - Areas of focus 2010-2013

There are several areas where we feel we must provide additional focus during the next three years. The purpose of this focus is to draw attention to areas where we may need to place under forensic scrutiny, invest significant resource or apply change management processes in order to alter the direction of travel or significantly accelerate along a chosen path.

Focus on Obesity

Why do we need to focus on obesity?

What are we going to do?

- Implement the Childhood Obesity Strategy, model and action plan for prevention and treatment agreed by the NHS, the local authority and its partners.
- Obtain additional funding for obesity initiatives in the community and to enable more clinical approaches to be undertaken.
- Roll out Carnegie Cub (Tier 2) across the whole of the Borough from April 2010 and young people supported to attend.
- Improving the access to health care and health checks for Looked After Children.
- To Improve children and young people's chances of taking part in sport and physical activities.
- Supporting the Play Strategy developments and maintain a strong and effective play partnership to enable good quality, sustainable play.
- Increase the number of young people in treatment for substance misuse.
- Increase awareness of substance misuse treatment available.
- Fully embed services within the Early Intervention Team arrangements to enable referrals from these sources to increase.

Speak to Paul Theaker about new measure and what to add in here please.

How will we measure if we've been successful?

Linked plans and strategies

Focus on communication, language and learning

Why do we need to focus on communication, language and learning?

What are we going to do?

- Targeting attainment at Key Stage 1 in Reading, Writing and Maths.
- Targeting attainment at Key Stage 2 in English and Maths.
- Targeting attainment for pupils achieving five or more GCSE passes at grades A* - C (and equivalent).
- Ensure all looked after children have a Personal Education Plan (PEP) and achieve at least 1 GCSE at A*-C.
- Target the attainment of boys (0-19).
- Targeting the development of Communication, Language and Literacy (English) 0-19.
- Implement the third phase of the restructure of School Effectiveness Service to address the changing agenda and management capacity within schools to enable them to support the number of young people with English as an additional language and the increasing number of Asylum Seeking and Migrant Worker families.

How will we measure if we've been successful?

Linked plans and strategies

Focus on domestic abuse

Why do we need to focus on domestic abuse?

What are we going to do?

- Continue to raise awareness on Domestic Abuse and its impact on children
- Work in partnership within locality teams with schools, police, neighbourhood and voluntary sector services to ensure effective action to help families suffering from Domestic Abuse.
- The Operational Safeguarding Manager will be the Domestic Abuse champion and will progress these issues across Localities and the broader services for children and young people.

How will we measure if we've been successful?

Linked plans and strategies

Focus on understanding and responding to the needs of migrant communities

Why do we need to focus on understanding and responding to the needs of migrant communities?

What are we going to do?

- Improve the integration, learning and achievements for looked after children and children from ethnic minority backgrounds.

How will we measure if we've been successful?

Linked plans and strategies

Focus on Looked After Children

Why do we need to focus on Looked After Children?

What are we going to do?

- The early years Personal Education Plan will be rolled out with the development of the post of a designated person in each early years setting.

How will we measure if we've been successful?

Linked plans and strategies

Focus on the 14-19 offer

Why do we need to focus on the 14-19 offer?

What are we going to do?

How will we measure if we've been successful?

Linked plans and strategies

Focus on post-16 options for young people with learning difficulties and disabilities

Why do we need to focus on post-16 options for young people with learning difficulties and disabilities?

What are we going to do?

How will we measure if we've been successful?

Linked plans and strategies

SECTION 4: How we are organised to deliver this Plan

This section of the Children and Young People's Plan will explain how we are organised in Rotherham to respond to the needs of children and young people. It will show how each organisation is involved in the partnership that holds overall responsibility for the well-being of the borough's children and young people. It offers a clear picture of how we are structured today, in June 2010. However, we recognise that change is often an essential component of improvement. We have identified some of the changes we would like to make in the action plan for delivering excellent, integrated Children's Services.

The Children and Young People's Trust Board (the Board) is a manifestation of our partnership arrangements and will remove any constraints or barriers to progress by developing more integrated services and pursuing better and better outcomes for children and young people. The work of the Board is to develop strong understanding of issues from different perspectives and identify those areas we must improve. This will, in turn, feed into joint planning and commissioning, a joint workforce development strategy and joint ownership of the strategic framework provided by this plan.

The Board also has a wider role – to ensure that the interests of children and families are embedded in planning and delivery across the Local Strategic Partnership, including plans for economic development, community regeneration and tackling worklessness. The Board also monitors the work of the Rotherham Safeguarding Children Board to ensure that it is effective in safeguarding and promoting the welfare of all children and young people.

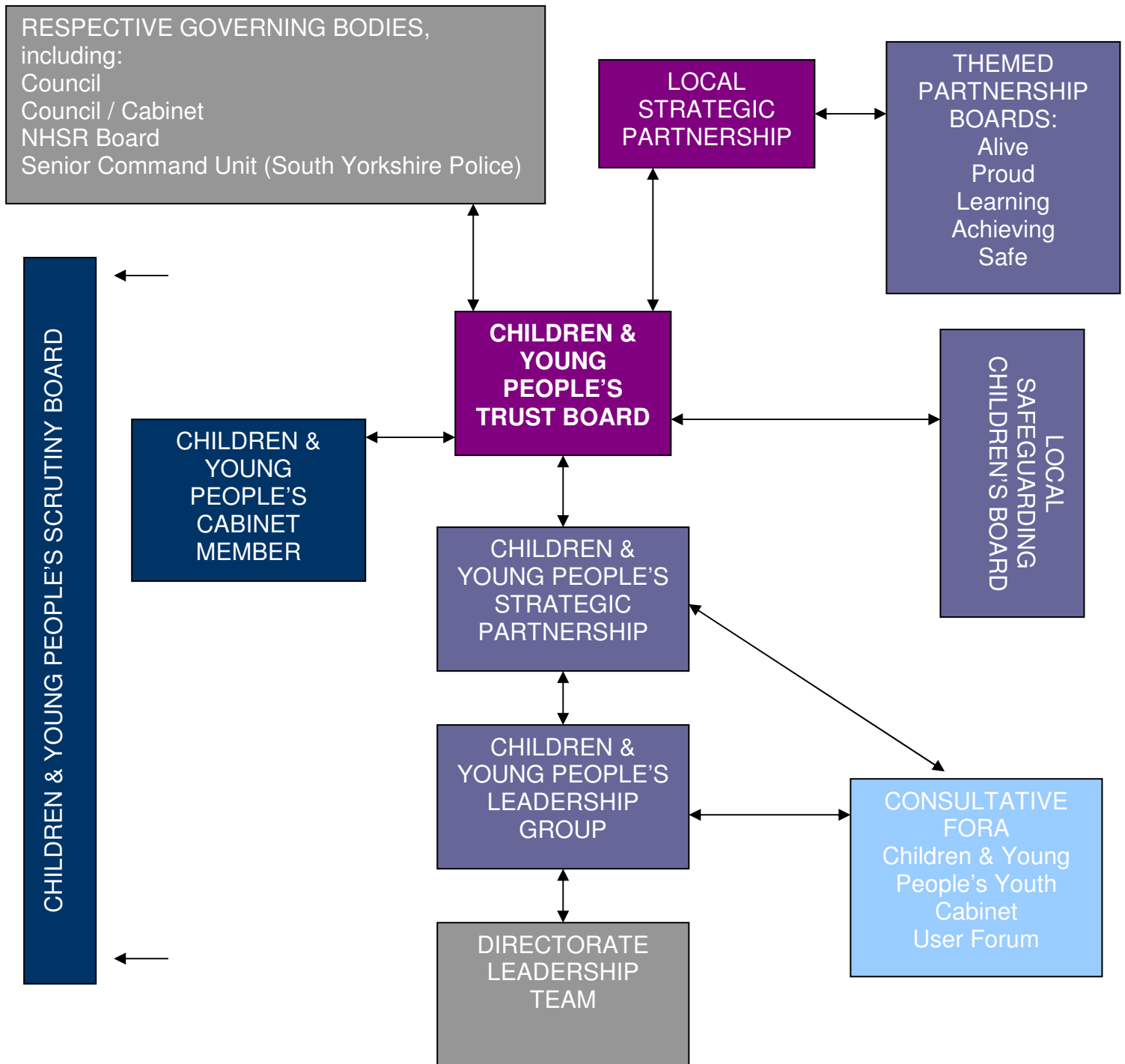
In Rotherham, the Board is currently chaired by the councillor with lead responsibility for Children's Services and the membership is the Chief Executive of RMBC, Chief Executive of NHS Rotherham, Rotherham Police District Commander, Chief Executive of Voluntary Action Rotherham, Non Executive Member of NHS Rotherham, Strategic Director of Children and Young People's Services, Independent Chair of Rotherham Safeguarding Children Board, Chair of the Secondary Heads Association and a Rotherham GP.

The Local Safeguarding Children's Board (LSCB) in Rotherham is well established and has been further strengthened in response to the Lord Laming Review. The purpose of the LSCB is to ensure the effectiveness of all work done to safeguard and promote the welfare of children and young people in Rotherham. The board members are senior managers in their agencies which include statutory, community, voluntary and faith organisations. The board has an independent chair who was appointed in September 2009 for a period of three years.

The RSCB has responsibility for core inter-agency child protection work whilst embracing the wider safeguarding duties established in the Children Act 2004; it works through a structure of sub groups that ensure staff in agencies have procedures and good quality training. The board also undertakes serious case reviews where there is a need for professionals to examine situations of abuse or neglect that have resulted in the death or serious to a child or young person.

The **Children & Young People's Strategic Partnership and Children & Young People's Leadership Group** represent our wider partnership working at a strategic and more operation level respectively. The Fire Service, primary, secondary and special schools and the voluntary sector are all crucial to this partnership working, alongside the council, South Yorkshire Police, the National Health Service for Rotherham and Rotherham's NHS Foundation Trust.

The connections between the Children and Young People's Trust Board and the wider governance and operational structures that operate in Rotherham are shown in this simplified diagram, (correct when published in March 2010).



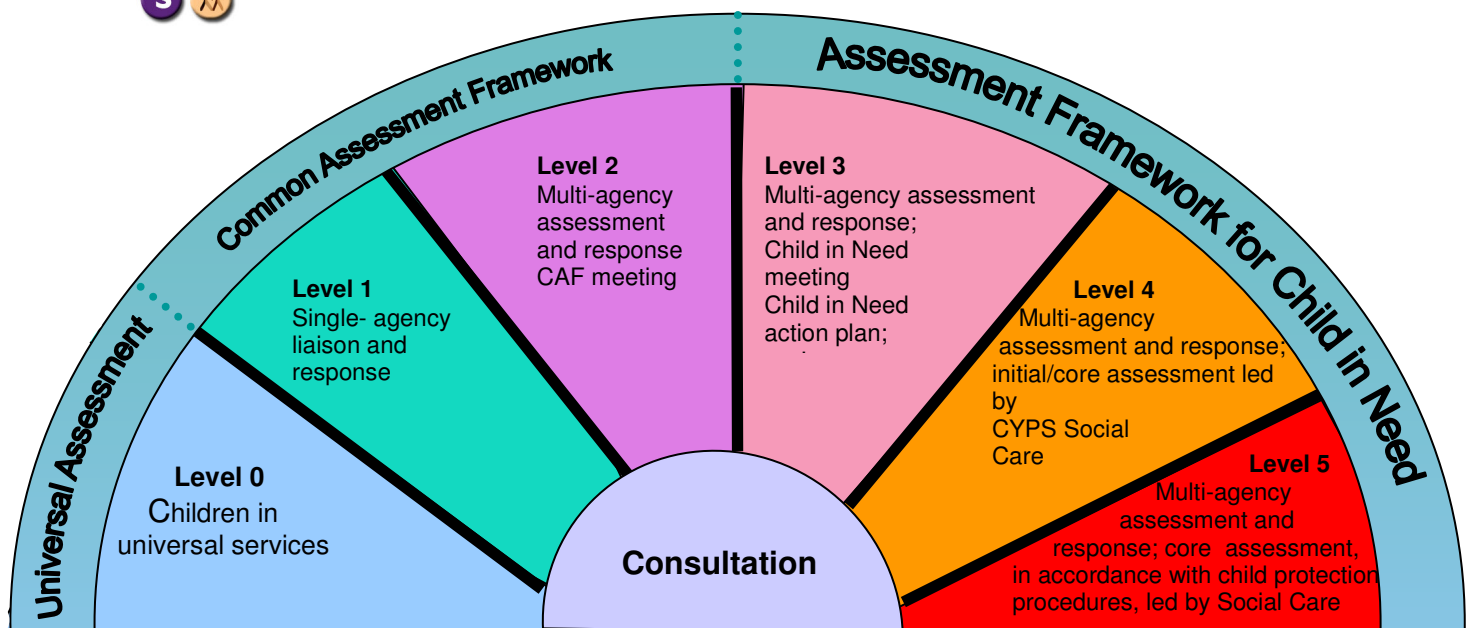
The local authority's **Children & Young People's Services** is organised around five areas of responsibility, each led by a director who reports to the Strategic Director of Children's Services.

Locally based integrated services

At the beginning of 2008, the Children and Young People's Service re-organised the way that frontline services are delivered, according to the need for locally based, integrated teams of professionals as outlined in the Children Act (2004). We currently have seven locality teams, based around the Rotherham area assembly boundaries. The locality teams are in Wentworth North, Wentworth South, Rotherham North, Rotherham South, Wentworth Valley, Rother Valley West and Rother Valley South. Co-located services are social care teams, family support and early intervention teams, health visiting, school nursing, education welfare and extended services partnerships. These multi-agency teams share accommodation and working practices making them well-placed to respond, in partnership, to the needs of children and families.

Working with partners in each locality is critical to our success. Each locality engages with the Police, Area Partnership Managers, GPs, schools, voluntary and community agencies, Fire and Rescue services and all other providers to plan and prioritise services for children, young people and their families.

The processes and systems that we use across multi-agency teams underpin the success of our work. The use of the Common Assessment Framework and the role of the Lead Professional are critical to the success of a partnership approach. Our joint information sharing protocols are well established and we will continue to use and develop these along with Electronic Social Care Records. This work is strongly linked with the four big things, safeguarding and early intervention and prevention in particular.



Developing multi-agency learning communities

To describe the current structures in localities, the progress to date in learning communities and the work that will be done to integrate the two.

Performance management arrangements

This section requires more work to make the ownership and accountability clear.

Well established performance management arrangements exist within the Local Authority and performance is monitored and reported on a quarterly basis. All the national performance indicators in relation to children and young people services are monitored by the Local Authority and its partners and exception reports highlighting areas of concerns across all the partners are presented to the Joint Leadership Team meetings on a quarterly basis.

It is recognised, however, that good performance management and reporting does not necessarily result in good performance on the front line as often actual performance is influenced by many contributory factors such as staff vacancies, different working practices, differing priorities, insufficient budget or just too many priorities.

Integrated workforce development strategy

In 2009, Rotherham published its first Children and Young People's Partnership Workforce Development Strategy. This strategy is a live document updated annually which plans the short, medium and long term workforce development activities over a rolling three year period, driven by the strategic direction outlined for all Children and Young People's Services in the 2020 strategy.

The Workforce Development Strategy is part of the delivery mechanism for Rotherham's Children and Young People's Plan, and all partners in Rotherham's Children Trust arrangements were involved in its formulation. Whilst full integration of all partners who make up the Children's Trust is still being worked towards, Rotherham's Workforce Development Strategy sets out high ambitions for developing the One Children's Workforce across the borough. Supporting this ambition is the roll out of a common induction for all staff working with children and young people irrespective of employer: The Children & Young People's Partnership Welcome Day will map out where roles and responsibilities fit in the Children's trust arrangements, as well as introducing staff to the common core of knowledge and skills expected of all staff across the partnership. To support the planning of future workforce development needs, CWDC grant funding is being used in the Local Authority to employ a lead officer for utilising the One Children's Workforce Framework Tool, and activity is being planned to populate this online resource with the information needed to draw out activity plans. Rotherham's' Workforce Development Strategy will then be updated in line with these findings.

Another key area in the Workforce Development Strategy is the roll out of Commissioning Skills training, and attendance at the Commissioning Support Programme (CSP) "Train the Trainer" event is already planned for a senior officer within the Local Authority, with a commitment to then roll out a four day training programme across the borough, in partnership with a CSP representative. This will not only provide commissioners with the skills to ensure value for money and excellent service delivery is achieved, but this should also fall in line with partner moves towards provider/commissioner splits, such as the NHS World Class Commissioning framework, and help achieve competence to meet these specific projects whilst also perpetuating uniformity of practice across the partnership.

A joint venture between the Local Authority and the voluntary and community sector to procure an e-Learning platform and develop e-Learning content will help increase capacity in the third sector in Rotherham, and open new routes for staff development and the sharing of best practice. In addition to this work, the development of an Every Child Matters outcomes focused Leadership and Management programme is currently in its infancy, and discussions with HEI are planned for late 2009 early 2010, with the aim of formulating a development pathway to raise the standard of all HR management across the workforce by ensuring managers and leaders are equipped with the appropriate levels of knowledge and skills around specific areas such as recruitment, continuous development of staff, services and a shared leadership philosophy beyond line management structures, with the underpinning return on investment being a service focused squarely on the needs of Rotherham's children, young people and families. Having leadership like this throughout the partnership means we have a much better chance of maintaining a workforce which is highly motivated and responsive to change, as all leaders will have the transformational skills set to drive forward emergent demands for service modernisation and service improvement.

To reflect the evolving nature of service needs, it is expected that Rotherham's Workforce Development Strategy will go through many incarnations to reflect the requirements of

both central government and the local partnership, whilst maintaining a consistency of long term planning for those developments which will remain prevalent regardless. If we are to expect the workforce to be flexible and responsive, then the strategy which drives workforce development must and will mirror this.

Joint Commissioning Strategy

Effective commissioning processes are essential to successful delivery of this Plan. The Commissioning of our services involves working with all our partners including the voluntary and community sector to secure services that meet the needs of children and young people in Rotherham. We aim to improve the outcomes of children and young people by directing resources towards early intervention and prevention which will help us reduce the costs of specialist or intensive support or services. 🙌

We pride ourselves on the meaningful engagement of service users and specifically children and young people and their families through the process. Our understanding of local need has enabled us to prioritise our investment in commissioned services. Some examples of where we have successful commissioned services include:-

- Significant investment of both time and resources has resulted in the successful re-commissioning and procurement of Connexions Services. Three elements of the Connexions Services were procured with Barnsley, Doncaster and Rotherham, which were Universal Information, Advice and Guidance (IAG), Targeted Information, Advice and Guidance Service and the Client Information System (CCIS). Young people have taken a significant role in the commissioning for Connexions, including writing specifications and interviewing potential providers.
- The first year of commissioning resources in line with the objectives of Aiming High for Disabled children has commenced with the short breaks commissioning strategy having been developed and implemented. Further work will continue until 2011.
- Social care placements have been commissioned in line with assessed needs and a Care Placement Strategy is being developed to improve the planning of provision and negotiate improved care packages for our young people and to optimise value for money over the next couple of years.















Contract management is robust, fair, consistent and appropriate to ensure that Children and Young People's Services are securing required outcomes and value for money. All contracts are routinely monitored, revised and renewed. The safeguarding of children and young people is always considered in any commissioning and contracting activity and work continues to embed safeguarding in the work of our partners. 📌

One of the most significant changes in commissioning began in April 2010, when responsibility for commissioning and funding 16 -19 education transferred from the Learning and Skills Council to local authorities. Work is ongoing to make sure we are in a position to lead this process effectively. Commissioning will be guided by our 14-19 Plan.

We will continue to identify opportunities to improve the outcomes and efficiencies through further Joint Commissioning over the next three years and a Joint Strategic Commissioning Group with NHS Rotherham and the voluntary and community sector has been established to identify these needs in line with the four big things and areas of focus we have identified.

SECTION FIVE: DRAFT Action plans and performance indicators

STAY SAFE


	Key Actions	Lead Director / Organisation	Milestones / Targets	NI	LAA
 	Embed the use of the CAF	Simon Perry			
 	Ensure that information that can help to identify fire setters is collected, analysed and shared across agencies.				
	Increase the % of referrals to children's social care that go on to initial assessment.	Lynn Burns	68% by October 2010 70% by March 2011		
	Increase the % of initial assessments for children's social care carried out within 7 working days of referral.	Lynn Burns	85% by October 2010 87% by March 2011		
	Increase the % of core assessments for children's social care carried out within 35 working days of their commencement.	Lynn Burns	84% by October 2010 87% by March 2011		
	Reduce social worker vacancies		20% by October 2010 10% by March 2011		
	Reduce social work team leader vacancies from 33% (Dec 09)		16% by October 2010 8% by March 2011		
	Increase the number and range of foster carers		185 by March 2013		
	Aim for all schools to be registered for the Anti-Bullying Standard				
 	Raise awareness of Domestic Abuse, including how to respond to honour based violence		Number of children		
	Increase the number of Independent Domestic Violence Advocates				


Linked Plans and Strategies


EXCELLENT INTEGRATED CHILDREN'S SERVICES


	Key Actions	Lead Director / Organisation	Milestones / Targets	NI	LAA
S	Co-locate the Police Service's Child Abuse Team with the Local Authority's operational Safeguarding Team	Lynn Burns / SYPolice			

SECTION SIX: Resourcing the Four Big Things

	Keeping Children and Young People Safe	Funding Source	£'000s
		Local Authority	
		South Yorkshire Police	
		NHSR (Primary Care Trust)	
		NHS (Hospital Trust)	
		Probation	
		Youth Justice Board	
		CAFCASS	
		Area Based Grant	
		Individual Schools Budget	
		Dedicated Schools Grant	
		LSP – LAA Reward Grant	
		Carers Grant	

	Early Intervention and Prevention	Funding Source	£'000s
		Local Authority	
		South Yorkshire Police	
		NHSR (Primary Care Trust)	
		NHS (Hospital Trust)	
		Probation	
		Youth Justice Board	
		Standards Fund	
		Area Based Grant	
		Individual Schools Budget	
		Dedicated Schools Grant	

	Tackling Inequalities	Funding Source	£'000s
		Local Authority	
		South Yorkshire Police	
		NHSR (Primary Care Trust)	
		NHS (Hospital Trust)	
		Probation	
		Youth Justice Board	
		Standards Fund - FSM	
		Area Based Grant	
		Individual Schools Budget	
		Dedicated Schools Grant	

	Transform Rotherham Learning	Funding Source	£'000s
		Local Authority	
		South Yorkshire Police	
		NHSR (Primary Care Trust)	
		NHS (Hospital Trust) –Hospital Ed?	
		BSF Capital	
		Primary Capital	
		Standards Fund	
		Area Based Grant	
		Individual Schools Budget	
		Dedicated Schools Grant	
		Choice Advice	
		LSC	
		ESF	

Warning about funding source and amount uncertainty from March 2011 due to Comprehensive Spending Review and Grant Funding continuation.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Children and Young People’s Scrutiny Panel
2.	Date:	Friday 9th April, 2010
3.	Title:	Children and Young People’s Services Notice to Improve - Progress Update
4.	Directorate:	Children and Young People’s Services

5. Summary

This report provides an overview of the progress made since the Notice to Improve was received in December, identifies a RAG rating and a direction of travel for the areas of improvement, some areas of good performance and key risks and issues to meeting the stretching targets set for the council and its strategic partners.

6. Recommendations

That the Children and Young People’s Scrutiny Panel notes the progress being made against the targets set in the Notice to Improve.

7. Proposals and Details

This report, to be read in conjunction with the Notice to Improve Action Plan (Appendix A) highlights the RAG status of the actions, any areas for concern, what the barriers are and what is being done about them.

There are 43 individual actions covering the key performance measures (3 social care indicators and the LAA improvements) in addition to the operational targets around Staying Safe, Enjoying and Achieving, Leadership and Management, Performance Management, Finance, Recruitment and Retention and ICT.

Based on a RAG rating the following is the current position as at 19th March 2010.

Red: 5 (12%)

Amber : 22 (51%)

Green: 16 (37 %) (out of which 5 are now deemed as completed)

There has also been a direction of travel included within each the RAG status to establish where progress is being made on the ones that are not moving from red to amber or amber to green.

a) High Risk areas (red risks)

NI59 – initial assessments within 7 days

This stands at 74.12% which is less than the original December baseline. Focus has been on the quality and accuracy of recording and from the 1st March all initial assessments (instead of samples) are now being quality checked. February's figure for Initial Assessments done in timescale was 76% which was 4% higher than in January.

Children's Home inspections

St Edmunds is currently inadequate, however in relation to the actions plans from the OFSTED inspection all 15 actions have been addressed. Until OFSTED re-inspect and this judgement changed this will still continue to be a high risk area.

Improve the quality of serious case reviews

The results from the recent challenge submitted to OFSTED for both of the recent SCR judgements is still awaited. Until these are received from OFSTED it is considered that this is still a high risk.

Improve the outcomes of the satisfaction of CYPS surveys

Baselines are being agreed for the key surveys with the Employee Opinion Survey and the Audit Commission Schools Survey, however both of these are not due to be repeated until 2011, after the final milestone date of the Notice to Improve. The Family Placement survey has shown an increase in satisfaction levels from service users (foster carers and adopters) of the support they receive.

Social worker vacancy rate

The vacancy level is now 28.3% which is 8.9% better than the position when the Notice to Improve was agreed. There has been some movement around this area with 6 social workers offered posts with 6 more to be interviewed in the next 2

weeks. An ITT has been issued for the supply of both temporary and permanent workers.

b) Completed targets

- PDR guidance has been issued to managers for 2010 with a May deadline set for the completion of PDRs
- The Director of Children & Learners at GOYH is now a member of the improvement panel.
- Additional administration staff are now in place in the social care locality teams with the resources having a positive impact.
- The Portal development for sharing social care reports for social workers and managers is in place
- Social work staff now have access to the VPN home working solution with the roll out of laptops completed and SWIFT desk guides have been issued to localities.

c) areas of improvement

NI 60 – core assessments carried out within timeframes has reached the 80% target set for March, it however has been left as an Amber RAG rating hoping that this continues to improve and not fall back to previous levels, during January and February the figure has been 100%.

The CAF training re-commenced on the 24th February with 187 out of 490 staff trained, since the training commenced 94 CAFs have been received (only 3 had been submitted from the start of the year to the start of the training on the 24th February)

Since the 1st March all initial and core assessments are being audited with a bank of good practice being developed.

8. Finance

The DCSF has agreed up to £150,000 financial support to assist with recovery, a further £125,000 has been secured from the RIEP. This funding will be used to supplement social work staffing resources and to employ independent staff to assist in the review and further improvement of and service quality activities. (see reference above)

A review has been conducted of Children and Young People's placements; both Rotherham based and in out of authority facilities. This has focussed on whether the placements can end, in line with the care plan review, whether the council is getting the best value for money and that the placements are of the required quality.

9. Risks and Uncertainties

The 5 key performance risks (red) are identified in the report and there are service delivery risks associated with the Notice to Improve action plan. Where these are significant they are being fed into the CYPS risk register.

Planning has now commenced for an announced inspection of Looked After Children and Safeguarding services. It is uncertain at this stage when this will take place, self assessments have been developed, as are briefing notes for staff and the KLOEs being circulated to potential members of focus groups in addition to the continued collection of the library of key documents that inspectors expect to receive before they are on site.

10. Policy and Performance Agenda Implications

The Annual Performance Assessment 2008 result was the trigger for the CYPS Review, which was commissioned jointly by the Council and NHS Rotherham. A number of recommendations arose from this review which were included in an Improvement action plan.

On 4th and 5th August 2009, CYPS received an unannounced inspection of its Contact, Referral and Assessment service. The inspection confirmed many issues related to performance, caseload and capacity, quality assurance. Ofsted's recommendation was that we should take immediate action to address the issues raised in order to prevent further decline in service performance, quality and capacity. A notice to improve was issued in December 2009.

Failure to address these issues would impact further on the CYPS Comprehensive Area Assessment (CAA), the Council's CAA and could lead to external intervention.

11. Background Papers and Consultation

The Notice To Improve
Ofsted Inspection - Contact, Referral and Assessment, 4th and 5th
August 2009
Children First Review and Resource Benchmarking – January to June
2009
CYPS Improvement Plan
Comprehensive Area Assessment
CYP Directorate Performance reports
Appendix 1 – Notice to Improve action plan

Contact Name : Sue Wilson, Performance, Information & Quality Manager,
CYPS sue-cyps.wilson@rotherham.gov.uk 01709 822511

Performance Measures

Date of update 22nd March 2010

Objective	Key Actions	Measures			Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline	Current performance	Targets				
Staying Safe - Performance								
	NI 68 - Increase the % of referrals of children in need to children's social care going onto initial assessment in line with the current statistical neighbour average/top band performance (mid range is good performance)	57.6% (2008/09) (2270/3940)	59.38%	65% March 2010 68% October 2010 70% March 2011	Lyn Burns	→	This indicator is slightly higher than the December Baseline but has not met the 65% target. This indicator shows the level of shared understanding about thresholds of social care involvement. The Safe & Well Protocol has been revised and will be launched on 22nd April. The CAF Development Officer is in post and the CAF training commenced with 187 out of the 490 staff identified having received training since the 24th February 2010.	Social Work
Improvement Notice								
	NI 59 - Increase the % of initial assessments for children's social care carried out within 7 working days of referral from the 2008/09 baseline in line with current statistical neighbour average/top band performance (high is good performance)	77.8% (2008/09) (1767/2270)	74.12%	80% March 2010 85% October 2010 87% March 2011	Lyn Burns	→	2170 Initial Assessments undertaken during the year, with 1609 in time (74%) of the I.A.s completed in February 76% were completed in time, compared with 72% in January. Data checks are being undertaken to check accuracy in recording and from 1st March all initial assessments are being QA'd by the Practice Consultants. To date the audit has identified some I.A.s ended without completion and these have been retrieved by locality managers for action.	Social Work
Improvement Notice								
	NI 60 - Increase the % of core assessments for children's social care carried out within 35 working days of their commencement from the 2008/09 baseline in line with the current statistical neighbour average/top band performance (high is good performance)	84.9% (2008/09) (276/325)	80.00%	80% March 2010 84% October 2010 87% March 2011	Lyn Burns	↑	On target at 80%. Of the core assessments completed in January and February 100% were completed within timescales. From 1st March all core assessments are being QA'd by the Practice Consultants so that we can use findings to drive up quality.	Social Work
LAA 2008-2011 Being Healthy; Enjoying and Achieving; Achieving Economic Wellbeing; Making A Positive Contribution - Performance								
Overall improvements in LAA indicators relating to children's services and statutory attainment targets through the period of this Improvement Notice	Overall improvement to be made against all CYP related LAA measures	Baseline for measures is the agreed position when the LAA refresh was finished in March 2009	70% Improved from baseline as at Q2 2009/10	>65% improved from baseline March 2011	Rotherham MBC / LSP Partners	→	At the end of Q3 2009/10 5 of the indicators are on target to meet the 2009/10 milestone target with 3 components not performing as planned, the 2 breastfeeding indicators (prevalence and coverage) and Obesity prevalence.	Performance and all Workstreams

Operational Targets

Objective	Key Actions	Measures	Targets	Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline						
1. Staying Safe - Social Work Practice and Process								
Establish and implement an effective policy on the auditing of assessment and referrals so as to ensure managerial involvement in quality assurance	Implement an improved quality assurance framework for assessments and referrals	Each Team Manager audits 3 files per month as per guidance. Locality Managers to audit 3 files per month and 5 NFA Audits	100% compliance with the policy	Ongoing	Lyn Burns	→	The previous monitoring system was not adequate. A new system has been put in place which provides monitoring and reporting on a locality by locality basis to the safeguarding and corporate parenting management team. In addition the 2 DCSF funded Team Managers will undertake QA work when they start.	Social Work
	Conduct a review on all NFA cases to quality assure the high level of 'no further action' decisions being taken	NFA Contacts and Referrals 1.4.2009 to 9.12.2009 33.18% Total Contacts 11.12% Total Referrals	10% reduction in overall contact and referrals which result in NFA by March 2010	November 2009	Lyn Burns	→	A second review has been completed and report discussed at SCPMT. The outcomes of the review are being fed into the review of fieldwork staffing and responsibilities and improved contact and referral processing. 920 contacts received with 265 NFA'd - 28.8% which is lower than the 1st Audit carried out on contacts NFA'd (33.18%). Information has been received from a another LA which has reported 50% of their contacts were NFA'd.	Social Work
	Conduct Business Process re-engineering exercise on current practices in relation to Assessments and Referrals in line with best practice to enhance performance	Practices in relation to Assessments and Referrals in need of review	Business process Re-engineering process completed	January 2010	John Dunn, RBT / Rebecca Wragg	→	No maps are yet implemented, 3 maps presented to Team Managers for roll out, 3 maps now signed off by SCPMT with identified improvements. 3 further maps scheduled for sign off by SCPMT 13th April. 5 further business areas underway. Progress is highly dependable on the availability of staff.	ICT
Embed use of the CAF in practice across children's services so that it is effectively used to inform early intervention	Improve quality and completion levels of CAFs	Between January 2006 and July 2009 there have been 976 CAFs completed in Rotherham.	Target for CAFs to be completed per year to be set in conjunction with partners	January 2010	Simon Perry / Sarah Whittle	↑	£20k has been sourced for CAF training. The Safe and Well protocol guidance has been updated and endorsed by The Policy and Procedure group and was approved by the CYP Board on the 3rd February 2010. This will be launched on the 22nd April 2010 as part of the early intervention improvement programme. A Pathway & Toolkit has been developed - Training Commenced on the 24th February and will consist of 14 sessions, 35 people per session = 490 staff to be trained. as at 19th March 187 staff have been trained, since the training started 94 CAFs have been submitted (only 3 were submitted from the beginning of the year to the start of the training)	Early Intervention
	Update Multi Agency Safe & Well Protocol and Practice Guidance	Original Safe and Well Protocol launched in 2006.	Update of Protocol Competed	January 2010	Lyn Burns/ Simon Perry	→	The Protocol has been updated and was endorsed by the RSCB Policy and Procedure Group on 13th November 2009. Continuum of Need Chart ratified by CYP Board on 9th December and issued to all staff/partner agencies.	Social Work
	High profile re-launch to ensure consistency in Thresholds for intervention across all agencies.	Original Safe and Well Protocol launched in 2006.	Protocol updated and relaunched	January 2010	Lyn Burns/ Simon Perry	→	There will be a high profile launch of the protocol on 22nd April 2010 to address inconsistencies in application of thresholds.	Social Work

Operational Targets

Objective	Key Actions	Measures		Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline	Targets					
1. Staying Safe - Social Work Practice and Process								
Monitor improvement in children's social care, by establishing a rigorous performance management system which delivers regular monitoring, scrutiny and quality assurance of social care performance	Ensure that all children's homes are compliant with regulatory requirements	1 - St Edmunds	No inadequate children's homes	December 2009	Lyn Burns	→	1 home is currently inadequate an improvement plan agreed with Ofsted on the 26-11-2009 is in place which is being closely monitored. The issue around the number of agency staff having to be used is being addressed by enhancing the level of permanent staff with the appropriate qualifications and the introduction of an additional social worker to monitor compliance and support improvement. in relation to the action plans from the OFSTED inspection, 15 of the 15 actions have been addressed	Social Work
	Introduce monthly safeguarding report card to CYP Directorate Leadership Team, Corporate Management Team, Safeguarding Board and Children and Young People's Board.	Safeguarding focused performance scorecard required	12 reports per year	November 2009	Julie Westwood	→	The Safeguarding report card has been approved and adopted by the Improvement Panel, CYP Board and Locality Teams and was presented at the Safeguarding Board on the 19th March 2010	Performance
	Conduct a self assessment using the Safeguarding Inspection Criteria to identify any areas for development prior to inspection	Initial work started	Assessment completed and approved	November 2009	Lyn Burns / All Managers / Performance and Quality	→	Initial Self Assessment completed which will be validated and updated on a monthly basis. A internal challenge session was undertaken on 4th March and 2 sessions on the 11th March involving the Asst Chief Exec in respect of the self assessment. The assessment will now be shared with partners via the Rotherham SCB to ensure a broader contribution.	Social Work
	Improve quality of serious case reviews to ensure all judged adequate or better	Two of Four judged inadequate	All future SCRs to be rated good or better	Ongoing	Catherine Hall	→	Since the last panel meeting Rotherham has received judgements on two serious case reviews; one being rated as adequate and one as inadequate. Rotherham's partners have concerns that the inadequate judgement is not a true reflection on the work undertaken locally. Following discussions about the judgements the independent chair of the Safeguarding Board has decided to challenge both SCRs in relation to the issues identified and the overall judgement itself. Still awaiting decisions from OFSTED	Social Work
	Ensure that all actions from recommendations from SCRs are implemented and that evidence is provided to ensure robust audit trail.	Baseline 37 Actions	Number of recommendations in red status = 0.	January 2010	Joyce Thacker Catherine Hall Phil Morris	→	Rotherham LSCB consultation signed off on 19th March 2010 including TOR of P&Q sub group. SCR sub committee to retain overall responsibility for SCR action plans and P&Q sub group will evaluate impact and outcomes. 1 action plan has now been signed off by GO on the 15th March and the remaining 4 actions will be reviewed with GO on the 14th April	Social Work
	Permanent Safeguarding Manager to be in post	1 individual working 2 days a week conducting safeguarding manager duties	Safeguarding Manager in post	February 2010	Joyce Thacker	→	Interviews for a permanent Safeguarding Manager were held on 18th March 2010, an appointment was not made but alternative action has been agreed with the RSCB independent chair.	Workforce
	Conduct robust quality assurance checks on information systems to ensure that contacts, referrals and the status of investigations, assessments and plans are up to date	Quality assurance and audits require improved performance framework	% of monthly supervision checks conducted - 100% Number and % of adequate data quality checks conducted - 100%	Ongoing	Lyn Burns	↑	A single QA/Audit Framework has been implemented which covers all aspects of this action. The overall data quality assurance strategy and monitoring and reporting policies and procedure has been signed off by the SCPMT. From the 1st March all initial and core assessments are being audited with a bank of good practice being developed.	Social Work
Review social workers' responsibilities to ensure that responsibilities are clearly and tightly defined so that no staff carry too wide a range of work. This will need to involve consideration of whether a restructure of children's social care services is necessary	Undertake Fieldwork Review and implement improved operational structure	The remaining priority action to be addressed	Fully reviewed social care infrastructure in place	Feb 2010	Lyn Burns	→	The fieldwork review will be completed by the end of March 2010.	Social Work / Workforce

Operational Targets

Objective	Key Actions	Measures		Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline	Targets					
2. Enjoying and Achieving - Practice and Process								
Improve Performance across primary schools with a particular focus on addressing the performance of schools below the floor targets	Submit a plan to the DCSF which addresses performance across primary schools with a particular focus on addressing the performance of schools below the floor targets	Existing plan in need of review	Plan Agreed With DCSF	End of January 2010	David Light	→	Performance against floor targets for individual schools needs to be improved in line with the overall performance trend. The plan that was submitted to DCSF related to World Class primaries has been approved and work is ongoing to address the issues contained within the action plan. Report being submitted to meeting Improvement Panel on 25th March 2010.	Enjoying and Achieving
	Implement this plan, as agreed with DCSF and National Strategies, to bring about demonstrable and sustained improvement in primary school standards throughout the term of the Improvement Notice.	13 Primary schools below floor targets	Primary schools below floor targets target to be agreed upon plan submission to DCSF	March 2010 October 2010 March 2011	David Light	→	Report to be submitted to Improvement Panel on 25th March 2010	Enjoying and Achieving

Objective	Key Actions	Measures		Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline	Targets					
3. Leadership and Management / Capacity Building / Support								
Build capacity and capability to deliver and sustain improvement	Obtain external funding from Regional Improvement Efficiency Programme/DCSF including sector led expertise as required	No funding agreed	Funding obtained and apportioned	December 2009	Matthew Gladstone	→	£125k additional funding was agreed by the RIEP. DCSF allocated £150k (over two years) to support improvement. Additional social work resources have been selected from tenders using the DCSF funding and will focus on quality assurance and improvement work. We have yet to receive these monies and have followed up access to the funding with RIEP and DCSF.	Finance
Develop a comprehensive programme of training, mentoring and continuous professional development for all social care staff so that they have the skills to complete high quality and timely assessments	Director of Children's Services holds monthly 1:1 challenge meetings with each Service Director covering all aspects of performance	Monthly supervisions currently in place	12 challenge meetings per year per director	December 2009	Joyce Thacker	complete	PDR guidance issued to managers for 2010 with May deadline set for completion of PDRs	Workforce
	Improve induction process for CYPS	Induction process for CYPS inconsistent	Induction process for CYPS consistently adhered to and monitored	January 2010	Lyn Burns/ Warren Carratt	↑	CYPS Welcome Days now running. NQSW programme in place and running. All staff in CYPS are chased up re completion of e-induction, manager induction dates (for PDR/ Budget and Performance) in addition to ones for existing staff are being finalised.	Workforce
	Ensure that accountabilities for each individual are being reinforced through consistently applied PDR's to ensure staff have a satisfactory Performance Plan.	62%	90%	January 2010	Julie Westwood/ Warren Carratt	↑	PDR guidance issued for 2010 with deadline set for the end of May for completion of PDRs. All managers are required to attend PDR/ supervision training	Workforce / Performance
Demonstrate improvements in staff satisfaction and in the satisfaction of children and families with the services they receive through the term of the Improvement Notice	Improve outcomes of CYPS satisfaction surveys	Employee Opinion Survey TBC LAC reviews TBC Audit Commission in Schools Survey TBC Social Worker Survey TBC	Employee Opinion Survey TBC LAC reviews TBC Audit Commission in Schools Survey TBC Social Worker Survey TBC	March 2010 Oct 2010 and March 2011	Julie Westwood/ Warren Carratt	↑	Baseline for EOS - 64% (CYPS) rest of Council 69% - target to be discussed 69%, however the next EOS is not until 2011. Baseline for AC schools survey response rate 2008 29% 2009 63%. Target 80%, next survey not now run until 2011 (now 2 yearly). The Family Placement Survey is a bi-annual survey of Foster Carers and Adopters, the response rate in November 09 was 29% lower than the 2006 survey - 52%. However, the rates of satisfaction have increased, particularly around the levels of support they receive. The next survey is scheduled for 2011.	Workforce and all Workstreams

Operational Targets

Objective	Key Actions	Measures		Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline	Targets					
4. Performance Management								
Improve Annual Children's Service Scores Profile to Performing well by 2011 through implementation of all outstanding recommendations and improvement of inspection scores to good or better	Continually assess the position in relation to all outstanding external inspection recommendations including all those listed in CAA Blocks A and B	Performing Poorly	90% of recommendations met in original timescale 12 reports per year	monthly	Julie Westwood	↑	Recommendations from key high risk inspections being input. Visits undertaken to Early Years and SES to examine recording systems already deployed. These have been found to be satisfactory. There will be on site visits to validate the implementation of recommendations and the state of readiness in terms of achieving a positive outcome in the next inspection. Action plan requested from service to shift proportion of services to good or better.	Performance
	Introduce robust monthly monitoring arrangements to ensure implementation of all outstanding inspection recommendations from all inspections in original timescales	Inspection recommendations from key inspections are being monitored but reports need to include all inspected services	90% of recommendations met in original timescale 12 reports per year	Quarterly	Julie Westwood	↑	All inspection recommendations (with the exception of schools and childminders which have an established monitoring system) are being entered into the reconfigured CYP inspections monitoring database. Monitoring reports will be presented quarterly to each Improvement Panel Meeting, reported to Improvement Panel on 9th March, changes requested and is being submitted again to the 25th March Improvement Panel focusing on the high risk area, children's homes, this will be developed further and submitted to a future Improvement Panel	Social Work / Performance
	Conduct a minimum of 2 mock unannounced inspections, in line with the Ofsted criteria per quarter	0	Minimum of 2 mock inspections per quarter to have been conducted	Quarterly	Julie Westwood/Lyn Burns	↑	Resources have been committed to commissioning this externally. The work will take place over 6 half days to allow "deep dive" focus on a number of areas but with a particular focus on those which have been highlighted in the self assessment work and challenge. work will take place with Team and Locality Managers in respect of "what does good look like". As Part of Gani Martin's induction she visited 2 of Rotherham's localities and will be producing a paper.	Social Work / Performance
	Improve CYP Performance Profile rating for Block A by increasing % of inspected services rated "good or better"	Performing Poorly (bottom band for both PRU and Children's Homes) 54.9%	Performing Well (65% - 79% categorised as outstanding or good)	Quarterly	Julie Westwood	→	As at the Ofsted Quarter 4 Profile (which does not correspond with our quarterly dates) the overall Inspected Services position is that 64% of judgements on providers are below the average for similar areas and 71.43% are below the national average. The accuracy of the Ofsted information in the Profile is currently being challenged as a number of inaccuracies have been found. Responses have been received back but the profile has not been amended the report will be submitted to a future Improvement Panel	Performance
	Improve CYP Performance Profile rating for Block B by: Ensuring majority of inspected scores are rated "good or better" for safeguarding LAC and SCRs	Fostering - Satisfactory SCRs 2/4 judged inadequate	Fostering - Good All future SCRs rated adequate or better	Quarterly	Julie Westwood	→	The overall Serious Case Review profile is now 1 Good, 2 Adequate and 3 Inadequate. As stated above, the last two SCRs are being challenged with Ofsted. Awaiting decision from OFSTED	Performance
	Improve CYP Performance Profile rating for Block C by improving NI performance	Not In line with or better than statistical neighbours and the national position	In line with or better than statistical neighbours and the national position	Quarterly	Julie Westwood	→	Improvement plans are in place for NIs and where targets are not being met performance clinics are held to identify areas where further improvement can be made. The latest profile shows NIs to be broadly in line with similar areas and national averages - see performance profile included in the panel documents. The accuracy of the Ofsted information in the Profile is currently being challenged as a number of inaccuracies have been found. A response has been received but the profile has not been amended a report will be submitted to a future Improvement Panel.	Performance
	Ensure quarterly reporting on the Children's Services Performance Profile on their release clearly outlining areas of risk and potential impact	Report on Quarter 2 profile prepared	4 reports per year and improvement in each service block	Quarterly	Julie Westwood	↑	Risks will be incorporated in more detail from the next report. The accuracy of the latest release of the Ofsted Profile is currently being challenged as a number of inaccuracies have been found. It is unwise to report anything until these inaccuracies have been corrected. A Response has been received but the profile has not been amended a report will be submitted to a future Improvement Panel	Performance
	Implement all the recommendations arising from the Children's First review undertaken using the DCSF Improvement Framework	67% when Improvement Notice Made	100% of recommendations implemented	March 2010	Julie Westwood	→	A report on progress and the overall completion of the actions with evidence will be submitted to the next Improvement Panel on the 9th April.	Performance
Ensure that the Panel, chaired by the Chief Executive, provides effective challenge, and drives swift and sustainable progress through overseeing a robust action plan	Appoint the Director of Children and Learners at GOYH as a member of the Improvement Panel	N/A	Director of Children and learners at GOYH to attend CYP Improvement Panel meetings	December 2009	Joyce Thacker	complete	Director of Children and Learners at GOYH attended panel meeting 14th December 2009	Performance

Objective	Key Actions	Measures	Targets	Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline						
6. Finance								
Strengthen financial management arrangements to ensure they are fit for purpose and financial targets 09/10 are met	Tackle the existing overspend in Directorate (particularly Social Care)	£4.5m overspend	Corporate Variance on target 2% +/-	March 2010	Joyce Thacker	→	The overspend has been addressed by reviewing budgets and the imposition of a moratorium on spending within the directorate. A review of the commissioning, quality and value for money of placements within Rotherham and in out of authority settings has commenced. The corporate SLT has agreed the reduction targets for agency staff and overtime working. The overspend projected at the end of January 2010 was £4.2m. As at end of February 2010, the overspend was projected at £4.377m, due to agency fees and continued high levels of children in care	Finance
	Address the under funding issues in Social Care and School Effectiveness Service	In 2008/09 the gap was £8.3m. In 2008/09 had narrowed to £6.8m.	Close the gap against statistical neighbours average spend for CYP Services	March 2010	Joyce Thacker	↑	Schools Forum agreed to £400K from April 2010 for School Effectiveness. VFM Panel considering Social Care under funding and the investment proposal for CYP as a whole has been considered by Full Council on 4th March 2010, an agreed investment of £3.1m was agreed into CYPs.	Finance

Operational Targets

Objective	Key Actions	Measures Baseline	Targets	Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
7. Recruitment and Retention								
Increase the capacity of social carers to ensure effective services to safeguard vulnerable children	Reduce the vacancy rate of qualified social workers from the December 2009 baseline to meet the improvement notice target	37.2% 16th December 2009	20% vacancy rate by October 2010 10% vacancy rate by March 2011	October 2010	Lyn Burns	↑	Vacancy level of 28.3% which is 8.9% better than the position when the Notice to Improve was agreed and 1.5% better than was reported at the last Improvement Panel. 6 social workers have been interviewed and all offered posts, 2 are not yet qualified and so will commence as family support workers. 6 more interviews are scheduled for the next 2 weeks. An ITT has been issued for the supply of both permanent and temporary social workers to help speed up the process even further. Work is also due take place with North Yorkshire around some overseas recruitment.	Social Care / Workforce
	Reduce the vacancy rate of team managers from the December 2009 baseline to meet the improvement notice target	33% 16th December 2009	16% vacancy rate by October 2010 8% vacancy rate by March 2011	October 2010	Lyn Burns	↑	Vacancy level of 26.7% which is 6.3% better than the position when the Notice to Improve was agreed and the same as was reported at the last Improvement Panel. 2 permanent Team Managers have been recruited and will take up post in May, this will bring the Team Manager vacancy rate to 20% at the beginning of May 2010.	Social Care / Workforce
	Recruit 30 new Foster Carers	126 (January 2009)	156	March 2010	Lyn Burns	→	Since 1st April 2009 18 foster carers have been recruited, 5 more are going to panel on the 29th March and a further 7 on the 12th April	Social Care / Workforce
	Reduce the over reliance on agency staff	2009/10 spend to date = £494,737.55 (6 months)	Target to be determined	October 2010	Lyn Burns	→	The recruitment campaign for permanent social workers and team managers continues however, there is still expenditure against the agency staff budgets with £174k in January and £190k in February as a result of recruiting 10 additional agency social workers to cover the start of the permanent contracts commencing	Workforce / Finance
	Increase the number of additional administrative staff within the Directorate to free up time of social workers and assess impact to inform future budgets	7.9 FTE additional admin staff transferred into the Directorate to provide support and 7 admin agency staff.	Impact Assessment completed	December 2009	Julie Westwood	complete	7 additional Agency administrative staff have been allocated. Staff from other directorates have been allocated to supplement locality resources (4 EDS, 3 CEX, 4 CYPS - equating to 7.9 FTEs. The additional resource has had a positive impact and the budgetary impact of continuing with this additional resource on a permanent is contained in the business case for the VFM review. In terms of staff development this has also been a positive process and 2 EDS staff have now been appointed to CYP on a permanent basis. Approval to recruit another 8 WTE's permanent administration staff has been given from 1st April.	Workforce / Finance

Objective	Key Actions	Measures Baseline	Targets	Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
8. ICT								
Improve information systems to enable social workers/managers to process and access assessments and plans and transfer of case information on vulnerable children in a timely, accurate manner.	Increase email 'in box' capacity for managers	Inspectors recommendation	Resolve Issues raised	November 2009	Julie Westwood	complete	Portal developments in place to allow social workers and managers to access their reports more effectively.	Performance / ICT
	Revise and accelerate the implementation of the corporate agile working programme for social work staff	Social Work teams in a later phase of the council's agile working programme - Worksmart.	Prioritise Social Work teams in the Worksmart programme. 106 Laptops and VPN tokens to be issued	January 2009	RBT	complete	1. Remote access solution - Current volunteers raised to 110, approval for 106 - 66 issued, links with PC refresh programme - Review of current vpn usage within CYPS underway 2. Laptop roll-out / PC Refresh - Roll-out underway, successful deployment by locality - Roll-out completion by w/c 22/02 3. Swift System - 80 high level desk guides cascaded to localities	ICT

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1	Meeting:	Children and Young People’s Scrutiny Panel
2	Date:	Friday 9th April, 2010
3	Title:	GCSE Examination Results, 2009
4	Directorate:	Children and Young People’s Services

5 Summary:

The purpose of this report is to inform the Children and Young People’s Services Scrutiny Panel of the GCSE examination results for 2009 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.**
- **That the Children and Young People’s Services Scrutiny Panel notes 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.**
- **That the Children and Young People’s Services Scrutiny Panel 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)**

7. Key Aspects of Performance

A. Summary Overview

- i. Performance at GCSE 5+A*-C across the Local Authority (LA) rose for the seventh consecutive year and by the highest margin in that period. The LA average rose 8.6% against a national average increase of 4.7%
- ii. On the now critical 5+A*-C including English and Mathematics indicator, the LA average was also our most significant increase to date of 6.2% against a national average increase of 2.2%.
- iii. Performance at 5+A*-G including English and Mathematics rose 1.5% against a national average increase of 0.9%. Rotherham exceeds national averages at 5+A*-G (by 1.3%) and 5+A*-G including English & Mathematics (by 3.5%).
- iv. The LA average at both 5+A*-C thresholds exceeds Fischer Family Trust (FFT) "D" revised measures for progress from KS2-4, i.e. progress equal to that of the top 25% of students nationally. 13 out of 16 schools matched or exceeded FFT 'D' at 5+A*-C and 11 out of 16 schools matched or exceeded it at 5+A*-C including English and Mathematics.
- v. The Key Stage 2-4 expected progress measures improved significantly in both English (6%) and Mathematics (3%) closing the gap to national averages.
- vi. 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 2009/10

- i. The collaborative programme focussed on 5+A*-C including English and Mathematics performance led by a Consultant Headteacher working with senior leaders across the 16 schools has been sustained for a third year. In 2009 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 2010 and 2011, which are consistently above the upper FFT 'D' and RAISE online estimates.
- iii. Improvement in the LA's most vulnerable schools – those with the highest proportion of children receiving Free School Meals (FSM) – remains a priority and has seen significant improvement over the last 3 years.
- iv. Of the 7 schools in the National Challenge (NC) programme, 6 improved and 5 are now above 40% on the 5+A*-C including English and mathematics threshold. 1 school, however, fell below 30% and is now subject to increased support and additional financial investment by the Department of Children Schools and Families (DCSF).

C. Strategic focus of School Effectiveness Service

- i. Targeted support for underachievement is coordinated across the School Effectiveness Service (SES), Consultant Headteachers and the nominated three lead consultancy schools. In 2008/9 we 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 toughened 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 which is equally highly regarded with all three National Challenge Advisers graded 'outstanding' by the external assessors

- 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 2009 especially in English and Science. Maths is the key target area for 2010 which would help drive up overall performance at the threshold
- 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. Overall GCSE Results

Table D1: 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					
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
2009	66.9	70.0	-3.1	69.2	-2.3

- The percentage of pupils attending special schools in the 2009 cohort was 1.7%.
- The percentage of pupils achieving 5+GCSEs at the higher grade A*-C has increased from 58.3% in 2008 to 66.9% in 2009, against a national average of 65.3% in 2008 to 70.0% in 2009. Rotherham has reduced the gap to national averages by 3.9% and to the statistical neighbours' average by 2.2%.
- This is an improvement of 8.6% for Rotherham schools (2008 to 2009), against a national improvement of 4.7%.

Table D2: 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
2009	47.1	49.8	-2.7	46.7	+0.4

- In 2009 47.1% of Rotherham pupils achieved 5+A*-C (including English and Maths), against a national average of 49.8% and a statistical neighbour average of 46.7%. Rotherham has reduced the gap to national averages by 4.0% and is 0.4% above the statistical neighbours' average.
- In 2009:
 - 58.3% of pupils gained A*-C in English (62.0% nationally). The LA average rose by 6.2% against a national average increase of 1%.
 - 53.4% gained A*-C in Mathematics (57.0% nationally). The LA average rose by 4.4% against a national average increase of 2%.

- 47.2% gained A*-C in English and Mathematics combined (50.0% nationally). The LA average rose by 6.1% against a national average increase of 2%.

Table D3: 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)					
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
2009	91.8	88.3	+3.5	90.8	+1.0

- 91.8% of Rotherham pupils gained 5+A*-G (including English and Mathematics), an increase of 1.3% from 2008.
- This is against a national average of 88.3% which increased by 0.9% from 2008 and the statistical neighbour average of 90.8% which increased by 0.9% from 2008.
- Rotherham exceeds both national averages and the average of statistical neighbours.

Table D4: Performance – Any passes

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
Any passes					
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
2009	98.5	98.9	-0.4	98.5	0.0

- Only 1.5% of pupils in Rotherham left school in 2009 with no GCSE equivalent passes. 1.7% of pupils in the cohort attended special schools.

Table D5: 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)					
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
2009	309.8	318.2	-8.4	313.3	-3.5

- The capped average points score is calculated from the best 8 GCSEs or equivalent.
- The average (capped) point score for pupils in Rotherham is 309.8, an increase of 16.9 in 2009 compared to a national average increase of 9.6.

- Rotherham has strongly improved its position in relation to National and Statistical Neighbour comparators.

E. Performance Profile of Individual Secondary Schools

	Cohort	5+A*-C inc Eng & Ma	5+A*-C	5+A*-G	At least one qualification	APS
LA Average	3679	47.1%	66.9%	93.6%	98.5%	415.6
England Average		49.8%	70.0%	92.3%	98.9%	413.5
Aston	317	53%	76%	97%	100%	406.5
Brinsworth	254	47%	64%	94%	99%	377.1
Clifton	276	29%	50%	88%	98%	345.9
Dinnington	244	55%	62%	91%	100%	409.8
Maltby	212	45%	62%	99%	100%	385.8
Oakwood	211	50%	73%	93%	98%	420.0
Rawmarsh	213	42%	66%	97%	100%	417.2
Saint Pius Catholic High	127	43%	63%	97%	100%	410
St Bernard's Catholic High	129	62%	89%	97%	98%	462.5
Swinton	177	42%	61%	93%	98%	401.9
Thrybergh	115	24%	48%	85%	100%	330.2
Wales High	249	53%	75%	98%	99%	474.1
Wath	285	56%	71%	98%	100%	478
Wickersley	306	62%	83%	94%	98%	506.3
Wingfield	185	45%	65%	98%	100%	429.3
Winterhill	317	44%	70%	97%	99%	429.7

F. Vulnerable Groups

(i) Gender

Table F1: Analysis of Performance by Gender - 5+A*-C Grades

5+A*-C	Boys		Girls		Difference	
	LA	Nat	LA	Nat	LA	Nat
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
2009	63.2	65.8	70.8	74.4	7.6	8.6

- The gap between the performance of girls and boys at 5+A*-C is 7.6%; this has decreased in 2009 by 0.9%. Boys' performance improved by 9.1%. Girls' performance improved by 8.2% between 2008/2009.
- The gap in national performance between girls and boys is 8.6%, with an increase of 1.3% from 2008.

Table F2: Analysis of Performance by Gender - 5+A*-C grades (including English and Mathematics)

5+A*-C	Boys		Girls		Difference	
	LA	Nat	LA	Nat	LA	Nat
2005	30.7	40.7	42.3	49.1	11.6	8.4
2006	31.1	41.6	44.2	50.2	13.1	8.6
2007	32.7	42.4	45.5	51.2	12.8	8.8
2008	37.2	43.2	44.8	52.3	7.6	9.1
2009	44.0	45.7	50.3	54.1	6.3	8.4

- The gap between the performance of girls and boys at 5+A*-C (including English and Maths) is 6.3% and reduced by 1.3%. Boys' performance improved by 6.8%. Girls' performance improved by 5.5% between 2008/2009.
- The gap in national performance between girls and boys is 8.4%, i.e. the national gap is 2.1% above the LA's.

Looked After Children

Table F3: Percentage of Looked After Children (LAC) achieving 5+ GCSEs (or equivalent) at grade A*-G (2005- 2009)

	2005	2006	2007	2008	2009
Rotherham %	29	50	26	47	45
Rotherham LAC Cohort No.	30	30	23	36	25

Table F4: Percentage of Looked After Children achieving 1+ GCSEs (or equivalent) at grade A*-G 2005-2009

	2005	2006	2007	2008	2009
Rotherham %	65	70	61	78	72
Rotherham LAC Cohort No.	30	30	23	36	25

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

Performance by Ethnicity (mainstream schools)

Table F5: Performance by Ethnicity 2005 – 2009

		Number in Group	3+ A* to A	5+ A* to C inc Eng & Maths	5+ A* to C	5+ A* to G
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%
2009	BME	295	20.7%	42.4%	63.1%	94.2%
	WBRI	3282	22.2%	48.3%	68.2%	94.8%
	ALL	3616	22.0%	47.7%	67.7%	94.8%

(BME) Black and Minority Ethnic background

(WBRI) White British background

Data Source – NCER website

- The percentage of BME pupils has increased slightly from 2008 (7.0%) to 2009 (8.1%).
- While the performance of BME pupils continues to improve, the rate of improvement did not match the overall incremental rise on two indicators and needs to be monitored carefully.
- The BME cohort does not yet reflect the significant numbers of EU migrant children now entering the secondary school system

Free School Meals

Table F6: Performance by Free School Meals (FSM) Eligibility

	5+A*-C in E&M	5+A*-C	1A*-G	A*-C English	A*-C Maths	3 Levels English	3 Levels Maths
2006	16.4	26.0	90.1	23.6	23.9	-	-
2007	15.3	28.5	89.1	23.4	24.7	-	-
2008	14.9	28.4	92.9	24.7	21.6	35.0	26.0
2009	20.8	39.2	93.3	30.1	27.7	42.0	30.0

FSM cohort average – 15%

- The performance of pupils on FSM shows a rise on all indicators

Table F7: Gap between the performance of pupils eligible for FSM and pupils not eligible for FSM

	5+A*-C in E&M	5+A*-C	1A*-G	A*-C English	A*-C Maths	3 Levels English	3 Levels Maths
2006	24.6	30.5	6.4	29.8	26.3	-	-
2007	27.8	30.5	8.3	32.2	27.8	-	-
2008	30.7	35.3	5.1	32.5	32.4	27.0	29.0
2009	30.7	32.2	4.9	33.1	30.3	25.0	27.0

- The performance of pupils eligible for FSM has increased for all indicators in 2009 but the gap to mainstream pupil performance remains too wide.

G. Contextual Value Added (CVA)

Table G1: Overall CVA – Number of schools designated in each category

	2007	2008	2009*
Number of Schools 1000+	8	9	6
Number of Schools less than 1000	8	7	10
Number of Schools Significant -	4	4	0
Number of Schools Significant +	1	1	2

Minus sign (-) means significantly below national average

Plus sign (+) means significantly above national average

- The outcome measure used in the KS2-KS4 2009 overall CVA model has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA is now capped at the best 8 GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance.
- 14 schools are in line with the national average, 2 schools are significantly above the national average and no schools are significantly below the national average in 2009.

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

A (i) Trend of Key Stage 4 Outcomes against the National Average.

A (ii) Rotherham GCSE results compared with Statistical Neighbour and National Averages 2009.

11. Finance:

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

Schools also receive additional funding, through Standards Fund, to address the National Strategies agenda re 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 should be consistent with the Community Strategy, the Corporate Plan and the Children and Young People's Single Plan. The improvement actions should address the Corporate Priorities for:

- | | |
|----------------|--|
| Regeneration | - improving the image of Rotherham;
- providing sustainable neighbourhoods of quality, choice and aspiration. |
| Equalities | - promoting equality;
- promoting good community relations. |
| Sustainability | - improving quality of life;
- increasing employment opportunities for local people. |

14. Background Papers and Consultation:

GCSE Examination Results 2005 - Report to Cabinet 2006.

GCSE Examination Results 2006 - Report to Cabinet 2007.

GCSE Examination Results 2007 - Report to Cabinet 2008.

GCSE Examination Results 2008 - Report to Cabinet 2009.

Contact Name:

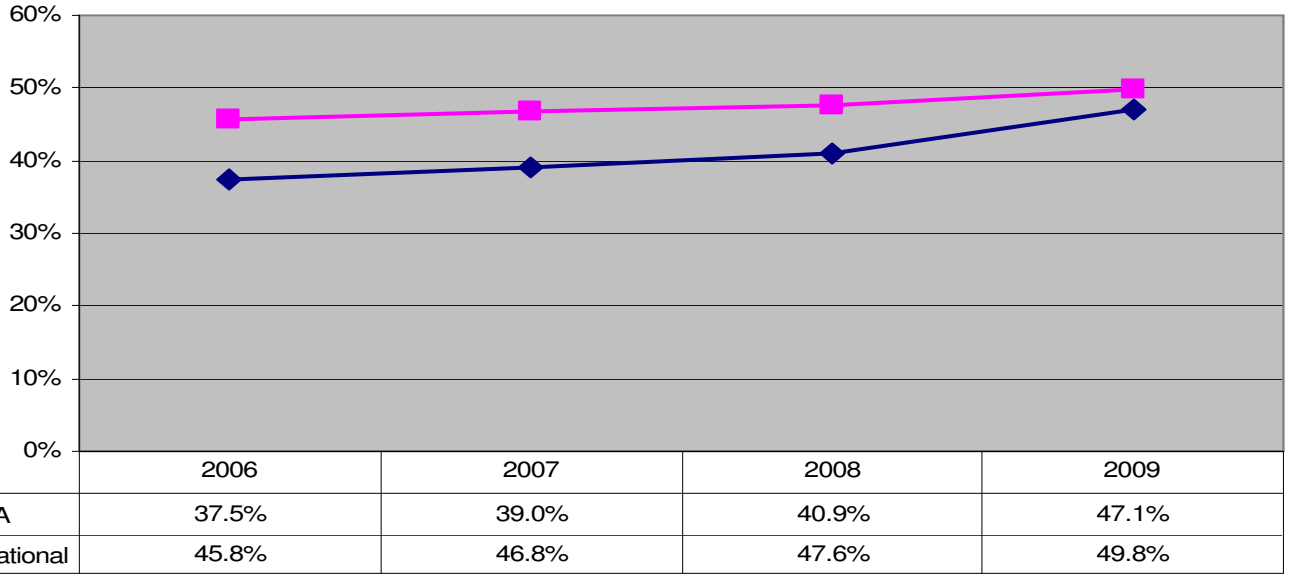
David Light Head of School Effectiveness T: 01709 336822

E: david.light@rotherham.gov.uk

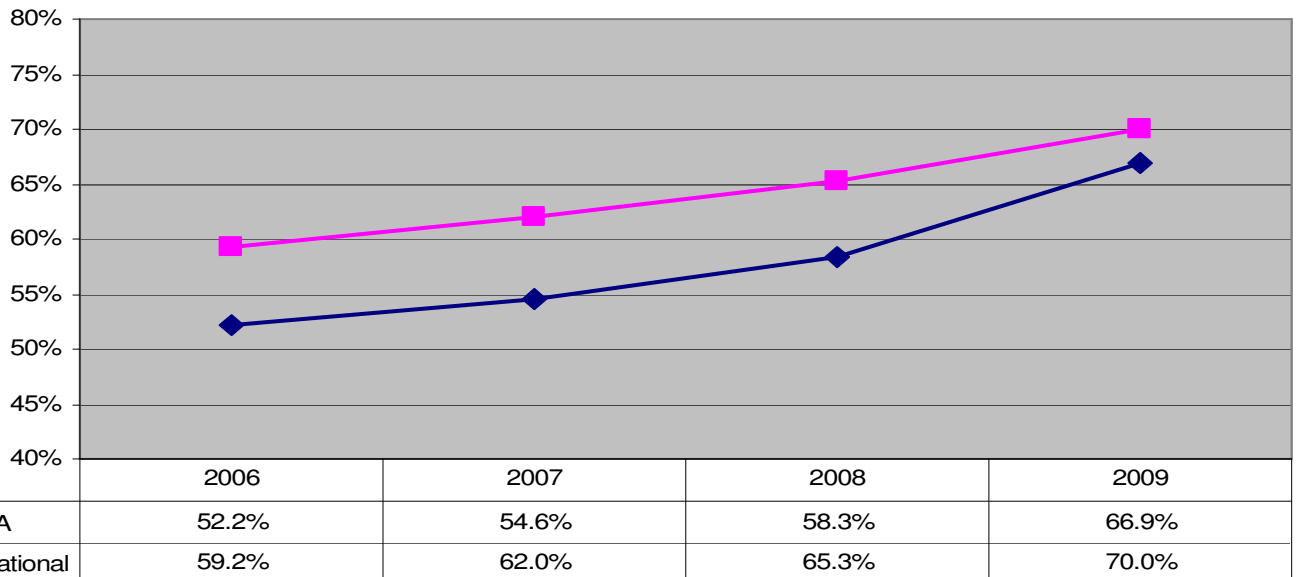
Appendix A: Rotherham's results compared with National and Statistical Neighbour (SN) averages

A (i) Key Stage 4 Outcomes against the National Average

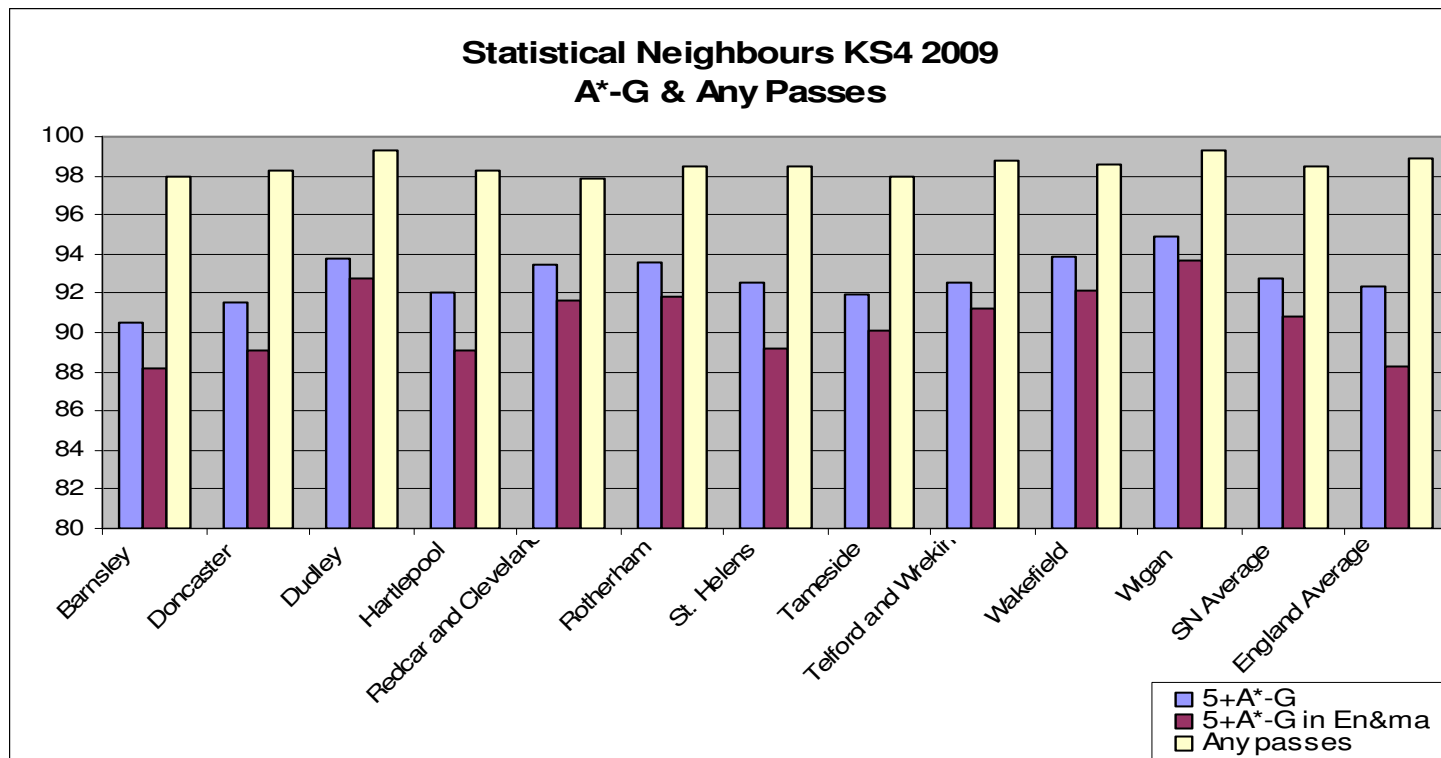
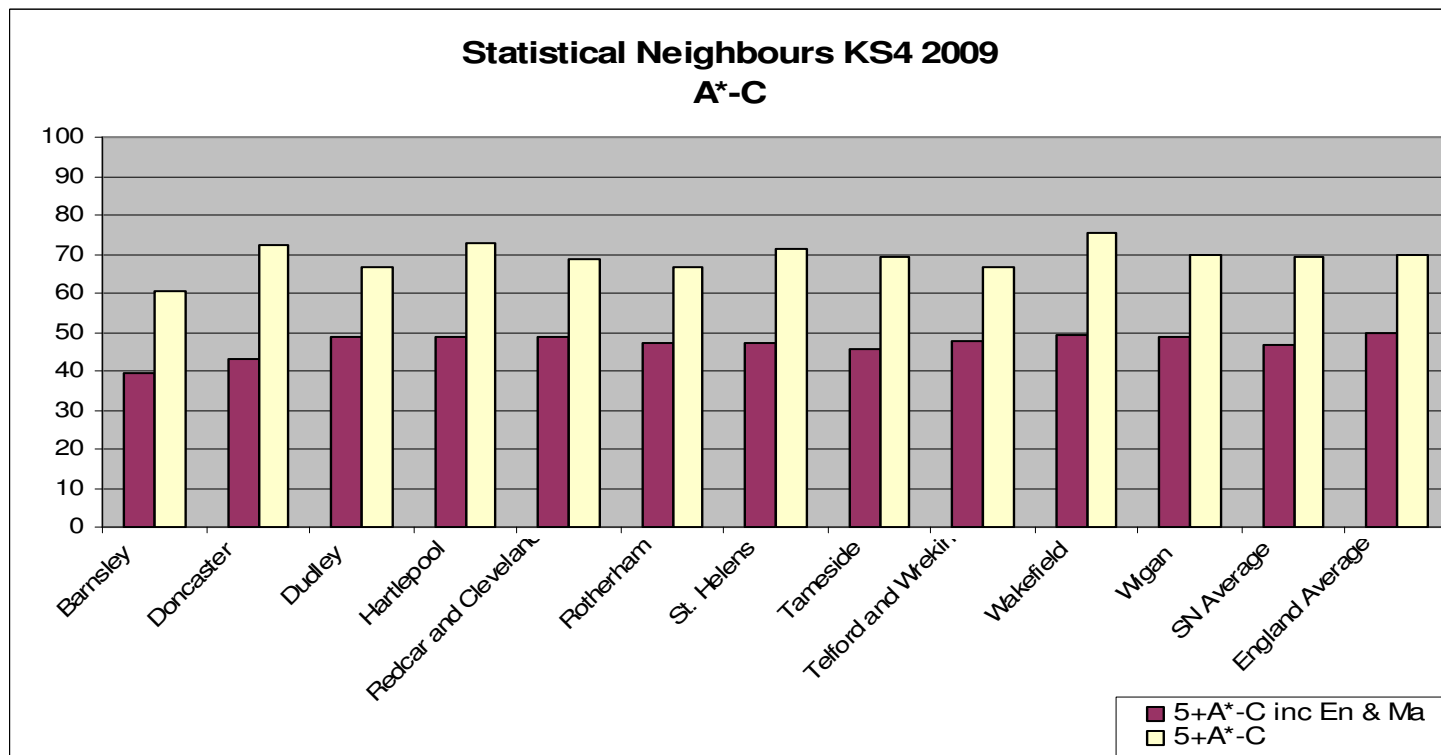
**5+A*-C Including English and Maths (GCSE or Equivalent)
LA / National Comparison**



**5+A*-C (GCSE or Equivalent)
LA / National Comparison**



A (ii) Rotherham GCSE results compared with Statistical Neighbour and National Averages 2009



ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Children and Young People’s Scrutiny Panel
2.	Date:	Friday 9th April, 2010
3.	Title:	Machinery of Governance – Up-date
4.	Directorate:	Children and Young People’s Services

5. Summary:

The Apprenticeships, Skills, Children and Learning Act becomes operational on 1st April 2010 and will bring about the most radical change in post-16 learning for almost a decade. It will:

- dissolve the Learning and Skills Council (LSC) and place upon local authorities (LA) a new duty to secure sufficient, suitable education and training provision for all resident 16-19 year olds, 16-25 year olds who have learning difficulties and disabilities (LDD) and young people in young offender institutions
- establish the Young People's Learning Agency (YPLA) that will have responsibility for funding 16-19 education and training, and for overseeing the allocation of post-16 resources to Academies
- create a Skills Funding Agency that will have overall responsibility for the performance and resourcing of Further Education (FE) colleges and, through the new National Apprenticeship Service (NAS), for securing sufficient apprenticeships, for all young people who are suitably qualified and who want one
- recognise, for the first time, Sixth Form Colleges as a distinct legal category and make them the responsibility of the LA

6. Recommendations:

The Children and Young People’s Services Scrutiny Panel is asked to:

- **note the transfer of 16-19 responsibilities from the LSC to the LA**
- **endorse the preparations being made by officers for the adoption of these new responsibilities and commissioning powers**
- **agree that the Strategic Director, Children and Young People Services will draw down funds from the YPLA for the purposes detailed in this report.**

7. Proposals and Details:

These legislative changes are the final piece in a programme of reforms that confer on LAs the responsibility for all aspects of the learning, development and care of children and young people 0-19.

The assumption of its new 16-19 powers provides an opportunity for Rotherham Borough Council to create a learning system that:

- is more responsive to the needs of individual post-16 learners, particularly the most vulnerable, those most likely to disengage from learning and the least well qualified
- improves choice for young people, parents and carers so that learners have the opportunity to study in school, in FE, or with other providers or employers
- shapes learning provision to better meet the needs of employers and those sectors of the local economy that are central to the economic transformation of the city, including an expansion of apprenticeships
- places a premium on high quality provision capable of driving up post-16 participation and achievement
- encourages innovative delivery and inspirational teaching so that all young people in the borough see the relevance of learning and are motivated to remain in education and training beyond the age of 16.

Rotherham Borough Council and its partners in the delivery of 16-19 learning are confident that they will be well placed to meet the challenges associated with:

- the raising of the age of participation in education and training to 18, which comes into force in 2015
- reducing the differential between national averages and the proportion of 19 year olds in Rotherham achieving Level 2 (equivalent to at least five good GCSEs) and Level 3 (equivalent to at least two A levels) qualifications.

The transfer of powers from the LSC confers on Rotherham the responsibility for the outcomes and well-being of all 16-19 year olds resident in Rotherham (and those young people up to the age of 25 who have LDD) to an extent that has not been the case since 1993 when funding for 16-19 learning was removed from LA control.

Preparations for the transfer are being made at a number of levels:

- **At national level**, the Local Government Association and LSC have jointly funded the Raising Expectations Action Programme (REACT) team and a series of expert groups which are advising and providing training for LAs on the specifics of the transfer. Rotherham has made good use of this support and has attended training sessions.
- **At the regional level**, a Regional Planning Group for Yorkshire and the Humber is in place to: oversee local arrangements for the transfer, manage the allocation of YPLA funds and secure out of area specialist learning provision including that for young offenders and learners with LDD. The Strategic Director of Children and Young People's Services is a member of this group.

- **At the sub-regional level**, the four local authorities in South Yorkshire (SY) have created a SY Planning Cluster comprising representatives of their 14-19 teams. This recognises the fact that 96% of 16-19 year old learners resident in SY pursue their learning with providers also located in the sub-region.

The cluster has made the short-term appointment of a coordinator to facilitate joint working in preparation for the transfer and created task and finish groups drawing on officers with specialist knowledge in finance, human resources, legal and governance, data and curriculum who are linked to REACT's expert groups. A sub regional implementation plan (Annex A) is in place which is monitored on a monthly basis (Annex B).

- **At the local level**, the 14-19 Partnership has reviewed the role and remit of all existing groups to ensure that they reflect the changes. Officers have been shadowing the LSC and have worked in partnership to develop the Statement of Need 2010/2011 (Annex C). In Rotherham, arrangements for the transfer are being led by a 14-19 Machinery of Government Change Team, that has specialist officers drawn from across the Council and the LSC. Currently four staff will be transferring from the LSC to Rotherham Borough Council in order to ensure that there are enough resources and skills to support the additional responsibilities being placed on the LA. In conjunction with support from Human Resources an induction programme is being developed for each of these members of staff.

Government Office, Yorkshire and the Humber oversees the progress made by LAs in preparation for the transfer and its most recent check (October 2009) judged the South Yorkshire sub regional group to be well advanced. The next progress check will take place in spring 2010.

The specific details of the transfer, such as, how funds will flow from the YPLA to the LA and then on to providers, are described in a national commissioning statement which is currently subject to consultation. In the meantime, officers are working closely with the LSC and REACT teams to ensure that all the measures that can be put in place to affect a smooth transfer are in place.

8. Finance:

There are a number of potential financial issues for Rotherham to manage as a result of the transfer of LSC funding and responsibilities. LSC allocations for 16-19 learning in Rotherham, under existing arrangements, give an indication of the amount of funding involved as £32 million

The current assumption is that 16-19 funding will continue at, or around, the above funding levels in 2010/11. However, the Department of Children, Schools and Families (DCSF) are currently undertaking a review of future 14-19 funding levels and funding methodology and there are, at this stage, no confirmed figures and no guarantees that all aspects of 16-19 learning will be resourced at the same level in subsequent years.

LSC funding to school sixth forms currently flows to 11-18 schools via the LA. This arrangement will continue following the transfer of responsibility and these schools

will be expected to contain their sixth form costs within their agreed 16-19 funding allocations.

The Skills Funding Agency will be the sponsor body for FE colleges and funding will flow to them via the LA.

Thomas Rotherham College elected in December 2009 to adopt the new legal category of Sixth Form College. As a result of this Rotherham will become the sponsor body for this institution and will fund it accordingly from the annual 16-19 allocation made to the LA by the YPLA.

The LSC's national budget for learners with LDD has, historically, been overspent. Rotherham has both learners who learn out of the town in specialist, residential provision and a growing number of young people with learning needs that will have to be met by providers in the town. The LSC has launched a national review of LDD funding and Rotherham will seek to utilise this in its own plans to ensure that the available funding is deployed most effectively and efficiently in the interests of all learners with LDD. Any further financial implications arising from this process will be reported as they arise.

9. Risks and Uncertainties:

The relevant legal powers will result from the Act. The Act will transfer responsibility for commissioning post 16 education and training to LAs from April 2010. LAs will commission 16-19 education and training from colleges, supported by the YPLA. Legal advice will be required at that stage regarding the drafting of funding agreements. Some provision will be subject to a competitive procurement exercise in accordance with the Council's Contract Standing Orders and Procurement Rules and the Public Contract Regulations 2006.

The DCSF's National Commissioning Framework which is currently being consulted on will set out the core systems for planning, commissioning, procuring and funding and will provide a structure within which Local Authorities will be able to meet their new statutory requirements.

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
- 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)

11. Background Papers and Consultation:

White Paper Raising Expectations: enabling the system to deliver'
The Apprenticeships, Children, Skills and Learning Act 2009

Contact Name: Karen Borthwick Assistant Head of School Effectiveness Service 11-19)



South Yorkshire

16-19 Transfer and Sub-Regional Developments

Action Plan

April 2009 to July 2010

Final Draft

1. Introduction and Context

This action plan has been developed jointly by the South Yorkshire Cluster (4 South Yorkshire Local Authorities (LAs)), following the successful Phase 2 submission in February 2009. It has been drawn up to support 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. The establishment of the South Yorkshire Group has the formal approval and active commitment of the Chief Executives, the Directors of Children's Services (DCSs) and the Leaders, or Mayor in each LA.

The 4 Councils in South Yorkshire have a long and demonstrably successful record of collaborative working in economic development and 14-19 provision 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 level in the Dearne Valley across 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 the South Yorkshire Passenger Transport Executive

The 4 LAs have significant dealings with schools and sixth forms (e.g. through Building Schools for the Future (BSF) in Sheffield and Barnsley), and with FE providers (e.g. Sheffield, the establishment of Longley Park 6FC, and Rotherham, 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.

2. Overall responsibilities

This plan sets out how the South Yorkshire Cluster will support the delivery of the key objectives set out in the DCSF Children's Plan and 14-19 reform programme:

- to ensure that all young people participate in education or training that stretches and challenges them until at least their 18th birthday i.e. the Raising of the Participation Age (RPA)
- 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.
- to deliver the national entitlement to the learning pathways: Foundation Learning Tier, Vocational (Apprenticeships), Applied (the 17 lines of Diploma), General (GCSEs and A levels),
 - to secure sufficient, motivating, accessible high quality provision in support of this at every level, for every line of learning and for all learners, including the most vulnerable
 - 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 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 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.

3. Organisational structure, Governance and accountability

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. Each LA participating operates statutory legislation in terms of Children Trusts, the requirements for drawing up Children and Young People's Plans and 16-19 strategic commissioning. Organisational arrangements for the LAs and the cluster to meet their new responsibilities are set out in Appendix 1 These include the following:

- Establish a clear set of arrangements and lines of accountability within each LA to discharge its 16-19 strategic commissioning function
- Ensure comprehensive and useful analysis is provided by the Young People's Learning Agency (YPLA) re :
 - 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 4 LAs
 - learner progress, provider performance and gaps in provision
- Create expert **groups** which bring together experts from the 4 LAs and LSC to ensure a smooth transfer of planning functions
- Establish a sub-regional **South Yorkshire 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. Remits and Responsibilities

4.1 South Yorkshire Executive

This group comprises the 4 South Yorkshire Directors of Children's Services. Responsibility for chairing will rotate annually between the 4 LAs. A representative of the SRG will be in attendance. This group is 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 SRG 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 SRG
- 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 Sub regional Planning Group (SRG)

This group comprises the key officers from the respective LA 14-19 units who work together to drive the implementation of the Action plan. The SRG meets at regular intervals and is held accountable by the South Yorkshire Executive. The SRG is responsible for:

- setting stretching sub-regional strategic objectives and targets to be achieved collaboratively by the 4 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 sub-regional arrangements for low incidence or specialist provision which 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.

The SRG will also ensure that the 16-19 Commissioning Plan accords with national policy and regional priorities is fully reflective of the strategic objectives and planning undertaken by contributory LAs and adheres to the following planning principles:

- the needs and aspirations of all learners, particularly the most vulnerable, are met including specialist provision suitable for learners with specific needs e.g. LDD
- 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
- 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 and analysis used consistently by the SRG
- 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.

5. Dispute resolution

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

The SRG 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. It will apply in a fair and transparent manner, the values and planning principles agreed by the cluster and the provider community. Any sub-regional dispute or conflict of interest that cannot be resolved by the SRG will be referred to the South Yorkshire Executive.

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. 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. The composition of the Cluster Commissioning Plan will be a staged process governed by an annual planning cycle (see Appendix 2).

6. Stages in the commissioning process

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.

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.

7. Identification of Priorities for the Action Plan

Following the successful Phase 2 submission a letter was sent to DCSs by Sue Baldwin, Director of Young People's Participation DCSF in response to the South Yorkshire Phase 2 submission with specific feedback for the South Yorkshire Cluster. Extract from letter dated 19 May:

"The panel considers that at this stage in the process your proposal is developing well with key areas on the agenda being covered i.e.

- **staff capacity issues**
- *links to the wider **economic development** agenda t*
- *the challenge of ensuring that **cross border flows** are collaboratively managed*
- *the need to develop closer involvement with and to develop **strategic relationships with providers** as a critical success factor to secure not only 16-19 commissioning but also the 14-19 reforms.*

The panel welcomes your outlined approach which is clearly building on the good track record of collaboration and strategic working between the local authorities. There was also good evidence that the collaborative approach was ensuring all partners are supported to fully engage in the Sub regional development process."

Other priorities were identified during the consultation phase as part of the Phase 2 submission including the following:

- Clarify the relationship between sub-regional, regional and national bodies: YPLA, NAS and SFA

- Produce a detailed explanation of how financial accountability will be managed in future.
- Consider how the Youth Councils can contribute to the work of the SRG
- 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
- Review how commissioning fits with existing boards and networks e.g. common data sets to ensure consistency
- Build on existing good practice and strong relationships between FE and partnerships across the region to ensure that consultation is meaningful and review current system of representation to enable secondary headteacher representation
- Build on LA skills audit of staff from LSC and LA to establish appropriate CPD programme to reflect identified need and identify Workforce training funding (WTF)
- Build up shared understanding of specific issues such as LLDD.
- Develop a common approach to Education Business Partnerships and employer engagement
- Ensure the Area Wide Prospectus (AWP) is integrated into planning process along with learner tracking mechanisms. Review arrangements for Common Application Process to take account of cross border issues and explore how the AWP's can further support and inform learners.

8. Monitoring arrangements

Monitoring will be carried out by the SRG at its regular meetings through termly reports and briefings from SRG to DCSs, Chief executives and elected members, reports from all expert groups. These will inform Agenda items at 14-19 Partnerships (or equivalent group) and Children's Trusts and will be reported at GOYH Progress Checks in each LA.

1.0 ESTABLISH APPROPRIATE GOVERNANCE STRUCTURES

Area of Activity	Specific Activity	Timescale	Responsible	Success Criteria	Monitoring
1.1 ACCOUNTABILITY Strengthen shared governance arrangements, ensuring on-going political sign-off, clear decision making and accountability arrangements are in place	1. Clarify sub regional and LA roles and responsibilities alongside SFA, YPLA and NAS against ASCL legislation re SSF, FE, 6FColleges, Academies and WBLPs including financial management.	by Apr 10	LAs	<ul style="list-style-type: none"> Agreed set of protocols and structures established to meet the needs of commissioning process – All groups linked into commissioning processes. Links with Children’s Trust and Work and Skills boards are clear. Representation is in place with roles and responsibilities understood by all partners. Legal and statutory duties are identified and adhered to. Formal procedure enables appeals to be lodged and disputes settled. Risk assessment procedures are embedded in the commissioning process to ensure decision making takes account of all relevant factors. All stakeholders are clear about their responsibilities and roles in the commissioning process. Commissioning is open and transparent and line with principles of accountability Commissioning carried out efficiently during 2009-10. Mix of provision through high quality provider base is working towards the delivery of the entitlement 	<ul style="list-style-type: none"> Termly reports and briefings from SRG to DCSs, Chief executives and Elected members. Reports from all expert gps Agenda items at 14-19 Partnerships (or equivalent group) and Children’s Trusts GOYH Progress Checks in each LA
	2. Reconfigure 14-19 Governance arrangements to align with MOG requirements locally, sub regionally including review and clarification of: <ul style="list-style-type: none"> current representation on local 11/14-19, roles and responsibilities and terms of reference of key 11/14-19 groups to ensure fit for purpose. link between LAs, Work and Skills Boards, Children’s Trust and 14-19 structures governance and responsibilities for EBPO arrangements in context of South Yorkshire Skills Strategy and Education Business Partnership organisations. 	by Oct 09	LAs		
	3. Create an effective and accountable 16-19 commissioning process and structure in each Local Authority.	by Apr 10	LAs		
	4. Agree values, principles and protocols for 16-19 planning to assist strategic commissioning.	by Oct 09	SRG		
	5. Confirm the commissioning process is approved and monitored in line with LA governance protocols and procedures	by Dec 09	LAs		
	6. Clarify arrangements for dispute resolution at : <ul style="list-style-type: none"> i. sub region, region, cross region levels ii. provider level 	by Dec 09	LAs		
	7. Develop risk analysis relating to 16-19 commissioning processes	by Dec 09	SRG		
	8. Ensure SRG maintains cross authority DCS, Member and Chief Executive support.	ongoing	SRG		

<p>1.2 LEARNER VOICE Ensure that the grouping is focused on outcomes for young people by understanding their needs and aspirations</p>	<ol style="list-style-type: none"> 1. Review local current arrangements for Learner Voice to include feedback on provision and choice. 2. Consider proposals for sub-regional Young Person's group, possibly virtual, to add value by consulting young people e.g. on cross border issues and build on representation already in place. 3. Collate learner preference data from 2008-09 Common application process data as pilot to inform 2010 priorities. 4. Implement learner voice arrangements to inform 2011-12 commissioning decisions. 5. Review impact and effectiveness of Voice and Influence (and its resources) to engage and involve young people in future youth engagement activity. 6. Commission Connexions to carry out annual young people's needs survey/report. 	<p>By Nov 09</p> <p>by Mar 10</p> <p>by end Sept 09</p> <p>by Jul 10</p> <p>by Jul 10</p> <p>by Jul 10</p>	<p>LAs</p> <p>IAG gp</p> <p>Data /IAG gp</p> <p>SRG</p> <p>IAG gp</p> <p>IAG gp</p>	<ul style="list-style-type: none"> • Views and opinions of current and future learners are taken into account to inform the commissioning process. 	<ul style="list-style-type: none"> • Feedback from provider learner satisfaction surveys to inform commissioning provision. • Reports from Data group • Reports from IAG gp
<p>1.3 QUALITY a. Articulate how demand will be met by a supply base committed to quality. b. Articulate how the commissioning process will be quality assured</p>	<ol style="list-style-type: none"> 1. Review national guidelines and links between Ofsted Common Inspection Framework and Framework for Excellence, other self assessment models including school Sixth forms (Datadashboard) and the role of SIPs. 2. Build on existing 14-19 Quality Toolkit frameworks across the sub region to establish monitoring and evaluation procedures linked to QA standards and consult with providers through the provider networks. 3. Audit current range of providers to ensure breadth and quality against quality measures which adhere to national and local guidelines. 4. Review LA procedures for assuring quality in the commissioning process 5. Establish provider quality subcontracting protocols/arrangements (particularly with Third sector organisations) to enable a broader provider base 	<p>By Dec 09</p> <p>by Mar 10</p> <p>by Dec 09</p> <p>by Dec 09</p> <p>by Dec 09</p>	<p>Quality (provision) gp</p> <p>Quality (provision) gp</p> <p>LAs</p> <p>LAs</p> <p>Quality (provision) gp</p>	<ul style="list-style-type: none"> • Commitment to high quality service provision is evident to all partners. • Effective framework enables SRG to regularly review and report outcomes with auditable procedures for determining provision. There is clarity to determine the quality of 16-19 provision. • There are agreed QA standards across all aspects of commissioning. This process is aligned with national PIs. 	<ul style="list-style-type: none"> • Termly reports and briefings from SRG to DCSSs, Chief executives and Elected members. • Reports from Quality (provision) gp • Agenda items at 14-19 Partnerships (or equivalent group) and Children's Trusts

2.0 FURTHER DEVELOP COLLABORATION AND STRATEGIC CONTRIBUTION

Area of Activity	Specific Activity	Timescale	Responsible	Success Criteria	Monitoring
2.1 WIDER STRATEGY Ensure commissioning fits with wider strategic priorities for Economic development both locally and regionally.	<ol style="list-style-type: none"> Align 16-19 commissioning processes with Economic Strategy by developing an overview of economic development to reflect the new environment. Establish Inter-relationship with YPLA and NAS and regional planning. (see 1.1.1) Make appropriate links with RDA -YF, GOYH and other relevant agencies. Ensure YPLA data packs provide analysis of social and economic performance alongside cross border economic issues. Produce local employer Engagement/ Enterprise plan to inform transfer of responsibilities for Education Business links. 	<p>by Dec 09</p> <p>Autumn 09</p> <p>Autumn 09</p> <p>Autumn 09</p> <p>Autumn 09</p>	<p>SRG</p> <p>SRG</p> <p>SRG</p> <p>Data gp</p> <p>LAs/Employer Engagement gp</p>	<ul style="list-style-type: none"> Data packs provide useful analysis to inform planning. Learning and skills agendas are actively linked and are making a tangible difference to the area's social and economic outcomes. 16-19 commissioning meets both learner demand and economic need and is working towards delivery of the 2013 entitlement. 	<ul style="list-style-type: none"> Termly reports and briefings from SRG to DCSSs, Chief executives and Elected members. Agenda items at 14-19 Partnerships & Children's Trusts
2.2 COMMUNICATION STRATEGY Secure further understanding of the FE sector and strategic relationships to enhance strategic commissioning role	<ol style="list-style-type: none"> Hold half day conference to set up expert gps. Consult on appropriate mechanisms and cycles for consultation within each sector. Determine if additional structures needed for secondary headteacher representation on sub-regional basis. Produce communication strategy with regular briefings to stakeholders (representatives from schools, FE, WBLPs, HE, Economic Development, Vol Com and Adult Learning/Skills sectors) and mechanism for feedback e.g. South Yks Listening Board. Strengthen provider voice through WBL Provider Forum in LAs re Apprenticeships Confirm named arrangements for effective communication with RDA -YF and GOYH. Ensure appropriate member briefing and approval of decision making process. Organise provider briefings state of play conference to inform commissioning plans. 	<p>by Jul 09</p> <p>by Nov 09</p> <p>by Nov 09</p> <p>by Dec 09</p> <p>by Nov 09</p> <p>by Nov 09</p> <p>ongoing</p> <p>by July 10</p>	<p>SRG</p> <p>SRG</p> <p>SRG</p> <p>SRG</p> <p>LAs</p> <p>SRG</p> <p>LAs</p> <p>SRG</p>	<ul style="list-style-type: none"> Communication strategy in place which ensures greater understanding by all sectors of the process. Communication with other key groups at regional and LA level is established. 	<ul style="list-style-type: none"> Termly reports and briefings from SRG to DCSSs, Chief executives and Elected members. Agenda items at 14-19 Partnerships (or equivalent group) and Children's Trusts

3.0 ENSURE AVAILABILITY OF APPROPRIATE RESOURCES AND CAPACITY

Area of Activity	Specific Activity	Timescale	Responsible	Success Criteria	Monitoring
3.1 STAFFING (personnel, finance, data) Establish staffing and infrastructure requirements to deliver the planned changes Ensure continuation of programme of planned arrangements to work with LSC staff	1. Carry out skills audit of staff (LSC/ LA) involved in the change team.	by Sept 09	SRG	<ul style="list-style-type: none"> SRG established with a clear role, remit and membership agreed by all stakeholders. Expert Groups in place with representation of key staff reporting to SRG. Staff appointed to the LA s with clear roles with agreed job descriptions and person specifications. Robust Performance management in place. CPD programme developed from staff audits and requirements at national, regional and local levels 	<p>Termly reports and briefings from SRG to DCSSs, Chief executives and Elected members.</p> <p>Agenda items at 14-19 Partnerships (or equivalent group) and Children's Trusts.</p> <p>Reports from HR gp and other expert Groups.</p>
	2. Review current LA structures and develop a 14-19 commissioning team. <ul style="list-style-type: none"> Prepare, consult and determine proposals for LA staffing (transitional from Sept 09 and fully operational by Apr 10) in consultation with LSC and following publication of LA blueprint. Identify with LSC the number and range of staff to transfer to LA ensuring staff are linked to identified needs of LA. Establish an LA transitional 14-19 unit with personnel fit for purpose with skills set, employee specifications and job descriptions to cover: governance, planning, quality, commissioning, data, finance, LLDD and HR. 	by May 09	LA s		
	3. Workforce training <ul style="list-style-type: none"> Identify any WT Funding for staff to undertake professional development re MOG and 14-19 developments. 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 	by Oct 09	LAs		
	4. Establish expert groups at LA and SRG levels and create protocols to align joint working to maintain effective dialogue. Link developments to existing work in eg EBPO transition working group, NEETs gps and identify further areas where S Yorks wide work is required.	by Sept 09	SRG		
	5. Co-opt expert representations from provider groups to LA change/transition teams.	by Sept 09	LAs		

3.2 SHARED SERVICES Investigate shared services arrangements to maximise the effectiveness of the grouping	1. Investigate the benefits/ disadvantages of shared services including collocation of specialists.	by Mar 10	SRG and Expert Groups	<ul style="list-style-type: none"> Infrastructure in place which is in line with national and regional requirements and informed by recommendations from the Expert Groups 	Termly reports and briefings from SRG to DCSs, Chief executives and Elected
3.3 COMMISSIONING CYCLE Establish commissioning cycle Finalise necessary arrangements to enable SRG to work to model (b)	Business cycle 09-10 and future planning <ol style="list-style-type: none"> Produce 16-19 Commissioning Strategy documents outlining operating procedures and annual business planning cycle. Establish needs in relation to MIS, Finance and any other aspects. Create an MIS system to support the commissioning process. Produce a local area statement of need (Local LA/LSC commissioning statement, ensuring intelligent account taken of national statement of priorities to inform sub-regional and local allocations. See 2.1.1 Receive and analyse indicative allocations Engage in dialogue with providers for final allocations Finance <ol style="list-style-type: none"> Seek clarity re LA responsibility for revenue, capital and financial assurance Establish financial and budgetary MS (see business cycle) Implement agreed funding formula to identify level of funding for providers. Data <ol style="list-style-type: none"> Clarify role of YPLA in production of data. Establish more robust database especially for L2 and L3 at 19, vulnerable groups, LLDD. Investigate resources to assist management of commissioning process. Analyse and gather data to inform the commissioning process. Develop protocols for sharing sub-regional and LA data at institutional level. Transport <ol style="list-style-type: none"> Build on expertise of 14-19 S Yks transport gp to deliver improved access to provision. 	by Oct 09 by Oct 09 by Nov 09 by Jan 10 by end Mar 09 by Oct 09 by Nov 09 by Apr 10 by Apr 10 by Dec 09 by Dec 09 by Apr 10	SRG Data and Finance gps LAs/LSC LAs/LSC + Finance gp LAs/LSC Finance gp Data gp Transport gp	<ul style="list-style-type: none"> Commissioning strategy in place and agreed with all stakeholders. Commissioning decisions which deliver the entitlement fit within the budget. Agreed action plan informs the process Systems in place and fully operational and ensure effective process LA responsibility for revenue, capital and financial assurance is clear and ensure 16-19 functions are financially assured. MIS system in place which informs the process. Robust data in place to support planning and challenge underperformance. Protocols are in place and all stakeholders signed up to use 	Termly reports and briefings from SRG to DCSs, Chief executives and Elected members. Agenda items at 14-19 Partnerships (or equivalent group) and Children's Trusts. Reports from HR gp and other expert Groups

4.0 FURTHER DEVELOP APPROPRIATE POLICY AND PLANNING MECHANISMS

<p>4.1 DELIVERY OF WIDER 14-19 AGENDA</p> <p>Refine planning to ensure that the SRG approach to commissioning will help deliver the wider 14-19 agenda, including delivery of the entitlement and raising of the participation age</p>	<ol style="list-style-type: none"> 1. Review 14-19 Education Plans in each LA against new requirements including 4 progression routes. 2. Establish link to IYSS in each LA. Set up expert sub groups to support needs of post 16 vulnerable groups LAC, Care leavers, Teenage parents, YOT, LLDD - Youth Justice and OLASS (Offending Learning and Skills Service) see 4.2 3. Use data and other information to produce cycle for planning including early capacity check to influence provision. (see 3.3) 4. Ensure travel plans take account of cross border issues. (see 3.3.12) 	by Jul 09	LAs	<ul style="list-style-type: none"> • 14-19 Education Plan agreed with all stakeholders and identified as at least good through external judgements • Clear strategies for IYS with plans to address the needs of post 16 vulnerable gps are in place. 	<p>Termly reports and briefings from SRG to DCSs, Chief executives and Elected members. Agenda items at 14-19 Partnerships and Children's Trusts. Reports from expert Groups</p>
	by Oct 09	SRG + LLDD gp			
	by Dec 09	Data gp			
	by Dec 09	Transport gp			
<p>4.2 TRANSITION</p> <p>Ensure progression towards an effective transition strategy and plan to achieve operational excellence</p>	<ol style="list-style-type: none"> 1. Produce joint SRG action plan with timeline for transition and for 3 years. 2. 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 3. Update action plan in the light of national, regional and local developments following consultation on 16-19 planning. 	By Jun 09	SRG	<ul style="list-style-type: none"> • SR Action Plan is reviewed and updated • Next phase of developments is initiated. 	<p>Termly reports and briefings from SRG to DCSs, Chief executives and Elected members. Reports from LLDD gp</p>
	by Dec 09	LLDD gp			
	by May 10	SRG			
<p>4.3 IAG</p> <p>Clarify 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>	<ol style="list-style-type: none"> 1. Review current arrangements for IAG and establish scope for integration into planning process against national standards. 2. Ensure AWP prospectus in integrated into planning process alongside learner tracking mechanisms. Explore how AWP can further support and inform learners. 3. Review arrangements for Common Application Process to include reports on learners' projected needs as early capacity check of provision. 4. Further develop AWP and CAP to take account of cross border issues 5. Set up collaboration on specialist provision. 	by Oct 09	IAG gp	<ul style="list-style-type: none"> • Young People are well informed about choices available. Mechanisms for AWP and CAP are in place • AWP and CAP are rated highly by external parties and young people. • Individual institutions recognise their role and responsibilities in enabling access to high quality IAG 	<p>Reports from IAG gp</p>
	by Dec 09	IAG gp			
	by Dec 09	IAG gp			
	by Mar 10	IAG gp			
	by Apr 10	IAG gp			

Local Authority

Cluster

Function

Children's Trust
Responsible for:

- ECM outcomes
- Overseeing delivery of the Children and Young People Plan
- Approval of the local statement of need
- Overseeing delivery of the 14-19 Plan and associated targets

14-19 Partnership
Responsible for:

- Overseeing delivery of the 14-19 strategy and related targets
- Overseeing composition of the local statement of need and the annual 16-19 Commissioning Plan
- Ensuring that 14-19 provision and the support services that underpin this are equal to the needs and aspirations of individual learners, particularly vulnerable and under-achieving young people

14-19 Unit / Team
Responsible for:

- Monitoring, evaluating and reviewing provision in relation to agreed strategic objectives, targets and learners needs and aspirations
- Composing the local statement of need and the local 16-19 Commissioning plan
- Consulting stakeholders represented in the 14-19 Partnership and the 16-19 Planning Group in the composition of the statement of need and the 16-19 plan
- Negotiating cross-border provision with local providers
- Taking action to address weak provision in accordance with national procedures

16-19 Planning Group
Responsible for:

- Reviewing provision annually and making recommendations re gaps or wasteful duplication to the 14-19 Unit
- Ensuring that 16-19 provision is sufficient to deliver the LA's attainment and participation targets for 19 year olds, the September Guarantee and the specific needs of vulnerable and low achieving young people
- Applying the agreed tests to advise the 16-19 commissioning team whether 16-19 provision in an existing institution should be expanded, or whether new provision should be commissioned

LA Officer Group

- Data
- Finance
- OD/HR
- Infrastructure
- IAG & IYS
- Inclusion/LLDD/SEN
- Employer Engagement
- Quality (provision)
- Quality (commissioning process)
- Transport

Regional Planning Forum
Responsible for

- Overseeing Regional targets and strategy.
- Approving Sub-regional cluster plans.
- Commissioning low incidence and specialist provision
- Adjudicating disputes that cannot be resolved at Cluster Level
- Ensuring 14-19 plans reflect wider economic need and are consistent with 19+ planning
- Negotiating the annual regional budget allocation and ensuring that Cluster plans reflect this

Strategic Oversight

South Yorkshire Executive (DCSs)
Responsible for:

- Agreeing Sub-regional strategic objectives and targets to be achieved by the Cluster.
- Approving and overseeing the Sub-regional statement of need and the delivery of the Cluster's annual 14-19 plan.
- Agreeing arrangements for cross-border learner flows
- Agreeing any Sub-regional arrangements
- Resolving any Cluster disputes that cannot be resolved by the Cluster Planning Group
- Involving SY CEs and SY elected members as appropriate

Strategic Leadership

South Yorkshire Sub Regional Planning Group
Responsible for:

- Monitoring, evaluating and reviewing provision in relation to Sub-regional objectives, targets and learners' needs and aspirations.
- Creating the Sub-regional statement of need and annual 16-19 Commissioning Plan.
- Addressing current need, the requirements of low incidence and specialist demand and cross-border learner flows to shape the 16-19 Commissioning Plan.
- Seeking opportunities to share planning functions, promote excellent and specialist provision and to market make where need is not being met across the sub-region

HR

Data Group

Finance Group

IAG: On-line Prospectus, Common Application Process & IYS

Employer Engagement Group

Quality (provision) Group

Transport (Low incidence, specialist provision and travel) Group

LLDD/Inclusion/SEN

Quality (commissioning process) Group

Local Statement of Need

14-19 Plans

Annual cycle

Single provider conversation

Quality of provision

Learner and data learning

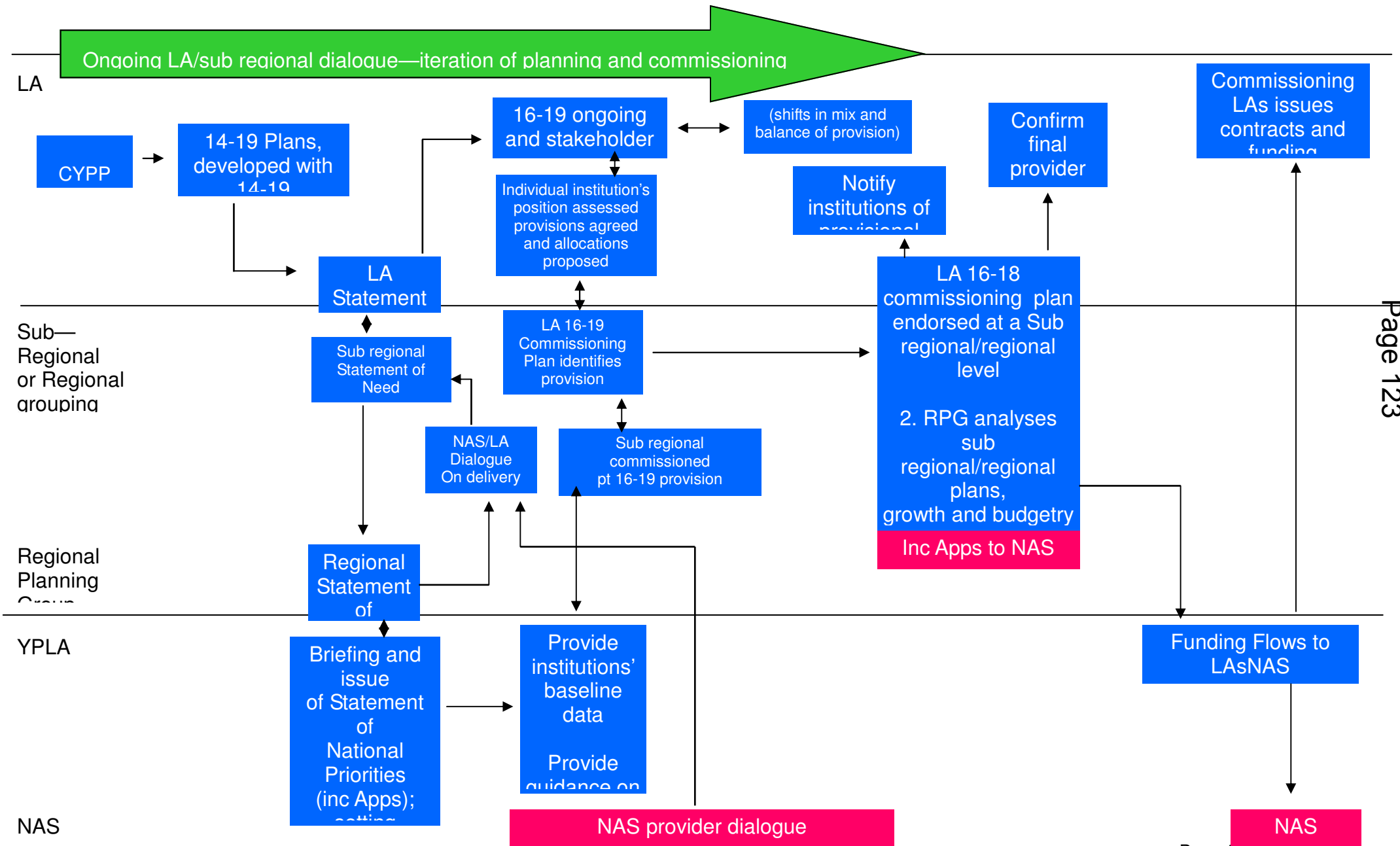
Travel to learn patterns

ECM outcomes and priorities

Learner Voice

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



16-19 Transfer and Sub-Regional Developments

Overview of progress on the South Yorkshire Action Plan April 2009 - July 2010

1.0 Appropriate governance structures

1.1 Accountability

The South Yorkshire (SY) Cluster Phase 2 submission (February 2009) was signed off at political level with elected officers, Leaders groups, Chief executives and Directors of Children's Services in each Local Authority (LA). The submission contained protocols for dispute resolution. Further work will be carried to assess the need for an additional Memorandum of Understanding to reassess protocols once the final National Commissioning Framework (NCF) (currently out for consultation to 5 February 2010) has been published. All LAs are in the process of writing cabinet papers for discussion during January/February 2010 for each Cabinet to confirm delegated powers to spend funding, now the Apprenticeships, Skills, Children and Learning (ASCL) Act has been passed. A DCSF external review was carried out at the Sub Regional Group (SRG) meeting on 19 October 2009. A Government Office Yorkshire and Humberside (GOYH) representative has been in attendance at several Sub Regional Group meetings.

1.2 Lead commissioning arrangements

Rotherham has been designated as lead for Dearne Valley College. Doncaster has been designated as lead for Young Offending provision.

1.3 Learner voice

The SRG through its expert IAG group is investigating how to use existing excellent practice in each Local Authority to consult with young people.

1.4 Quality

Some initial work has begun to scope out matters relating to quality in preparation for a national quality network event in Sheffield December 16. Datadashboard and ALPs information has been shared with providers either individually or shared.

2.0 Collaboration and strategic contribution

2.1 Wider economic strategy

The Phase 2 submission and action plan outlines steps towards integration with other structures, recognising the need to embed arrangements in Local Strategic Partnership structures and make strong links to the work of the City Region. Contact has been made with a Yorkshire Forward RDA representative to attend SRG meetings. Information about the Post 16 transfer changes has been discussed at local Work and Skills Boards and regular updates have been given to 14-19 Partnerships in each LA. The SY Employer Engagement expert group is undertaking preparation for joint commissioning arrangements for Education Business Partnership as part of its brief.

2.2 Communication strategy

2.2.a Within South Yorkshire Sub region

A conference was held on 6 July 09 at Tankersley Manor which was attended by over 80 Officers from the 4 LAs and SY LSC, alongside GOYH to launch the SY Action plan. Subsequently, expert task and finish groups have been created to drive forward the actions (see section 5.). The SRG meets monthly and takes feedback from the Sub Regional Expert groups. The 4 Local Authorities have funded a

consultant post for 10 months to drive forward and coordinate the implementation of the plan. Links have been made with the Young People's Learning Agency (YPLA) sub regionally and the SY YPLA Senior Officer designate is now a member of the SRG. The SY National Apprenticeship Service (NAS) representative will have a regular standing item on the SRG agenda from January 2010. Regular updates are given at 14-19 Partnerships to keep strategic partners updated on progress. Briefings have taken place with elected members.

2.2.b Managing the transition within each LA and across SY

In each LA, a 14-19 Change team of key personnel from the LA and the LSC has been established to manage the transition. The groups meet regularly to consider the business cycle and data transferring from the LSC. Members of the team also link up closely with counterparts from across the South Yorkshire sub regional cluster in expert groups : Data, Employer Engagement, Finance, HR, Information Advice and Guidance (IAG), Learners with Learning Difficulties and Disabilities (LLDD) and Transport.

2.2.c Across Yorkshire and Humberside (Y&H) and beyond.

All LAs are represented on the Regional Planning Forum. SY provider representation has been secured for the Regional Provider group (1st meeting Nov 25) as follows : SY FE Colleges : Heather McDonald (Sheffield College) /Sue Ransom (Dearne Valley College)

SY Sixth Form Colleges : Mo Nesbitt (Longley park, Sheffield)

Work Based Learning : Andy Heseltine (Yorkshire Training Partnership Ltd)

Voluntary Sector : Andrew Coulthard (VC Train)

Schools with sixth forms : Eunice Newton (Aston, Rotherham), Pippa Dodghson (Hall Cross, Doncaster)

The SRG also feeds into regional activity, including presenting the SY Action Plan at a GOYH event on 16 October. Links have been made with the Young People's Learning Agency (YPLA) regionally through the Regional Forum and Regional Providers' Forum. The SRG consultant has set up links with other SRG leads in Y&H. Contact has been made with Derbyshire LA to discuss cross border issues.

2.2.d Meetings with providers

Workshop sessions have been held in each Local Authority: '*Populating the Statement of Need*' to bring providers up to date on the transfer arrangements and to consult on the Statements of Need. Members of the Sub Regional group represented South Yorkshire LAs at an AOC event in Leeds in September. A further session for all South Yorkshire Providers, organised by the LSC is being held on 9 December at Barnsley Football Club on behalf of the Sub regional cluster.

3.0 Availability of appropriate resources and capacity

3.1 Transfer of Staffing

Each LA held early discussions during May with the LSC about staffing issues, including sharing details of current and future 14-19 structures. LAs have engaged fully with LSC re transferees and all LAS are working on integration of LSC staff into new 14-19 structures. Where transferring staff have been identified, arrangements have been made for welcome, induction and hotdesking. There is some disquiet over the significant number of outstanding vacancies. SY LAs have been involved in interviews for Band 3 and 4 vacancies but no appointments were made in 2 Local Authorities. The role of specialists has not yet been fully defined and does not cover full range of specialisms. Transferring staff have been appointed with some areas of specialist knowledge but LAs have yet to make secure arrangements through HR to agree scope of their role other than in the host LA. Capability issues have not been highlighted. Support is available from LSC to carry out the allocations process to the end of March 2010 but there is some disquiet about what happens after that point. LSC Staff will transfer across formally on 1 April 2010. Within each LA, LA/LSC

Change teams/management groups have been created to keep actions on track (v. 2.2.b). These teams include LSC staff. The Sub regional HR group is supporting HR transfer issues.

3.2 Shared services

Proposals are being discussed in the Employer Engagement expert group for joint commissioning of Education Business Partnership responsibilities, and in the IAG group for the Area Wide Prospectus and Common Application Process. Joint discussions concerning LLDD and cross boundary issues are also being held.

3.3 Statement of Need

A major task during the Autumn has been the creation of Statements of Need (SONs) in each LA. This document sets out priorities to respond to the Regional Statement of Commissioning. There was some concern about the format of the template which did not easily allow the information to flow naturally and show clear priorities. There was also some pressure on timescales to allow full consultation with strategic partners in 14-19 Partnerships. The transfer of work to LAs with LAs leading during 2009-2010 in a shadowing process was predicated on the assumption that the transfer of LSC staff would be completed by 31 July. In the event, that did not happen. This has meant that the bulk of the work on drawing up the LA statement of need has fallen on the LAs. Nevertheless, it has proved useful in identifying areas where the LA is inheriting a funding deficit or difficulties on transfer. These include :

- rebasing the funding for 16-19 year olds in mainstream special schools;
- the lack of control over out of city placements for LLDD;
- the transition from the mix of core and ESF funded for 'Foundation Learning', in the move from e2e to Foundation Learning.

All providers and partners were given the opportunity to contribute to these key documents, which will be the basis of determining allocations in the spring, at workshop sessions in each LA. A South Yorkshire session has been organised for 9 December at Barnsley Football Club to share final versions with South Yorkshire providers.

All SoNs have covered Apprenticeships and the priority to secure more places in the public sector. This has been passed to NAS through the LSC. All LAs have also commented on the need for better data on Apprenticeships and, in particular, that the new GO 14-19 Progress Check indicator and associated target needed further work.

3.4 Working with REACT

The sub regional group has established close links with the REACT team and represented the Y&H region in June October at national REACT sessions. LA staff will also attend regional REACT training sessions in January 2010.

4.0 Appropriate policy and planning mechanisms

The SY Action plan was drawn up by the Sub Regional Group of Officers and associated expert sub groups. The plan determines specific tasks, actions and a timeline to drive forward the implementation of the transfer and is now being implemented with monitoring proposals now agreed. It has been distributed across SY partners and REACT has shared it with other regions as a national exemplar of good practice. A presentation was made at the October GOYH event in Leeds where it was shared with other areas in the Yorkshire and Humberside region.

All SY LAs have revised or refreshed their 14-19 Plans and associated plans e.g. re Curriculum, NEETs, vulnerable groups and Raising of the Participation Age. All LAs have also submitted proposals for Gateway 4 which also contain details of planning towards the entitlement. Barnsley is taking part in national pilot trials for the Raising of the Participation Age (RPA) between September 2009 and March 2010.

5. South Yorkshire Expert groups

All groups are now reconsidering their remits in the light of the **REACT High Level Guide** and the **National Commissioning Framework**.

Data meetings on 14 Sept and 18 Nov and Regional group meetings on 5 Oct and 6 Nov. The Data Group has created a brief of what data is required and its purpose to address issues around the LSC Data packs and Apprenticeship data.

Employer Engagement meetings on 23 Oct and 25 Nov. The Group has agreed its remit and now discussing which priorities in the existing contract are likely to roll forward. Parallel Employer Engagement strategies are being developed in each LA, prior to setting up commissioning arrangements.

Finance (Transactions) meetings on 13 Nov and 11 Dec (following Regional Q&A session with YPLA Director of Finance Peter Newsome). The Group is compiling an issues log. The LSC has shared details of providers with Finance officers for payment systems to be set up ready for April 2010.

HR meetings on 4 Sept, 3 Nov and 10 Jan. The Group has compiled list of risk issues concerning Staffing transfer, including issues of pensions.

IAG meetings on 21 Sept and 19 Nov. The Group has agreed its remit and is discussing AWP/CAP commissioning and re-tendering process, National Strategy IAG and the sub-regional responses, Statutory Guidance for impartial IAG, Equality Impact Assessment, RPA and IAG, LLDD and S139A and the new January Guarantee alongside the REACT IAG issues paper.

LLDD meetings on 24 Sept and 11 Nov. The Group has secured the services of an external consultant to scope out issues for LAs. Group is also considering REACT LLDD paper and has compiled a list of risk areas for consideration in each LA.

Transport Various SY transport groups have met. SY ETOG has compiled a series of questions to discuss at their meeting on 9 Dec.

Quality frameworks This group is not yet established. A presentation has been prepared by SY to consider at the national Quality network, run by Sheffield LA on Dec 16, and raise issues for debate about Quality frameworks such as the Framework for Excellence, Ofsted's Common Inspection Framework and local quality toolkits, in the context of the NCF consultation.

N.B. National Commissioning Framework (NCF) consultation by 5 Feb 2010 <http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00933-2009&> and confirm the commissioning process is in line with LA governance and protocols and procedures, ensuring a clear line is drawn between consultation and commissioning. Identify key decisions and timings.

Regular updates from REACT including the monthly High-Level Guide for Local Authorities <http://www.lga.gov.uk/lga/core/page.do?pageId=4920946>

Meryl White meryl@white-emc.fsnet.co.uk
On behalf of the South Yorkshire Sub Regional Cluster
December 2009

DRAFT 3**Rotherham's 16-19 Statement of Need for 2010/11****Introduction**

1. This Statement sets out Rotherham's 16-19 education and learning priorities for 2010/11 to help inform how funding will be allocated (referred to as '*commissioning*' in this Statement) to post-16 education and learning providers to:
 - ensure that good quality provision is in place to meet the needs of all 16-19 year olds (up to 25-years old for young people with learning difficulties and disabilities (LDD));
 - to achieve Local Area Agreement (LAA) targets; and
 - to prepare the ground for delivering the Statutory Curriculum Entitlement of apprenticeships, diplomas, foundation learning tier (FLT) and general education
 - to raise the participation age to 17-years old by 2013 (rising to 18-year olds by 2015).

2. In March 2008, the Department for Children Schools and Families (DCSF) published its White Paper – '*Raising Expectations Enabling the System to Deliver*' setting out the transfer of 16-19 funding and planning to local authorities (LA), from September 2010 to put them in the lead to deliver:
 - full participation for all 17-year olds in education and learning by 2013 (rising to 18-year olds by 2015);
 - the 17 Diploma entitlement in every area for every young person and an apprenticeship for every young person who wants one.

The new '*System*' aims to provide a more integrated approach to provision of services 0-19; to bring schools, the Further Education (FE) and Work-Based Learning (WBL) sectors together in one coherent 14-19 phase; to provide clear local leadership and accountability for the whole 14-19 phase and; to integrate wider learning and support services for young people to ensure the right opportunities are available in each area.

3. As part of the new planning and funding responsibilities for LAs the Learning and Skills Council, working in partnership, is required to submit a Statement of Need to Region by 23 October 2009 to inform post-16 funding allocations that will be made to Rotherham for 2010/11 based upon the DCSF's National Statement of Priorities (i.e. the parameters, targets and resources available from central government).

4. This Statement of Need builds upon Rotherham's 14-19 Learning Plan 2008-13, which all partners have agreed and are currently working to achieve. However, it must be recognised that the 14-19 Learning Plan was prepared prior to the Machinery of Government announcements and will, therefore, need refreshing during 2009/10 to account for these changes. Having said this, it is the intention that the 14-19 Learning Plan provides the foundations for this Statement to ensure that partners work collaboratively to develop and implement the Statutory Curriculum Entitlement for young people and thereby increase participation, improve retention and raise attainment.

5. This Statement is intended for use by post-16 education and learning providers (i.e. FE Colleges, schools, third sector organisations and work-based learning providers) and wider partners (Sub-Regional Group (SRG) – comprising the three other local authorities in South Yorkshire, the Regional Planning Group (RPG) [comprising Government Office and Yorkshire Forward, the Young People's Learning Agency (YPLA), the Skills Funding Agency (SFA) and the National Apprenticeship Service (NAS), Connexions, the Chamber and Business Education South Yorkshire] to inform planning, funding and delivery of post-16 provision.

Principles

6. Given the pressures on public finances and the current economic downturn, RMBC and its partners face some tough decisions over the coming years to reconfigure current provision to deliver the new Statutory Curriculum Entitlement in preparation for raising the participation age to 17 by 2013 (and 18 by 2015), whilst at the same time closing the gap to achieve national average level 2 and level 3 attainment at 19 and reducing the number of young people not in education or training NEETs. It is important, therefore, that future planning assumptions and subsequent funding allocations are based upon a clear set of principles to ensure fairness, transparency and consistency, as not all decisions will be considered desirable by all partners.

- The aspirations, interests and needs of all learners, particularly the most vulnerable, will be paramount to planning and to ensuring that post-16 funding follows learners, rather than institutions.
- An entitlement to every 16-19 year old in Rotherham to an education or learning place with a clear progression pathway and a commitment to eradicate waiting lists.
- Open and transparent partnership working that involves all parts of the education and learning sector based upon collaboration, integrity, trust, collective responsibility and shared goals.
- Provision that is affordable, represents value for money and avoids wasteful duplication.
- Learners' and employers' views having a real influence on what is commissioned and where.
- Provision aligned to the broader infrastructure plans, capital expenditure, renewal programmes and priorities for social and economic transformation.
- Planning based on agreed, standard, comprehensive data and analysis used consistently by partners to reflect and to inform priorities.
- Commitment to high quality provision with the 'acid-test' question – If this was my child, would it be good enough?

7. In addition, RMBC's post-16 planning and commissioning will be based upon allocating resources efficiently by only funding high quality provision; directing funding to provision that has successfully attracted increased numbers of learners in priority areas over the past two years; supporting and encouraging successful providers to grow; investing to fill provision gaps and ensure breadth and choice; meeting local and national priorities and; enabling providers to focus on the core business of delivering to learners and employers.

2009/10 Key Conclusions Impacting on 2010/11 Planning

Participation

8. During the past 12-months (2008/09), the number of learning places grew substantially, which led to Rotherham registering its lowest ever NEET return of 6.9% in January 09. A consequence of this was that there was a shortfall in LSC mainstream funding in Rotherham in spring 2009. This had detrimental impact on participation and has led to a steady increase in NEET, as the capacity of FLT provision to recruit young people throughout the year reduced. Early indications at the start of 2009/10 are that post-16 providers are full to capacity based on their allocations this year. As a result, there is a need to ensure that Rotherham has the capacity in its post-16 provision to achieve full participation in 2010/11 or, at the very least, to maintain 2009/10 participation levels.

- The Nov 2008 – Jan 2009 NEET measure was 6.9% i.e. 727 young people (national average = 6.7%), which represented a 2.3% reduction compared to the same period in the previous year. Yorkshire & the Humber saw a 0.3% reduction in the rest of the Region
- Since Jan 2009, there has been a month-on-month increase in NEET with Sept 2009 NEETs standing at 8.3% (795 young people)
- There were a further 400 young people whose correct status was unknown
- The Rotherham Local Area Agreement (LAA) target for 2011 is to reduce NEET to 7.1% or better.
- Participation by age in 2008/09 was for 16-year olds 3,612 (85.3% of the cohort), for 17-year olds 3,121 (78.8% of the cohort) and for 18-year olds 2,396 (64.9% of the cohort)
- Current FE and School Sixth Forms (SSF) recruitment stands at 7,842 compared to a funding allocation of 7,442, a net difference of + 420 (SSFs is 2,174 (+ 122) and FE is 5,668 (+ 298))
- For the 2009 September Guarantee, 97.6% of the Y11 cohort and 95.3% of the Y12 cohort have received a confirmed offer, which means that 288 16/17 year olds have still to have a confirmed offer
- 7,347 16-18 year old Rotherham residents participated in LSC funded programmes in 07/08, a 4.4% increase on 06/07 (7,034 learners). SSF share rose by 4.4% from 1,550 (06/07) to 1,618 (07/08). Part year data for 08/09, indicates a further 10% rise with 1,781 Rotherham 16-18 year olds participating in SSFs. FE share rose by 4%, from 3,783 (06/07) to 3,935 (07/08). Part year data for 08/09 indicates the same level of participation at 3,935

9. Although there has been an increase in post-16 learning at both colleges and schools, Rotherham is below the national average on 16-19 year old resident participation in learning, with vulnerable young people disproportionately affected.

This is because:

- a) Young people have poor literacy and numeracy levels at each transition point, resulting in them being unable to access, or sustain a positive progression pathway at L2 or L3.
- 3,178 16-18 year olds identified as “skills for life” learners studying for literacy and/or numeracy qualification in 07/08
 - 40.9% of 16-year olds attained L2 including English and Maths at 16 in 2008, which meant 2,654 young people did not attain this level. For those in receipt of

FSMs only 14.6% achieved at this level compared to 44.1% for the rest of their peer group.

- 93.3% attained L1 English and Maths was 93.3%, which meant 300 young people did not attain this level
- 46% of the current 16-18 cohort are not qualified to L2, 21% (1,711) are qualified to L1, 6% (492) are qualified to entry level and 19% (1,576) have no qualifications *4

b) Young people in community NEET 'hotspots' do little post-16 provision located in their communities, which results in increased 'travel-to-learn' distances for young people living in some of Rotherham's most deprived communities. Almost half of the NEET cohort reside in just 6 of the 21 wards in Rotherham (Rotherham East, Boston Castle, Valley, Rotherham West, Maltby and Wingfield)

c) A lack of availability in sufficient numbers of flexible starts and learning opportunities within existing provision to address identified NEETs needs and European Social Fund (ESF) progressions, which means that these young people are adversely affected by any shortfalls in mainstream funding, as providers run out of places and cease recruitment.

Rotherham's ESF NEETs Response Fund has been very successful since its inception in Aug 2008 with 255 young people NEET engaged and 76 (30%) progressing into mainstream EET and only 91 (35%) leavers to NEET and the over 100 still on programme. However, the progression and leaver figures are skewed by a lack of mainstream LSC funded provision between Feb-Jul 09, which led to only 9 young people progressing into EET and 47 young people returning to NEET during this period.

d) Demand for apprenticeship and employment opportunities outstrips supply, especially in construction, hairdressing and retail due to industry requirements. However, there is a need in Rotherham to increase participation and ensure that L2 at 19 and L3 at 19 attainment levels are achieved. Increasing supply in these areas would, not only support, but also equip young people with the necessary key skills to support progression per se. There are 487 (75%) NEET 16-18 year olds who are awaiting an employment/training place either L2 or sub-L2

e) A significant number of 18-year olds are NEETs, because:

- they lack L2 qualifications, despite one or two years of post-16 learning, which hinders their progression;
- of a lack of apprenticeship opportunities for those with L2 qualifications; and
- of limited prioritisation of 18-year olds through Jobcentre Plus for fast-track to New Deal.
 - 18-year old participation in 2008/09 was 2,396 (64.9% of the cohort) compared to (85.3% for 16-year olds and 78.8% for 17-year olds). 229 18-year olds in employment without training, 103 are NEET and 962 are in an unknown situation
 - Estimated that there are currently 1,260 Rotherham 18 year olds (28% of a cohort of 3,841) are below L2

f) LDD, especially those with Emotional Behavioural Difficulties and Moderate Learning Difficulties, are over represented in NEET, because there appears to be a lack of:

- specific, bespoke post-16 provision relevant to needs;
- 'wrap around' transitional and retention support; and
- progression pathways.
 - Out of 408 16-18 with identified LDD, 79 are NEET (14.1%), 23 (4.1%) are not available to the workforce and 73 (13.1%) have a not known status
 - It is recognised that a great deal more work is required in the collection of hard evidence to target resources effectively meet the specific provision needs of post-16 young people with LDD.

g) The number of teenage parents in Rotherham and the lack of tailored provision to meet their specific needs, resulting in their over representation on the NEET register.

Out of 201 16-18 teenage parents, 85 are NEET (42.3%), 77 (38.3%) are not available to the workforce and 76(37.8%) have a not known status

10. There is significant competition for learning places in Rotherham. This is due to two key factors – firstly, Dearne Valley College was established as a provider of choice for the three Boroughs making up the Dearne; and secondly, the Borough is a net importer of learners from neighbouring Boroughs due to the good quality provision within travel-to-learn distances. However, it will be important to continually assess any impact of post-16 infrastructural changes elsewhere in South Yorkshire on demand for provision in Rotherham and to respond accordingly.

In 2008/09 Rotherham was a net importer of 1,055 learners:

- Of the 7110 16-18 year olds Rotherham residents participating in learning, 1,131 learn outside of the Borough
 - 3,935 are in FE (3,597 at Rotherham Colleges and 338 at Colleges outside Rotherham)
 - 1,761 are in SSFs (1,703 at Rotherham schools and 58 at schools outside Rotherham)
 - 1,414 in Work Based Learning (WBL) (679 at Rotherham Providers and 735 at Providers outside Rotherham).
- However, Rotherham imports 2,186 learners from outside the Borough into its post-16 providers:
 - Of the 5,115 learners in Rotherham's FE colleges, 1,517 reside outside the Borough
 - Of the 2,046 learners in Rotherham's SSFs, 317 reside outside the Borough
 - Of the 1,034 learners in Rotherham's WBL providers, 352 reside outside the Borough *1

11. The 16-19 cohort in Rotherham will decline, as will be the case across the rest of South Yorkshire, which could impact on the degree of demand from imported learners from other Boroughs into Rotherham.

Cohort projections for Rotherham indicate that the 16-18 population is declining. According to the ONS projections there will be a 400 decline in cohort numbers in

2010/11 that will take the cohort to between 9,800 and 9,850. Further falls are projected in future years from 2011-16 of circa 100 pa. Additionally the overall South Yorkshire cohort is forecast to fall by 3,900 during this period. However RMBC school cohort data suggests that those leaving pre-16 education in 2010/11 will be similar to 2009/10 leaver numbers at 3,400. However in future years, it declines

12. There is an identified need to improve the quality of existing Information, Advice and Guidance and to embed national IAG standards across all providers so that young people fully understand their progression pathways through to 19 and are fully aware of the opportunities and risks of their chosen pathway to avoid unsuccessful transition at 17 and 18.

17-year old participation is lower than that for 16-year olds by 8%. The drop out rate between 16-year old learners when they reach 17 is significant, estimated at an average of 500 per year

Achievement

13. Although there is an improving trend in L2 and L3 achievement, Rotherham still lags behind the national average with the following key factors:

- Although there has been year-on-year increase in 16 year old participation in learning, there is a mismatch with outcomes at L2 and L3 for these learners at 19.
- Significant numbers of 17-year olds who are NEET at sub L2, which limits their EET opportunities.
- Achievement rates of young people on FSMs lags way behind that of their peers.
 - In 07/08 the proportion of Rotherham residents achieving a L2 at 19 was 68% (2,492 out of a cohort of 3,681)
 - Attainment to L2 at 19 for young people on FSMs was 46% compared to 75% for non-FSM. This inequality gap has grown since 06/07. There is an average of 455 Rotherham learners per cohort year in receipt of FSM
 - The L2 at 19 LAA Target for 2010 is 74.1%, which equates to 2,824 out of a cohort of 3,811. By 2008 2,325 had achieved Level 2 by age 17. The National PSA Target for 2011 is 82%, whilst the 2020 Leitch Target is 90%
 - The Number of Rotherham residents currently studying for a L2 (08/09) was 1,920, an increase of 2%
 - In 07/08 the proportion of Rotherham residents achieving a L3 at 19 was 39.1% (1,439 out of a cohort of 3,681)
 - Attainment to L3 at 19 for young people on FSMs was 18% compared to 44% for non-FSM. The inequality gap has remained constant
 - The National PSA Target for 2011 is 54%, whilst the 2020 Leitch Target for 2020 is 65%
 - The number of Rotherham residents studying for a L3 (08/09) was 3,852, an increase of 11%

Only 56.7% of 17 year olds are qualified to L2, which means that 1,594 are without a L2. It is estimated that a similar number are in this situation in 2009 *

Provision

14. Independent inspection has confirmed that Rotherham has a good quality post-16 provider base. As a result, significant numbers of non-Rotherham residents seek post-16 learning opportunities in the Borough. However, there is a significant mismatch between provider quality and L2/L3 outcomes.

- Latest inspection evidence for overall effectiveness of Rotherham's three colleges highlights that one college is good and two are at satisfactory. It also highlights that 78% of SSFs are good or outstanding with the rest satisfactory.
- FE 07/08 Success Rates show :
 - DVC 82.9% up 11.1% from 05/06
 - RCAT 74.1% up 7.3% from 05/06
 - TRC 81.3% down 0.3% from 05/06
 - Ave Rest of SY 73.0% up 1.9% from 05/06
- WBL 07/08 Success Rates = 64.2% compared to and England average of 65.5%
- Ave Points per Entry at 18 = 197.7 (07/08) an increase of 6.6 points since 2006. The England average is 206.2, the same as 2006
- Minimum Levels of Performance/Provider Risk assessment/Training Quality Standard (TBC)

15. Continuing year-on-year improvements in KS4 attainment levels will require providers to constantly monitor and review the proportion and academic/vocational balance of their L1, L2 and L3 provision to ensure it meets the needs of young people.

58.3% of Y11s achieved 5+A*-C in 2008, an 8.4% improvement from 2005 when 48.9% of the cohort achieved this level. The proportion achieving English and Maths at C or above improved by 4.8% in this period to 40.9%

16. There is insufficient Foundation Learning Tier (FLT) provision in the Borough both in terms of breadth and volume, which current ESF monies has been supporting. However, this is unsustainable in the long-term, especially in relation to FE taster provision.

- In 07/08 there were 2,382 FLT enrolments at Rotherham providers, an increase of 7%. However this represents only 9.5% of all enrolments with providers in that year
- In the same period, 385 young people enrolled onto e2e, an increase of 21.5%

17. The majority of young people who are NEET are seeking employment and apprenticeship opportunities, especially those at 18 who are at L2. However, there has been a significant reduction in the number of apprenticeship and employment vacancies for 16-19 year olds with greatest demand in construction, hairdressing and retail.

See 9d above

18. Although numbers of young people entering JWT in Rotherham has declined over the past 12-months, a significant minority of the cohort enter JWT, which has implications for Rotherham being able to meet RPA to 17 by 2013. There is a need therefore, to build on the success of Training Pays to convert these employment opportunities into work with learning, preferably apprenticeships.

The number of young people in employment without training remains significant but has fallen to 7.4% of 16-18 year old cohort (estimated at 780 residents) due to the lack of employment opportunities. (Source - Connexions)

19. Plans are well progressed for Maltby Academy from 2010/11, which due to significant improvements in KS4 achievements in Maltby School over the past few years, it is anticipated that a target of 200 participants learning at the Academy will be achieved. This will provide a much needed post-16 provider base in a community NEET 'hotspot' where attainment levels have been improving.

The current number of learners at Maltby School is 174 compared to an allocation of 155 places

(NB: Data has been provided from the following sources:

- a) LSC Data Pack May 09,
- b) LSC ILR F04 07/08,
- c) DCSF Aug 08
- d) Connexions Database Aug 09,
- e) Connexions Database Sept 09)
- f) LSC Stock-take: Oct 09,
- g) Fisher Family Trust 2008 extrapolated to 2009 by LSC,
- h) EMBC ESF ILR data returns to the LSC,
- i) ONS and RMBC data,
- j) LSC LAA and Mid-Year Estimation of Progress for Rotherham Oct 2009).

Commissioning Priorities

20. RMBC's post-16 commissioning priorities are essentially about ensuring stability for learners and providers during 2010/11, as planning and funding responsibilities transfer from the LSC to the local authority from 1 April 2010. As a result, RMBC does not envisage significant change to the current provider base in Rotherham and would want to commit, as a minimum, to current participation levels. In return, RMBC expects full co-operation from all providers to prepare the ground to raise the participation age to 17 by 2013 and to deliver the Statutory Curriculum Entitlement of apprenticeships, diplomas, FLT and general education.

21. This will involve RMBC working with partners to refresh the 14-19 Plan during 2009/10 to reconfigure current provision, identify better collaborative arrangements and to utilise resources efficiently in order to deliver the new Entitlement and raise the participation age and attainment levels at 19.

22. To address the issues set out in the key conclusions above, Rotherham proposes the following five key commissioning priorities for 2010/11:

- i) Increase the breadth and depth of FLT provision through providers with a proven track record of meeting MLP and judged by independent inspection as good or outstanding. Priorities for this growth will be to:
- Address literacy and numeracy needs of Rotherham residents
 - Increase participation in community NEET hotspots of Rotherham East, Boston Castle, Valley, Rotherham West, Maltby and Wingfield
 - Improve responsiveness to young people who are NEET by offering flexible start dates.
 - Achieve progression pathways into apprenticeships
 - Increase sub-L2 access for vulnerable young groups (e.g. LDD, teenage parents, young offenders, care leavers, carers and young people of Gypsy, Romany and Slovak origin).
 - Engage young people in JWT into learning.
- ii) Improve the breadth and volume of apprenticeship opportunities to achieve L2 and L3 at 19 targets and to address a Government Office Progress Check target for the LA,, which currently has a risk rating of red, by:
- Supporting and expanding SME capacity to recruit young people and to offer them a broader vocational experience by commissioning from the 12 organisations accessing £7m of Government funding to set up new Apprenticeship Training Agencies and Group Training Associations to help small businesses to offer apprenticeship places.
 - Increasing the number of public sector apprenticeship opportunities, particularly at L3, across a range of vocational areas.
 - Improving the conversion rate into apprenticeship opportunities of employers employing young people in JWT.
- iii) Successfully implement the Maltby Academy and its ability to deliver 200 places to:
- address an identified provision need at Sub L2, L2 and L3 in this community NEET hotspot where the travel-to-learn area is greatly diminished by the lack of availability at the nearest SSF (Wickersley) and SFC (Thomas Rotherham College); and
 - Ensure full participation at 16, 17 and 18 across the breadth of provision to achieve L2 at 19 and L3 at 19 outcomes.
- iv) Ensure that any growth in provision is targeted at community NEET hotspots and is supported by clear progression pathways to L3 by 19 in order to address the lack of participation and achievement of young people in some of Rotherham's most deprived communities.
- v) To enhance the availability of high quality local LDD provision for those aged 16-25, with a focus on developing 'collaborative learning communities' with specialist schools taking a lead working with their mainstream providers, as part of the Transforming Rotherham Learning agenda .
23. Finally, RMBC will endeavour to target any additional 16-19 monies coming into the Borough in 2010/11 within scope of this Statement to impact on the priorities set out above.

**CHILDREN AND YOUNG PEOPLE'S SERVICES SCRUTINY PANEL
5th March, 2010**

Present:- Councillor License (in the Chair); The Mayor (Councillor Ali), Burton, Donaldson, Fenoughty, Kaye, Sharp and Sims.

Also in attendance were co-opted members Mr. M. Burn, Mr. M. Hall and Father A. Hayne (Diocese of Hallam) Mrs. J. Blanch-Nicholson and Parish Councillor Mrs. P. Wade.

Apologies for absence were received from Councillors G. A. Russell, Dodson, Hughes and Rushforth and from Mr. C. A. Marvin, Mrs. K. Muscroft and Mrs. L. Pitchley.

120. DECLARATIONS OF INTEREST

There were no declarations of interest made at this meeting.

121. QUESTIONS FROM THE PRESS AND PUBLIC

There were no questions from members of the public or the press.

122. MATTERS REFERRED FROM THE YOUTH CABINET

There were no issues to report at this meeting.

123. COMMUNICATIONS

(1) A number of scrutiny reviews were near to completion and the reports would be available in the near future:-

- the Personal, Social and Health Education (PSHE) curriculum (study by the Youth Cabinet);

- closure of schools during severely inclement weather;

- corporate parenting arrangements (review by the Looked After Children Scrutiny Sub-Panel).

(2) National No Smoking Day on Wednesday, 10th March, 2010 – Scrutiny Panel members were invited to make pledges either to give up smoking themselves or, for non-smokers, to help others to quit smoking.

(3) Scrutiny Panel Members would be invited to attend a visit to STEPS (Support Therapy Education Prevention Service) at Chatham House, Rotherham on Friday, 9th April, 2010.

124. PREVENTION AND EARLY INTERVENTION STRATEGY

Consideration was given to a report presented by the Director of Children and Young People's Services Community Services containing information on the progress of the production of a Prevention and Early Intervention Strategy for Rotherham.

The report stated that prevention/early intervention and integration was one of the work streams agreed with the Department for Children, Schools and Families as an area for improvement following the Ofsted unannounced inspection in August 2009 and the resulting notice to improve for Rotherham's Children and Young People's Services.

Members noted that key developments are:-

- completion of the continuum of needs, developing the risk factors which identify a child or family as being vulnerable in some way;
- the Prevention and Early Intervention Framework;
- a key Children's Centre in each Learning Community to be used as a base for meetings about concerns about vulnerable children and families;
- Learning Community School early intervention meetings;
- extending the Youth Support Early Intervention Teams working with slightly older young people who remain at risk;
- refreshing the Common Assessment Framework;
- establishing multi-agency Early Intervention Panels;
- developing 'Think Family' methods of working;
- embedding the Parenting Strategy within prevention and early intervention work;
- the need to reallocate resources to prevention and early intervention work;.

The Scrutiny Panel discussed the following issues:-

- relevant national performance indicators;
- the Common Assessment Framework;
- making use of appropriate voluntary sector services;

- ensuring that organisations continue to work together, signing up to the strategy and making best use of available resources, in support of vulnerable children and families;
- Sure Start provision;
- support for schools in dealing with vulnerable pupils.
- ensuring that there is a 'common' terminology across different strategies, particularly in relation to tiers of intervention;
- how the Council works and communicates with agencies outside the Borough area.

Resolved:- (1) That the report be received and its contents noted.

(2) That the strategy to reallocate resources to prevention, by early support and intervention with children and families, as described in the report submitted, is noted and supported.

(3) That a copy of the most recently revised edition of the Prevention and Early Intervention Strategy for Rotherham be provided for all Members of this Scrutiny Panel.

(4) That a progress report about the Prevention and Early Intervention Strategy for Rotherham be submitted to a meeting of the Children and Young People's Scrutiny Panel in six months' time.

125. YOUNG CARERS STRATEGY

Consideration was given to a report presented by the Children and Families Special Needs Manager concerning the Young Carers Service in Rotherham, which is provided by Barnardo's. The report stated that the initial three year contract with Barnardo's, due to end on 31st March, 2010, has been extended until 30th April, 2011. Preparations are currently underway to ensure that the Joint Carers Strategy and the Young Carers Commissioning Strategy are refreshed and updated to inform a competitive tendering process for a new contract from April, 2011. Between 1st April, 2009 and 31st December, 2009 Barnardo's were in contact with 83 Young Carers, exceeding the terms of their contract and a significant increase on the numbers in 2008. The Healthy Schools Enhancement Model is currently in its pilot phase and work to raise awareness about Young Carers will form part of this pilot. The 2009 Lifestyle Survey indicates that there are still a significant number of Young Carers who are not engaged with the service provided by Barnardo's.

The Rotherham Joint Carers' Strategy 2008-2011 was appended to the report submitted.

The Scrutiny Panel's discussion of this issue included the following salient issues:-

- the impact upon resources of future reductions in public expenditure;
- the need to identify accurately the number of young carers in Rotherham (eg: liaison with adult social services; health services);
- the inclusion of a priority dedicated to young carers, within the Rotherham Joint Carers Strategy.

Resolved:- (1) That the report be received and its contents noted.

(2) That this Scrutiny Panel supports:-

- the development of a Young Carers Commissioning Strategy;
- the refreshed Joint Carers Strategy, responding to the needs of Young Carers;
- the commissioning of a Direct Service provider to deliver the Young Carers' Service from April, 2011;
- the development of a local Memorandum of Understanding to ensure an integrated approach by Children and Young People's Services and Neighbourhoods and Adult Services to support young carers;

(3) That a further report be submitted to a future meeting of this Scrutiny Panel, after the commissioning of Service Providers for April, 2011.

126. SCHOOL MEALS RESEARCH

Consideration was given to a report presented by the Principal Catering Officer concerning the research, undertaken by Sheffield Hallam University, into the factors influencing the take up of school meals in Rotherham schools. The report outlined the research methodology, highlighted key issues found, the conclusions reached and proposed action that partners from Education Catering Services, Healthy Schools and the NHS Rotherham Public Health Obesity Team intend to implement to address these issues.

Members noted that Communities for Health funding was secured for this research, the basis of which included two specific questions:-

- i) What factors influence school meals take up in Rotherham?
- ii) What are the solutions that can be implemented to increase the take up?

The research had been undertaken by the Centre for Education Inclusion Research at Sheffield Hallam University between September and

December 2009.

The research used a combination of pupil surveys, focus groups (pupil and staff) and interviews with parents, teachers and staff. A total of 15 schools (11 primary and 4 secondary) were involved, with a total of 979 pupils surveyed.

Attached to the submitted report was a draft action plan to address the recommendations of the research. The action plan was prepared jointly by NHS Rotherham Public Health Obesity Team, Healthy Schools and Education Catering Services.

The Scrutiny Panel's discussion of this issue included the following salient points:-

- take-up of school meals;
- choice of menu – pupils' use of different coloured wrist bands in primary schools;
- preference for the use of plates, instead of flight trays, for serving meals;
- length of lunch breaks in schools;
- different types of service of meals – eg: cafeteria-style or service at tables;
- vulnerable children for whom the school meal may be the main meal of the day;
- health promotion and the healthy schools initiative.

Resolved:- (1) That the report be received and its contents noted.

(2) That there be acknowledgement of the wider implications of the report to existing Local Area Agreement targets and priorities such as National Indicators numbers 52, 56, 57 and PSA 12.

(3) That the contents of the action plan, as now submitted, be noted.

127. CHILDREN AND YOUNG PEOPLE'S SERVICES - PERFORMANCE INDICATOR QUARTER 3 REPORT - 2009/2010

Consideration was given to a report presented by the Performance and quality Manager outlining the performance of the Children and Young People's Services' Directorate at the end of the third quarter 2009/10 (December 2009). The report provided analysis against targets, direction of travel against previous performance and, where possible, comparisons

with the statistical neighbour local authorities and national data.

Members noted the positive direction of travel across all themes, with 66% of indicators improving or maintaining top performance since the previous report. Actions were being taken to improve those indicators currently not meeting target.

Discussion took place on the inspections of the Authority's Children's Homes.

It was also noted that Scrutiny Panel members were welcome to attend the performance clinics.

Resolved:- (1) That the report be received and its contents noted.

(2) That the Performance Report and the accompanying Assessment and performance table be received and the performance noted.

(3) That the recommendations regarding performance clinics be noted.

128. MINUTES OF THE PREVIOUS MEETING OF THE CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL HELD ON 5TH FEBRUARY, 2010

Resolved:- That the minutes of the previous meeting of the Children and Young People's Scrutiny Panel held on 5th February, 2010 be approved as a correct record for signature by the Chairman.

129. MINUTES OF MEETINGS OF THE CABINET MEMBER AND ADVISERS FOR CHILDREN AND YOUNG PEOPLE'S SERVICES HELD ON 2ND FEBRUARY, 2010, 10TH FEBRUARY, 2010 AND ON 24TH FEBRUARY, 2010

Resolved:- That the contents of the minutes of the meetings of the Cabinet Member and Advisers for Children and Young People's Services, held on 2nd February, 2010, 10th February, 2010 and on 24th February, 2010, be noted.

130. MINUTES OF A MEETING OF THE CHILDREN'S BOARD HELD ON 3RD FEBRUARY, 2010

Resolved:- That the contents of the minutes of the meeting of the Children's Board held on 3rd February, 2010 be noted.

131. MINUTES OF A MEETING OF THE PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE HELD ON 29TH JANUARY, 2010

Resolved:- That the contents of the minutes of the meeting of the Performance and Scrutiny Overview Committee held on 29th January, 2010, be noted.

LOOKED AFTER CHILDREN SCRUTINY SUB-PANEL
Wednesday, 24th March, 2010

Present:- Councillor G. A. Russell (in the Chair); Councillors Austen, Barron, Dodson, Gosling, J. Hamilton and Jack.

Apologies for absence were received from Councillors Burton and McNeely.

32. DECLARATIONS OF INTEREST

There were no declarations of interest made at this meeting.

33. MINUTES OF THE PREVIOUS MEETING HELD ON 2ND DECEMBER, 2009

Agreed:- That the minutes of the previous meeting of the Looked After Children Scrutiny Sub-Panel, held on 2nd December, 2009, be approved as a correct record.

34. LOCAL AUTHORITY BUSINESS GROWTH INCENTIVES (LABGI) ALLOCATIONS FOR THE LOOKED AFTER CHILDREN COUNCIL AND THE LOOKED AFTER CHILDREN TRUST

Consideration was given to a minute of the meeting of the Cabinet Member and Advisers for Children and Young People's Services, held on 10th March, 2010, concerning the Local Authority Business Growth Incentives (LABGI) scheme which gives local authorities a financial incentive to encourage local business growth by rewarding qualifying business growth with a non-ring-fenced grant.

The minute stated that a LABGI funding allocation of £30,000 was agreed in August 2009 to support developmental work and activities for Looked After Children. The proposals for allocation of this grant funding were listed in the minute, as follows:-

(i) transfer £10,000 LABGI funds to the Looked After Children Trust, with the remainder of the monies divided between:-

(ii) sessional youth work;

(iii) The Pledge (wallet sized version);

(iv) Quarterly Magazine 'Magazina' – published by the Looked After Children Council;

(v) Ministerial Stock-take and visits to meet young people in other authorities;

(vi) Looked After Children Council celebration day and entertainment;

(vii) Young people's resource publications;

(viii) Developmental work;

(ix) Purchasing rooms, refreshments, children's payments for the Looked After Children Council.

Agreed:- That the use of the grant funding, as detailed above, be noted.

35. LOCAL AUTHORITY DUTY TO SUPPORT VULNERABLE 16 AND 17 YEAR OLDS

Consideration was given to a report presented by the Looked After Children Service Manager concerning the LA duty to support vulnerable 16 and 17 year olds.

The previous report had detailed information about potential demand for this provision but it was still unclear what the overall level of demand would be. However since the beginning of November 2009, 6 young people aged 16 and 17 had presented to Key Choices as homeless and were deemed to require a joint assessment. Of these, 3 were fleeing alleged physical or emotional abuse or domestic violence; 2 had been evicted by parents and one had been living with friends and could no longer stay there. Immediate accommodation had been provided for 5 of the girls, one found her own accommodation with a friend. Three girls were placed in crisis accommodation with support from the tenancy support staff; one placed in a refuge and one in a hostel. Since then two had returned home and one had moved into hostel accommodation.

During the same period 4 young people aged 16-17 had been accommodated under S20 by the Local Authority and the Leaving Care Service was supporting 8 people who were seeking asylum.

A multi agency task and finish group were established in November 2009 to ensure all agencies worked together to develop a clear strategy and they had met on 3 occasions. A sub group was currently meeting to refine the process map and develop a joint assessment framework.

Information on the implications of this ruling had been shared with all teams within Children's Social Care and Housing Services and interim guidance stated that the team approached by the child would provide immediate direct support to the child and liaise with other teams as relevant. This would ensure that Children aged 16 and 17 were not passed from one service to another. An immediate assessment would be undertaken and the young person would either be accommodated under S20 or supported accommodation would be sought. Where the child was accommodated under S20, primary responsibility would be held by Children's Social Care and where the immediate assessment identified that the young person was able to live in supported accommodation, Key choices would liaise with housing partners to ensure appropriate

supported accommodation was provided. A child in need assessment must then be completed by the Children's Social Care locality team responsible for the locality in which the child's parents or person with parental responsibility lives.

A number of other working groups also contributed to this agenda and to the work of the 16 and 17 year old Homelessness task and finish group.

A full needs assessment and strategic review of Care Placements was also in progress, which aimed to ensure sufficiency of accommodation for Looked after Children and to develop appropriate preventative strategies, including work with children on the edge of care and young people at risk of homelessness through family breakdown.

Neighbourhoods and Adult Services were also reviewing the feasibility of the development of differing accommodation options for 16 and 17 year old homeless young people.

Discussion took place around the accommodation available to 16 and 17 year olds and concerns were raised that they were generally in undesirable areas and therefore their safety was in question. It was confirmed that there was a range of accommodation available to young people, some was good and some not so good. Work was ongoing between colleagues in Children and Young Peoples Services and Neighbourhoods and Adult Services to improve this.

A further discussion took place around how effective the children in need assessments were, what the demand was for them, and how they were monitored. It was confirmed that recently there had been an increase in demand, with more children presenting themselves which was placing additional pressure on the service.

Agreed:- (1) That the content of the report be noted.

(2) That the work of the task and finish group be endorsed.

(3) That further update reports be presented to the panel.

36. TRAINING FOR DESIGNATED TEACHERS AND SCHOOL GOVERNORS

Consideration was given to a report presented by Martin Smith concerning training to Designated Teachers and Governors.

Statutory Guidance to school governing bodies of maintained schools in England was issued under Section 20 of the Children and Young Persons Act 2008. Within the guidance the role of the designated teacher became statutory. It informed the governors that they must appoint a designated teacher who was:

- A qualified teacher of Head teacher or Acting Head teacher; or
- A person who was taking steps to become a qualified teacher

(2012) and had undertaken a role of promoting the educational achievement of Looked After Children (LAC) for at least 6 months.

The Guidance stated that designated teachers must have training in emotional, psychological and the social impact of separation from the birth family, reasons for separation, a broad framework of the care system and the likely impact on education outcomes,

The Government had allocated a small amount of grant to support training and this was held by the Get Real Team. Training had also been offered to Designated Governors on their role in supporting the Designated Teacher and this had been undertaken at different times of the day to allow governors to attend at times convenient to them.

The training for Designated Teachers had been provided in three parts:

- The role of the Designated Teacher in addressing the underachievement of Looked after Children including an overview of the care system and its impact on education
- Attachment training
- The Designated Teachers Role regarding the Personal Education Plan and contribution to statutory reviews

The Designated Governors training covered:

- Roles and responsibility (supporting the designated teacher and reporting mechanism)
- An understanding of the care system and its impact

The report detailed the attendance at training sessions by Designated Teachers and Governors in Primary, Secondary and Special/Short Stay Schools.

Those schools who had not attended training to date were targeted for future training.

The training was to be delivered next year with further developments in the areas of resilience, loss and bereavement and a support group meeting was to be established.

A discussion ensued and the following issues were raised:-

- Links with early years education and sixth form and further education colleges – how do we ensure that teachers and governors are aware of issues around educational attainment of looked after children and young people? It was reported that training had been undertaken in Children Centres and Early Years settings.

Agreed:- (1) That the content of the report be noted.

(2) That the development of links with local Colleges through Local Authority nominated Governors be supported.

37. SCRUTINY REVIEW OF CORPORATE PARENTING ARRANGEMENTS - EMERGING ISSUES

Councillor Jane Austen gave a summary of the issues raised in the Corporate Parenting Scrutiny Review. Caroline Webb, Senior Scrutiny Adviser gave a powerpoint presentation that drew specific attention to:

The presentation drew specific attention to:

- Issues covered within the review
- What was looked at
- 2005 review recommendations
- Questions asked
- Findings
- Recommendations
 - Looked after Children Council and Pledge
 - Governance Arrangements
 - Training and Guidance
- What next?

A discussion took place and the following issues were raised:-

- It was noted that one of the recommendations was to establish a Corporate Parenting Board as a sub-group of the Children's Board. The review group made a further recommendation that if a Corporate Parenting Board was established that the LAC Scrutiny Sub-Panel should be disbanded and the scrutiny responsibilities revert to Children and Young People's Scrutiny Panel. A query was raised as to what the difference would be between this new board and the Looked After Children Scrutiny Sub Panel. It was proposed that the Corporate Parenting Board would have access to agencies and partners who were decision makers. DCSF guidance suggested that this approach was more effective.
- A query was raised as to who would sit on the Corporate Parenting Board. The Senior Scrutiny Adviser confirmed that this detail would be included in her draft report which would be circulated to members of the panel in the next few days.
- A comment was made that training would be needed to cover:
 - What a Corporate Parent is
 - What their responsibilities are

The Senior Scrutiny Adviser reported that she would be completing her draft report by the end of the week and be sending it out for comment. The final draft would then be submitted to PSOC and then to Cabinet for decision.

Agreed:- That the draft recommendations were endorsed by the Panel.

38. OVERVIEW OF INSPECTIONS OF LOOKED AFTER CHILDREN'S SERVICES

Consideration was given to a report presented by the Looked After Children Service Manager in respect of the overview of inspections of Looked After Children's Services.

The report detailed actions taken in response to requirements of Ofsted inspections for Fostering Service, Adoption Service and Children's Homes and action plans were in place to meet all requirements.

Fostering Service

The fostering service received a judgement of satisfactory in June 2009. The inspection noted improvements across service provision but gave a notice of requirement to improve in three areas:

- Ensure that placements made under regulation 38 meet the regulation that all placements are reviewed at panel within 6 weeks
- Ensure that the service is managed with sufficient care, competence and skill to ensure that the monitoring systems in place are effective
- Ensure that panel minutes provide an accurate record of discussion and decisions made.

Adoption Service

The adoption service was last inspected in January 2008 and was judged to be good. Two statutory requirements were made:

- Ensure written adoption support assessments are completed
- Ensure that checks are undertaken in relation to specialist workers to make sure they are registered to undertake adoption support work or that employment checks are undertaken by Rotherham MBC.

Children's Homes

Inspections of Children's Homes in 2009 identified a number of issues in respect of compliance with the Children's Homes Regulations and National Minimum Standards. Some of these areas had not shown improvement over successive inspections. A comprehensive improvement plan was developed in response and shared with the inspectorate team in November 2009.

- Inadequate staffing within the units was identified as a key factor resulting in an over reliance on Casual and Agency staff

- Management of units was criticised as oversight of compliance with regulations not being sufficiently robust
- Ofsted criticised management decisions in respect of placements of children

A discussion ensued and the following issues were raised:-

- If Ofsted were to visit now, would we be ready for them? It was confirmed that a visit had been made by Ofsted the previous day and they had recognised improvements made concerning re-matching, decision making and risk assessments.
- It was noted that all the recommendations made by Ofsted during their previous visit had been implemented.
- A query was raised with regard to a previous problem in respect of placement over numbers and whether this was still an issue. Confirmation was given that this had been rectified.
- Reference was made to the CWDC Training worker post which had been vacant since October 2009 and what steps had been made to fill this post. The LAC Service Manager confirmed that a review of the service provision was currently being undertaken and it was probable that the post would be amended before being re-advertised.

Agreed:- That the content of the report be noted.

39. ROTHERHAM LOOKED AFTER CHILDREN - STATISTICS AND GLOSSARY OF TERMS

Consideration was given to a report presented by the Looked After Children Service Manager which provided statistical information of placements of Looked After Children in Rotherham together with a glossary of terms.

The information provided concerned:-

- Placement type
- Legal Status
- Ethnic Origin
- Gender
- Age

She reported that the overall number of Looked after Children had increased slightly but that there was no obvious reason for this. Members of the panel were concerned by this increase and asked that this be investigated and reported back to the next meeting.

A request was also made that information relating to the areas of the borough where children were more at risk to included in future statistical reports.

Agreed:- (1) That the content of the report be noted

(2) That future reports include information relating to

- The increased trend in numbers of Looked after Children
- Areas of the borough which were most at risk.

40. EXCLUSION OF THE PRESS AND PUBLIC

Resolved:- That, under Section 100A(4) of the Local Government Act 1972, the press and public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 2 of Part 1 of Schedule 12A to the Local Government Act 1972, as amended (information likely to reveal the identity of an individual).

41. ISSUES EMERGING FROM REGULATION 33 REPORTS OF CHILDREN'S HOMES

Consideration was given to a report presented by the Looked After Children Service Manager, containing a summary of the main issues and events occurring in Children's Homes during the period December, 2009 to February, 2010. The report referred to the mainstream Children's Homes which are:

- Goodwin Crescent Children's Home at Swinton;
- St. Edmunds Avenue Children's Home at Thurcroft;
- Silverwood Children's Home, East Herringthorpe (formerly Creswick Road);
- Woodview Children's Home, Kimberworth Park (formerly Studmoor Road).

A discussion ensued and the following issues were raised:-

- Whether care plans and care pathways plans were completed within prescribed timescales and how were these plans were quality assured
- The fabric of the buildings and capital investment
- What steps were taken to ensure that younger children were appropriately placed in residential units.

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

(2) That the Operations Manager continue to undertake the visits and reports under Regulation 33 Children's Homes Regulations 2001.

CABINET MEMBER FOR CHILDREN AND YOUNG PEOPLE'S SERVICES
10th March, 2010

Present:- Councillor S. Wright (in the Chair); Councillor Havenhand and Councillor Falvey.

Apologies for absence were received from Councillors Currie and Tweed.

D134. MINUTES OF THE PREVIOUS MEETING HELD ON 24TH FEBRUARY, 2010

Resolved:- That the minutes of the previous meeting held on 10th February, 2010 be approved as a correct record.

D135. MACHINERY OF GOVERNMENT UPDATE

Consideration was given to a report presented by the Assistant Head of School Effectiveness 11-19 concerning the Apprenticeships, Skills, Children and Learning Act 2009 which becomes operational on 1st April 2010 and will bring about radical change in post-16 learning, including:-

(i) the dissolution of the Learning and Skills Council and placing upon local authorities a new duty to secure sufficient, suitable education and training provision for all resident 16-19 year olds, 16-25 year olds who have learning difficulties and disabilities and young people in young offender institutions;

(ii) the establishment of the Young People's Learning Agency to have responsibility for funding 16-19 education and training and for overseeing the allocation of post-16 resources to Academies;

(iii) the creation of a Skills Funding Agency that will have overall responsibility for the performance and resourcing of Further Education colleges and, through the new National Apprenticeship Service, for securing sufficient apprenticeships for all young people who are suitably qualified and who want one;

(iv) recognising, for the first time, Sixth Form Colleges as a distinct legal category and make them the responsibility of the local authority.

The report stated that preparations for the transfer are being made at national, regional and sub-regional level. Details of the sub-regional implementation plan and its monitoring were included with the submitted report. Members debated issues concerning the transfer of resources during the governance changes and the need to update the Borough Council's risk register.

Resolved:- (1) That the report be received and its contents noted.

(2) That the transfer of 16-19 responsibilities from the Learning and Skills

Council to the Borough Council be noted.

(3) That the preparations being made by officers for the adoption of these new responsibilities and commissioning powers, as now reported, be endorsed.

(4) That approval be granted for the Strategic Director of Children and Young People Services to draw down funds from the Young People's Learning Agency for the purposes detailed in the report submitted.

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

(6) That a seminar be arranged for all Members of the Council about the changes in the post-16 learning governance arrangements.

D136. LOCAL AUTHORITY BUSINESS GROWTH INCENTIVES (LABGI) ALLOCATIONS FOR THE LOOKED AFTER CHILDREN COUNCIL AND THE LOOKED AFTER CHILDREN TRUST

Consideration was given to a report presented by the Looked After Children Service Manager concerning the Local Authority Business Growth Incentives (LABGI) scheme which gives local authorities a financial incentive to encourage local business growth by rewarding qualifying business growth with a non-ring-fenced grant.

The report stated that a LABGI funding allocation of £30,000 was agreed in August 2009 to support developmental work and activities for Looked After Children. Members considered the proposals for allocation of this grant funding, as detailed in the report submitted.

Resolved:- (1) That the report be received and its contents noted.

(2) That approval be granted for the allocation of the Local Authority Business Growth Incentives grant funding to the projects listed below, in accordance with the details contained in the report now submitted:-

(i) transfer £10,000 LABGI funds to the Looked After Children Trust, with the remainder of the monies divided between:-

(ii) sessional youth work;

(iii) The Pledge (wallet sized version);

(iv) Quarterly Magazine 'Magazina' – published by the Looked After Children Council;

(v) Ministerial Stock-take and visits to meet young people in other authorities;

(vi) Looked After Children Council celebration day and entertainment;

(vii) Young people's resource publications;

(viii) Developmental work;

(ix) Purchasing rooms, refreshments, children's payments for the Looked After Children Council.

D137. CHILDREN AND YOUNG PEOPLE'S SERVICES - REVENUE BUDGET MONITORING REPORT 2009/2010

Consideration was given to a report presented by the Finance Manager providing details of expenditure, income and the net budget position for the Children and Young People's Services Directorate compared to the profiled budgets for the period ending 31st January, 2010 and the projected year end outturn position for the 2009/2010 financial year. Currently the Directorate is forecasting an overspend of £4.228m.

Resolved:- (1) That the report be received and its contents noted.

(2) That the current forecast outturn position for the Directorate based on actual costs and income to 31st January 2010 and forecast costs and income to 31st March 2010 be noted.

(3) That the work continuing to be undertaken within the Children and Young People's Services' Directorate, to mitigate the budget pressures upon the services, be acknowledged.

D138. CHILDREN AND YOUNG PEOPLE'S SERVICES - CAPITAL BUDGET MONITORING REPORT 2009/2010

Consideration was given to a report submitted by the Finance Manager stating that the revised 2009/10 capital programme for Children and Young People's Services is £20.594 millions. The report stated that the programme is forecast to be fully spent by 31st March, 2010. Included within the report (based upon exception reporting) were the actual capital programme expenditure to 15th January, 2010 and the projected expenditure to 31st March, 2010.

Resolved:- (1) That the report be received and its contents noted.

(2) That the capital programme for Children and Young People's Services of £20.594 millions and the current expenditure to 15th January, 2010, totalling £14.915 millions, be noted.

(3) That it is noted that the 2009/10 capital programme for Children and

Young People's Services is expected to spend to budget by 31st March, 2010.

(4) That a report be submitted to an early meeting of the Cabinet Member and Advisers for Children and Young People's Services concerning the capital programme proposals for the Goodwin Crescent, Swinton, children's home.

D139. GCSE EXAMINATION RESULTS (KEY STAGE 4) 2009

Consideration was given to a report presented by the Head of School Effectiveness containing details of the GCSE (Key Stage 4) examination results for 2009 and how they compare to previous years, to the national average and to the results of this Council's statistical neighbours.

Resolved:- (1) That the report be received and its contents noted.

(2) That the improved levels of performance across all indicators at the end of Key Stage 4 be welcomed.

(3) That all schools be encouraged to continue to improve their results and strive to achieve outcomes at least in line with the national rate of improvement.

(4) That endorsement be given to the drive to:-

(i) reduce the gap between Rotherham's performance and the national average performance especially in relation to 5A*-C including English and Mathematics;

(ii) continue to improve boys' attainment;

(iii) continue to improve the attainment of black and minority ethnic (BME) pupils; and

(iv) continue to improve the attainment of Looked After Children.

(5) The report be also submitted to the Cabinet and to the Children and Young People's Scrutiny Panel.

D140. ALLOCATION OF FUNDING TO SCHOOLS AND COLLEGES 2010/11

Consideration was given to a report presented by the Assistant Head of School Effectiveness 11-19 concerning the Apprenticeships, Skills, Children and Learning Act 2009 which received Royal Assent on 12th November 2009. The report stated that the principal provisions of the Act transferred responsibilities for commissioning and funding 16-19 education and training from the Learning and Skills Council to local authorities on 1st April, 2010. Details of the allocation of 16-19 funding to schools and colleges for 2010/11 were contained within the report

submitted.

Resolved:- That the report be received and its contents noted.

D141. MINUTES OF A MEETING OF THE BUILDING SCHOOLS FOR THE FUTURE PROJECT BOARD HELD ON 23RD FEBRUARY, 2010

Consideration was given to the contents of the minutes of the meeting of the Building Schools for the Future Project Board, held on 23rd February, 2010.

Resolved:- That the contents of the minutes be noted.

CABINET MEMBER FOR CHILDREN AND YOUNG PEOPLE'S SERVICES
23rd March, 2010

Present:- Councillor S. Wright (in the Chair); Councillors Currie and Littleboy.

D142. APPOINTMENT OF LEA SCHOOL GOVERNORS

Pursuant to Minute No. C50 of January 2000, consideration was given to nominations received to fill Local Authority vacancies on school governing bodies.

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

New Appointments

Anston Park Infant	Mr. Dominic Beck	23.03.2010
Rawmarsh Sandhill Primary	Mrs. Avril Brasher	23.03.2010
Redscope Primary	Councillor Barry Kaye	23.03.2010
Wath Central Primary	Mrs. Louise Fisher	23.03.2010
West Melton Primary	Mrs. Phyllis Moran	23.03.2010

Re-appointments

Badsley Moor Infant	Mrs. Margaret Wheatley	25.04.2010
Catcliffe Primary	Mrs. Freda Green	06.06.2010
Swallownest Primary	Mr. William Richardson	06.06.2010
Woodsetts Primary	Councillor Simon Tweed	06.06.2010
Dinnington Comprehensive	Councillor Jacquie Falvey	04.04.2010
Dinnington Comprehensive	Councillor Simon Tweed	04.04.2010
Hilltop Special School	Councillor Amy Rushforth	04.04.2010
Newman Special School	Mrs. Pauline Hill	04.04.2010

CABINET MEMBER FOR CHILDREN AND YOUNG PEOPLE'S SERVICES
24th March, 2010

Present:- Councillor S. Wright (in the Chair); Councillors Currie and Havenhand.

An apology for absence was received from Councillor Tweed.

D143. MINUTES OF THE PREVIOUS MEETING HELD ON 10TH MARCH, 2010

Resolved:- That the minutes of the previous meeting held on 10th March, 2010 be approved as a correct record.

D144. ABLE PROJECT - UPDATE

Further to Minute No. 110 of the meeting of the Cabinet Member and Advisers for Children and Young People's Services held on 20th January, 2010, consideration was given to a report presented by Sue Budby, Education Co-ordinator for Sustainable Development and Sustainable Schools, concerning the current situation with the ABLE Rotherham Project. The report contained details of the proposal to build a version of the ABLE Project on the site of Swinton Community School - A Maths and Computing College and be managed by the School.

Swinton Community School, had the support of the Governing Body and were aware that the project would need to be staffed and maintained and they confirmed that this would be managed from within the school and the school budget. Running costs would need to be covered by sale of produce/training places as there was no additional funding to support this aspect. The project would be designed to have minimal running costs.

The students in the Autism Unit at Swinton were happy to donate photovoltaics (PV) won from British Gas if there were reciprocal benefits for the Unit. It was intended to build a "mini system" within the Unit's existing greenhouse and refurbish the raised beds, as part of the project development, for use by the unit. The school would also use the raised beds for alternative curriculum activities, bringing the current horticulture provision back on to the school site. Wormeries would be included in both areas and this would enable the school to reduce the £6,000 per year they spent on waste disposal, 30% of which was food waste from the kitchen.

Swinton confirmed that they would like to develop the project on site and create a structure which could move with the future building plans. For security reasons the project would be located in an enclosed area within the school building, in the inner courtyard, it was likely that a build in this area would require planning permission.

The Council had received a "Back on Track" grant from the Department for Children, Schools and Families to fund the capital costs of this project.

The staffing and operating costs would be managed from within the School and school budget. A bid would also be submitted to the Coalfield Regeneration Trust for a grant to finance the additional revenue costs.

Discussion ensued on the enterprise and business opportunity for this project to flourish and need for the Steering Group to be informed of developments prior to the move towards seeking planning permission.

Resolved:- (1) That the report be received and its contents noted.

(2) That the ABLE Rotherham Project, as now reported, be supported in principle and the proposed development on the site of Swinton Community School - A Maths and Computing College be noted.

(Councillor S. Wright declared a personal interest in this item on the basis that he was a Trustee of the Coalfield Regeneration Trust)

D145. EARLY EDUCATION - ENSURING QUALITY PROVISION

Consideration was given to a report presented by Aileen Chambers, Child Care Sustainability Manager, which sought approval on the process for ensuring quality provision in Nursery Education.

One hundred and twenty two providers delivered early education in Rotherham, 39% of which were private, voluntary or independent (PVI) organisations who were contracted on an annual basis.

Improving and maintaining high quality early education was a key propriety to ensure high outcomes for children. The current contract with private, voluntary or independent providers contained expectations for the level of delivery and the process to be followed if expected delivery levels were not being met.

The current position and processes that have been developed dealt with providers who consistently failed to meet required levels of quality.

An extensive range of support was provided to all early education providers in order to improve and maintain high levels of early education delivery, however, despite this a small number of providers remained unable to sustain an acceptable level of delivery.

The draft Code of Practice would come into force in September, 2010 and would provide more clarity on the distribution of early education funding.

Discussion ensued on the need to safeguard children, definition of corporal punishment, categorisation of "good" standards of care, commitment by providers to the Common Assessment Framework and the need to follow up persistent non-attendance.

Reference was also made to the appeals procedure and the reasons for the complaint being considered at Stage 3 by the Department of Children, Schools and Families.

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

(2) That the implementation of the strategy relating to ensuring quality provision be approved.

(3) That a further report be submitted to the Cabinet Member for Children and Young People's Services once the new Code of Practice comes into force in September, 2010.

D146. SCHOOL ADMISSIONS CONSULTATION - ANNUAL CONSULTATION FEEDBACK FOR 2011/12 ADMISSION

Consideration was given to a report presented by David Hill, School Organisation, Planning and Development Manager, concerning the admission arrangements which would apply for school admission in the 2011/2012 academic year which were considered by Governing Bodies during the Autumn Term, 2009.

The report summarised the issues which had arisen as a result of the annual consultation exercise with and between schools, other local authorities and with parents, which were set out in detail as part of the report. It was noted that all admission authorities must determine their arrangements by 15th April, 2010.

Discussion took place on the proposed changes to the 'In – Year Fair Access' protocol applying to community and controlled schools.

Resolved:- (1) That the report received and its contents noted.

(2) That the proposed admission numbers contained within Annex 1 to the report submitted for community and controlled schools be confirmed for the 2011/2012 academic year, subject to the clarifications included at Annex 2 to the report submitted.

(3) That the proposed admissions criteria for community and controlled schools for the 2011/2012 academic year, be approved and adopted.

(4) That the proposed changes to the length of time the 'Waiting List' operates, as detailed below, be noted:-

- (i) Primary Schools – waiting list in operation for the whole of the academic year;
- (ii) Secondary Schools – waiting list in operation for the whole of the Autumn Term (in accordance with guidelines issued by the Department of Children, Schools and Families).

(5) That the changes relating to voluntary aided schools' admissions criteria, as outlined at Annex 2 to the report submitted, be noted.

(6) That the appropriate notice be published in respect of the proposed admission numbers for the schools named in Annex 2 to the report submitted, where the admission number will be less than that indicated by the current net capacity calculation.

(7) That the change to the co-ordinated schemes for Primary and Secondary preferences, which is extended to in-year admissions, be confirmed.

(8) That the revised 'In – Year Fair Access Protocol', as detailed in the report now submitted, be approved.

(9) That a copy of this report be published on the Council's website.

D147. ANNUAL DETERMINATION - THE LOCAL AUTHORITY (POST-COMPULSORY EDUCATION AWARDS) REGULATIONS 2000

Consideration was given to a report presented by Alison Leone, Principal Officer – Student and Business Support, which set out how under the Local Authority (Post-Compulsory Education Awards) Regulations, 2000, Local Authorities were required to make an annual determination on exercising powers to make financial awards to new Higher Education (HE) and Further Education (FE) students.

In parallel with the removal of the power to make discretionary awards, funding was withdrawn from the then Standard Spending Assessment (SSA) from 1999-2000.

From that date, the Local Authority determined not to make any new awards. New funding was available to students from a new Standards Fund (now Learning and Skills Council allocated grant) in the form of Learner Support Funds. Also, since September, 2004, the Education Maintenance Allowance (EMA) had been available to FE learners.

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

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

The Authority had to date determined each year not to make any

provision.

Discussion ensued on the signposting expertise within Children and Young People's Services that existed despite the responsibility having been taken away from the Local Authority.

Resolved:- That the continuation of the current policy be approved.

D148. THE CONTRIBUTION OF FEDERATIONS TO SCHOOL IMPROVEMENT IN ROTHERHAM

Consideration was given to a report presented by Catharine Kinsella, Senior Director Schools and Lifelong Learning, which set out how new forms of school leadership and governance were increasingly important in education nationally. Several were being driven explicitly by government policy, especially Academies and Trusts in the Secondary phase.

Others were a response to ensure the supply of good school leaders, prompting, for example, an increase in the number of Head Teachers leading more than one school particularly in the Primary phase, in rural communities and in the Faith sector.

It was essential that any form of school leadership and governance was determined by the needs of the particular school and its community not expedience or external policy. Rotherham currently had one school federation at Canklow Woods Primary School and Whiston Worrygoose Junior and Infant School led by an Executive Head Teacher. The federation was a response by the Local Authority (LA) to the systematic and sustained underperformance of Canklow Woods Primary School and had supported a transformation of the performance profile of the school at KS2 in 2008 and 2009 while the excellent outcomes at Whiston have been sustained. The federation was commended in Canklow's recent Ofsted inspection, where its strong improvement was recognised.

Other Rotherham schools were now actively exploring federal solutions both at their own initiative and at the recommendation of the Local Authority. Such arrangements were likely to become a permanent and growing feature of the local school system and necessitated a planned response from the Local Authority if they were to be supported successfully.

Discussion ensued on essential needs of schools and their communities and the exploration of federal solutions also being considered by Thrybergh Fullerton and Trinity Croft and Ferham and Thornhill schools.

It was suggested that in order to make this responsibility more effective training should be made available to all Governing Bodies.

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

(2) That the implications for the local school system of the increasing introduction of federations be noted.

(3) That further reports on the impact of federations on school performance be submitted to the Cabinet Member for Children and Young People's Services in due course.

(4) That reports be presented to the Cabinet Member for Children and Young People's Services to approve any proposed new federations.

D149. KEY STAGE 2 ASSESSMENT RESULTS 2009

Consideration was given to a report presented by Catharine Kinsella, Senior Director Schools and Lifelong Learning, which set out performance in Rotherham primary schools at the end of Key Stage 2, in 2009.

Details were provided on the positive and concerning features of performance, the effectiveness of the School Effectiveness Service, priorities for improvement and development activities.

Resolved:- That the contents of the report be noted.

(THE CHAIRMAN AUTHORISED CONSIDERATION OF THE FOLLOWING REPORT IN ORDER TO PROGRESS THE CONTRACT REFERRED TO)

D150. EXCLUSION OF THE PRESS AND PUBLIC

Resolved:- That, under Section 100A(4) of the Local Government Act 1972, the press and public be excluded from the meeting for the following item of business on the grounds that it involves the likely disclosure of exempt information as defined in Paragraph 3 of Part 1 of Schedule 12A to the Local Government Act 1972 as amended.

D151. ROTHERHAM GRID FOR LEARNING AND LEARNING PORTAL RENEGOTIATION

Consideration was given to a report presented by Sue Wilson, Performance, Information and Quality Manager, which set how the current three year contracts for Rotherham Grid for Learning (RGFL) and Rotherham Learning Portal (RLP) would expire on 31st July, 2010. The contract had been subject to re-negotiation for a further term with RBT, taking into account both BSF and Digital Region in Rotherham.

The current Rotherham Grid for Learning and Learning Portal provided Rotherham schools with a number of services including email, Internet and Intranet access, security and content filtering, connectivity to YHGfL and SuperJANET, the National Educational Network and secure connectivity to the Council's network.

A comprehensive six month procurement exercise had been conducted in partnership with RBT comparing a number of suppliers to drive down supplier costs. This exercise had been undertaken to renew these contracts for an additional three years, taking the renewed contract to 31st July, 2013. The procurement involved schools for scoping and requirements gathering, supplier and solution evaluations and technical direction.

Discussion ensued on the proposed new services, the pricing model for the cost of the services, proposed increase to individual schools and the benefits for all schools to sign up.

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

(2) That approval be given to the contract with RBT to be in place for a further three years.

**CHILDREN'S BOARD
WEDNESDAY, 10TH MARCH, 2010**

Present:- Councillor S. Wright (in the Chair); Andy Buck, Alan Hazell, Martin Kimber, Ann Lawrence, Joyce Thacker, Richard Tweed and Janet Wheatley.

Julie Westwood and Deborah Johnson attended in respect of specific agenda items.

Apologies for absence were submitted from Pat Ward and Russell Brynes, due to work commitments.

63. MINUTES OF THE PREVIOUS MEETING OF THE CHILDREN'S BOARD HELD ON 3RD FEBRUARY 2010

The minutes of the previous meeting of the Children's Board, held on 3rd February, 2010, were approved as a correct record.

Matters Arising

1. Minute No. 52(2) (Serious Case Reviews) - the Children's Board were informed that two evaluations were being challenged.
2. Minute No. 53(3) (Single Point of Contact Website) – it was noted that this had not been launched by VAR but by the Website Developers
3. Minute No. 54 (Safe and Well Guidance) – it was noted that the textual amendments had been made to the practice guide
4. Minute No. 55 (Resourcing the Children and Young People's Plan) – it was confirmed that the Working Group had been convened.

64. CHILDREN AND YOUNG PEOPLE'S TRUST BOARD AND TERMS OF REFERENCE

Consideration was give to a report presented by the Strategic Director of Children and Young People's Services concerning the Children and Young People's Board Structure and Terms of Reference.

It was noted that this was the first draft of a discussion document, that was to be discussed with relevant partners.

Agreed:- (1) That consideration of this report be deferred.

(2) That any comments on the draft be supplied to the Strategic Director of Children and Young People's Services.

(3) That support be given to a review of linked groups and meetings with a view to streamlining arrangements.

(4) That any future proposals be in accordance with the relevant legislation.

(5) That support be given to a review of threads, accountabilities and responsibilities again with a view to streamlining organisational operations.

65. CHILDREN AND YOUNG PEOPLE'S TRUST BOARD LOGO

The Strategic Director of Children and Young People's Services suggested that there was value in this Board developing its own logo, letterhead and identity.

Agreed:- That suitable young people's groups be asked to design appropriate branding.

66. OFSTED INSPECTION PLANNING - SAFEGUARDING AND LOOKED AFTER CHILDREN

The Director of Resources, Planning and Performance advised that planning was in train, following the unannounced inspection last August, for an Inspection of Safeguarding and Looked After Children, which could come at any time.

Full details were provided of the programme planning and the arrangements that would be swiftly put in place when the unannounced Inspection occurred.

Agreed:- That the preparations be noted.

67. CHILDREN AND YOUNG PEOPLE'S SERVICES IMPROVEMENT PANEL PERFORMANCE BRIEFING

Consideration was given to a report presented by the Strategic Director for Children and Young People's Services concerning the Children and Young People's Services Improvement Panel Performance.

The current position was that 86% of the Notice to Improve Plan actions were rated green or amber risks, and 14% were rated red risks.

The current performance against the three social work Initial and Core Assessment national indicators was detailed in the report together with details relating to vacancy levels.

Since the last panel meeting Rotherham had received judgements on two serious case reviews; one being rated as adequate and the other as inadequate.

Rotherham's partners had concerns that the inadequate judgement was not a true reflection on the work undertaken locally. Following

discussions about the inadequate judgement the independent Chair of the Safeguarding Board had decided to challenge both the issues identified and the overall judgement itself.

It was noted that one of Rotherham's primary schools had been judged as being outstanding based on the new OFSTED criteria.

The stability of placements had improved and the number of looked after children with three or more placements during the year had reduced from the 2008/09 outturn of 13.3% to 10.6% as at Quarter 3 2009/10.

Core Assessments were not yet meeting their March 2010 target but a 10% improvement since the Notice to Improve was agreed represents excellent progress.

Agreed:- That the position be noted.

68. NOTICE TO IMPROVE PLAN

Consideration was given to the Notice to Improve Plan Action Plan presented by the Strategic Director of Children and Young People's Services.

An update was given on the following:-

- Rating of Notice to Improve Plan actions
- Headline Performance Indicators
- Vacancy Levels
- Serious Case Reviews
- Exceptional Performance since the last Improvement Panel meeting

The Board reviewed the full range of risks and uncertainties and the activity taking place.

Agreed:- (1) That the risks and uncertainties be acknowledged.

(2) That quarterly updates be submitted to this Board.

(3) That work continue as a priority to meet the requirements of the Plan.

69. MONTHLY SOCIAL CARE PERFORMANCE BOOK - KEY PERFORMANCE ANALYSIS

Consideration was given to a report presented by the Performance Manager concerning the Safeguarding and Corporate Parenting Performance Book – January 2010.

The report and appendices outlined the developments regarding monthly monitoring of Safeguarding and Corporate Parenting Services through the

new "Performance Book" and provided examples of information contained within and its functionality.

The Board welcomed this new Initiative and the comprehensive information now available.

Agreed:- (1) That the report and accompanying appendices be received and developments noted.

(2) That everyone involved in the development of the Book be thanked for their hard work.

70. CHILDREN AND YOUNG PEOPLE'S SERVICES PERFORMANCE INDICATORS - QUARTER 3

Consideration was given to a report presented by the Performance Manager, outlining the performance of the Children and Young People's Services' Directorate at the end of the third quarter 2009/10 (December 2009). The report and accompanying appendices provided analysis against targets, direction of travel against previous performance and where possible comparisons with statistical neighbour and national data.

Agreed:- (1) That the Performance report and accompanying Assessment and table (Appendix A & B) be received and performance be noted.

(2) That the recommendations regarding performance clinics (within Appendix A) be approved.

(3) That reports to this Board generally contain Executive Summaries and performance analysis without the substantial data often provided.

71. CAF/EARLY INTERVENTION

Consideration was given to a report presented by the Strategic Director of Children and Young People's Services concerning the Common Assessment Framework and Early Intervention.

The report laid out the progress made in developing a Prevention and Early Intervention Strategy for Rotherham having made full use of the Common Assessment Framework to ensure consistent and accurate assessment of need and level of response.

Work had taken place to draft the strategy, ensuring wide consultation and input from key partners and organisations. The final draft had been circulated for comments ready for sign off by Chief Officers and the Improvement Panel at the end of March. The strategy provided processes and tools which enabled services to work together to identify families at risk of poor outcomes and to provide support at the earliest opportunity. It was designed to provide the framework within which all partners could co-operate, prioritise and co-ordinate their collective

efforts. It required the involvement of a wide range of universal and targeted services working across all sectors working together to meet the full range of needs within each family. The launch date for the strategy had been arranged for the 22nd April 2010.

The Board emphasised the importance of this Strategy.

Agreed:- (1) That the Board note the progress made in the development of a prevention strategy for Rotherham.

(2) That support and commitment be given to the principle of prevention, early support and intervention as laid out in the draft strategy.

(3) That agreement and support be given to the programme of multi-agency training around CAF and support for its place in the provision of services.

72. MINUTES OF THE CHILDREN AND YOUNG PEOPLE'S SERVICES IMPROVEMENT PANEL - 29TH JANUARY AND 23RD FEBRUARY 2010

Key issues and concerns from the minutes of the meetings of the Children and Young People's Services Improvement Panel held on 29th January and 23rd February 2010 were discussed and noted.

73. DATE AND TIME OF NEXT MEETING.

Agreed:- That the next meeting of the Children's Board be held at Bailey House on Wednesday 21st April, 2010 commencing at 5.00 pm.

PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE
19th February, 2010

Present:- Councillor Whelbourn (in the Chair); Councillors Austen, Barron, J. Hamilton, Jack, License, McNeely, G. A. Russell and Swift.

Also in attendance for item 144 below (Budget Update) were Councillors Akhtar, Doyle, R. S. Russell, Smith and Stone.

Apologies for absence were received from Councillors Boyes and P. A. Russell.

136. DECLARATIONS OF INTEREST.

There were no declarations of interest made at this meeting.

137. QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS.

There were no questions from members of the public or the press.

138. LOCAL GOVERNMENT REFORM - CONSULTATION ON DRAFT STATUTORY GUIDANCE ON THE DUTY TO RESPOND TO PETITIONS

Further to Minute No. 121(5) of the meeting of this Committee held on 15th January, 2010, Steve Eling, Principal Policy Officer, (Parliamentary Analysis), presented the submitted report which stated Sections 10 to 22 of the Local Democracy, Economic Development and Construction Act 2009 (c. 20) provided a statutory duty for principal local authorities to handle and respond to petitions. This included making provision for the submission of e-petitions and adopting a "scheme for handling petitions". The Act provided that the Secretary of State may issue statutory guidance; provide a model scheme and make an Order setting out requirements and exclusions.

Ahead of commencing the new duty, the Government was now consulting on a draft guidance paper including a model scheme and draft Order. The report gave an overview of the consultation and provided for the Council to make a response.

There were currently no commencement dates for the duty, with the Government stating that this would be addressed following the consultation.

The key risk was the unknown additional demand that may be brought about by the duty. Implications were likely to include:

- Administration of the e-petitions facility;
- Time spent responding to an increased number of petitions;
- Facilitating the work of scrutiny in dealing with referrals; taking

evidence from senior officers and making reports.

The report covered:-

- E-petitions
- responding to petitions
- petition debates
- petitions calling officers to account
- petition reviews

Suggested responses to the petition questions were also submitted.

Discussion and a question and answer session ensued and the following issues were covered:-

- need for consistent policy and procedures
- need to inform Council Meeting of action
- need for clear links with Planning and Licensing
- need for a tracking system once petition received
- need for an appeals process
- need for clarification of partner issues and responsibilities
- need for elected member involvement in agreeing a scheme (our own scheme)
- vexatious petitions
- monitoring of e-petitions
- verification of signatories and timeframes
- who could raise a petition
- next steps
- consultation process including partners

Resolved:- (1) That, subject to the inclusion of reference to the need for an appeal process/right to question after consideration at a meeting, the draft response be forwarded to Cabinet for approval.

(2) That Cabinet be requested to approve that the Council and local partners should now consider how the requirements of the duty could be incorporated into the CCI framework and align with "Calls for Action".

(3) That a further report be submitted when final details of the "Model Petition Scheme" were available and commencement dates known.

139. BREASTFEEDING SCRUTINY REVIEW - TIMETABLE FOR COMPLETION

Councillor Jack introduced the submitted report which outlined a timetable for completion of the Scrutiny review into the barriers to

breastfeeding. Completion was expected in the next few weeks.

Given the slippage of the original review timescales, some of the likely recommendations may have already been implemented. Where this was the case, the report would make only brief reference to them. The main emphasis would be on recommendations that would lead to tangible new improvements which would enable and encourage women to breastfeed their babies.

Resolved:- That the timetable be noted.

140. MINUTES

Resolved:- That the minutes of the meeting held on 29th January, 2010 be approved as a correct record for signature by the Chairman.

141. WORK IN PROGRESS

Members of the Committee reported as follows:-

(a) Councillor G. A. Russell reported that the latest meeting of the Children and Young People's Services Scrutiny Panel had considered:-

- European Structural Funds (ESF) 2007 to 2013 – 16 to 19 NEETs Response Fund
- Secondary School Lifestyle Survey 2009 (Borough Wide)
- Children and Young People's Services Improvement Plan Update
- Budget update

(b) Councillor Austen updated briefly on the ongoing reviews into devolved budgets and corporate parenting.

(c) Councillor Jack reported :

- on the assisted technology review
- on world class communications (PCT)
- the latest meeting of the Adult Services and Health Scrutiny Panel had considered the budget update

(d) Councillor Swift reported that the latest meeting of the Regeneration Scrutiny Panel had considered the budget update.

(e) Cath Saltis reported

- Child Poverty Conference taking place on 1st March, 2010

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commencing at 9.30 a.m. to which all members of the Council were invited

- a press release was being prepared regarding invitations to be co-opted members on scrutiny panels. Any comments to Cath Saltis

142. CALL-IN ISSUES

There were no formal call in requests.

143. EXCLUSION OF THE PRESS AND PUBLIC

Resolved:- That, under Section 100A(4) of the Local Government Act 1972, the press and public be excluded from the meeting for the following item of business on the grounds that it involves the likely disclosure of exempt information as defined in Paragraphs 1 and 3 of Part I of Schedule 12A to the Local Government Act 1972 (staffing and financial issues)

144. BUDGET UPDATE

The Chief Executive gave a presentation setting out officer recommendations on the Budget for 2010/11 which were to be considered by Cabinet at its meeting on 24th February, 2010.

Discussion ensued and Cabinet Members answered questions on the budgets relating to their areas.

Resolved:- That the information be noted.

PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE
26th February, 2010

Present:- Councillor Whelbourn (in the Chair); Councillors Austen, Barron, Gilding, J. Hamilton, Jack, McNeely, G. A. Russell, P. A. Russell and Swift.

145. DECLARATIONS OF INTEREST

There were no declarations of interest made at this meeting.

146. QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS

There were no questions from members of the public or the press.

147. CRIME AND DISORDER REDUCTION PARTNERSHIP SCRUTINY

Further to Minute No. 67(3) of the meeting of the Democratic Renewal Scrutiny Panel held on 28th January, 2010, Ben Knight, Scrutiny Officer, presented the submitted report advising of the progress made to date by the Members' Working Group to develop and introduce a detailed Crime and Disorder Reduction Partnership Scrutiny Protocol agreeing mutual roles and practical arrangements for scrutiny.

The Committee was asked to consider and agree the protocol prior to its circulation to members of the Crime and Disorder Reduction Partnership for endorsement.

The draft protocol, supported by the Democratic Renewal Scrutiny Panel, was submitted.

Discussion and a question and answer session ensued and the following issues were covered:

- timely for a review of the crime and disorder agenda
- need to liaise with partners regarding sensitivity of reports discussed in working groups and the making public of review reports
- Councillor Call for Action

Resolved:- (1) That the information be noted.

(2) That the Crime and Disorder Reduction Partnership Scrutiny Protocol be supported.

(3) That the protocol be submitted to the next meeting of the Safer Rotherham Partnership for approval.

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(4) That the development of a protocol for Crime and Disorder Reduction Partnerships in respect of South Yorkshire be supported.

(5) That the report and protocol be referred to Cabinet for consideration.

148. REGIONAL SCRUTINY NETWORK EVENT

Cath Saltis, Head of Scrutiny and Bronwen Moss, Scrutiny Adviser, presented the submitted report informing of the work undertaken by Scrutiny Services in Rotherham and the LGYH to re-establish a Regional Scrutiny Network across the Yorkshire and Humber Region.

Further to a number of sub-regional meetings with officers across the region, an officer/member event was held in Huddersfield in December, 2009 to promote and discuss the way forward for members within the region to undertake joint scrutiny projects as appropriate.

There were two key outcomes from the regional event:-

- establish a member led scrutiny network (with terms of reference) as a communication forum and an opportunity to share good practice
- consensus reached by delegates to produce a draft protocol for the working arrangements of a Regional Scrutiny Panel undertaking joint working

The event was attended by 44 delegates and details showing the representation from across the region was submitted.

Also submitted was the draft protocol setting out the proposed scrutiny arrangements for the proposed regional scrutiny panel. The protocol was produced using the key principles of other sub-regional protocols developed for Health Scrutiny and Yorkshire South Tourism. Such protocols had already been endorsed by a number of Councils participating in developing regional scrutiny.

Terms of reference for the network were currently being developed.

The protocol and terms of reference would be circulated to all 22 regional Councils for consultation and comment. A final draft would be discussed at a further regional event planned after the May, 2010 elections.

Discussion and a question and answer session ensued and the following issues were covered:-

- disestablishment of Regional Assembly
- accountability of Regional Development Agency by MPs Select Committee

- potential links between the Select Committee, chaired by Eric Illsley, M.P., and the regional scrutiny role
- potential duplication of work by Select Committee and regional scrutiny
- rationale behind the regional network and how it would fit in to the sub-regional/regional structures (structure flow chart to be provided)
- two workshops were held at the event these were Identifying topics for Regional Scrutiny and Engaging with Elected Members. Topics proposed that were considered suitable for regional scrutiny were :-
 - Children's services
 - flooding
 - integrated transport
 - integrated regional strategy
- resourcing and estimated costs of the initiative
- recognition of councillors' responsibility
- potential implications should the proposals proceed
- a structure was needed to enable councillors working on projects at national level to feed back in at regional level
- scrutinising budgets of Regional Development Agency

Resolved:- (1) That the information be noted.

(2) That the draft protocol be supported.

(3) That consideration of representation to attend the next regional event be deferred until after the local elections.

(4) That a flow chart of the regional structure be provided to the Committee.

149. WORK IN PROGRESS

Members reported as follows:-

- joint review to be undertaken on the Image of Rotherham by the Regeneration and Democratic Renewal Scrutiny Panels
- Councillor Jack had attended a Rotherham NHS conference regarding adding quality/adding value

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- feedback from Cabinet on e-petitions had been positive

150. CALL-IN ISSUES

There were no formal call in requests.

**PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE
12th March, 2010**

Present:- Councillor McNeely (in the Chair); Councillors Austen, Barron, Gilding, J. Hamilton, Jack and Swift.

Apologies for absence were received from Councillors Boyes, License, G. A. Russell, P. A. Russell and Whelbourn.

151. DECLARATIONS OF INTEREST

There were no declarations of interest made at this meeting.

152. QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS

There were no questions from members of the public or the press.

153. REVIEW OF LOCAL CODE OF CORPORATE GOVERNANCE

Colin Earl, Director of Internal Audit and Governance, presented the submitted report indicating that it was good practice to review the Local Code of Corporate Governance annually.

The report proposed changes to the Council's Local Code of Corporate Governance to bring it up to date with the Chartered Institute of Public Finance and Accountancy's "Statement on the Role of the Chief Financial Officer in Public Service Organisations" which was launched in June, 2009.

The report set out the amendments to CIPFA/SOLACE guidance "Delivering Good Governance in Local Government Framework" resulting from the Statement on the Role of the Chief Finance Officer in Public Service Organisations covering the following standards:-

1. - Focusing on the purpose of the authority and on outcomes for the community and creating and implementing a vision for the local area
2. - Members and officers working together to achieve a common purpose with clearly defined functions and roles
3. - Promoting values for the authority and demonstrating the values of good governance through upholding high standards of conduct and behaviour
4. - Taking informed and transparent decisions which are subject to effective scrutiny and managing risk
5. - Developing the capacity and capability of members and officers to be effective

- 6 - Engaging with local people and other stakeholders to ensure robust public accountability

The proposed revised Local Code of Corporate Governance 2010 was appended to the report.

Discussion and a question and answer session ensued and the following issues were covered:-

- aim to make the financial strategy as user friendly as possible
- responsibilities of the Chief Finance Officer
- training for members on financial matters

Resolved:- (1) That the updated Local Code of Corporate Governance be noted.

(2) That it be noted that the Code would be used to help test the effectiveness of the Council's governance arrangements in order to inform the production of the Annual Governance Statement.

154. SCRUTINY REVIEW OF DEBT RECOVERY

Colin Earl, Director of Internal Audit and Governance, presented the submitted report updating progress on the action plan resulting from the scrutiny review of debt recovery arrangements. Overall, positive progress was being made.

Two of the recommendations related to the provision of improved information to the public about debt recovery and the support available to help residents in debt.

A revised 'Advice in Rotherham' leaflet had been drafted and was appended to the report.

Three significant recommendations required detailed work and had been targeted for completion by 31st March, 2010 and were progressing according to the timescale. They were:-

- Recommendation 7 : The Council considers for those individuals who repeatedly fall into debt or are on the verge of having their debt passed to bailiffs, that a more proactive approach via home visits or phone calls might be more successful in recovering debt
- Recommendation 9 : The Council considers examining the business case of an in-house bailiff service where there

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could be clearer lines of accountability, performance monitoring and charges to clients

- Recommendation 13 :The Council has one debt collection service for council tax, sundry debts and 2010 rents

Specific progress on each recommendation contained within the action plan was appended to the report.

Discussion and a question and answer session ensued and the following issues were covered:-

- 'amalgamation' of advice bureaus
- textual amendments to the leaflet
- loan shark scheme
- sharing of information and raising awareness of loan shark scheme initiative and help/advice available to anyone in debt
- private landlords
- potential for one debt collection service

Resolved:- (1) That the positive progress being made on the implementation of recommendations resulting from the scrutiny review of debt recovery be noted.

(2) That, subject to the textual amendments now raised, support be given to the production of the leaflet.

(3) That the Democratic Renewal Scrutiny Panel take ownership of this issue.

155. QUARTER 3 PERFORMANCE REPORT 2009/10

Julie Slatter, Head of Policy and Performance, in presenting the submitted report, gave a presentation which covered:-

- Focus of Presentation
- Performance/Improvement
- Areas of Good Performance
- Areas for Concern
- Local Area Agreement

- Children's Services
- CAA Update
- Performance Clinics
- Priorities for Quarter 4

The submitted report focused on the new national indicator set and key local indicators.

The report addressed the main areas of performance across the Council and examined issues relating to the Corporate Plan and Local Area Assessment (LAA).

The position at the end of Quarter 3 was that, of the Corporate Plan indicators that could be rated, 68.09% (32 of the 47 indicators) had achieved their target and improved or maintained their best score.

The performance against LAA targets, as at Quarter 3, was that, of those that could be rated, 47.83% were on target. However the direction of travel overall had dropped.

The report covered:-

- Corporate Plan performance
- LA 2008-11 performance
- Direction of Travel
- Performance Clinics
- Corporate Health
- Awards

Discussion and a question and answer session ensued and the following issues were covered:-

- outcomes from the information
- geographical breakdown of the statistics
- training for members on information available on line and its accessibility
- Ofsted inspections
- Chlamydia
- teenage conceptions comparisons within South Yorkshire
- implications of poor inspection results

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- restructuring of social work
- ownership of indicators NI163 and N164 – proportion of population aged 19-64 for males and 19-59 for females qualified to at least level 2 or higher and level 3 or higher respectively
- NI032 : repeat incidents of domestic violence
- award winning advertisement regarding domestic violence
- clarification of the report format regarding colours and symbols
- NI132 : timeliness of social care assessments
- NI99 : children in care reaching level 4 in English at key stage 2
- NI100 : looked after children reaching level 4 in English at key stage 2
- serious case reviews

Resolved:- (1) That the overall position and direction of travel in relation to both overall performance and to the requirements of the Audit Commission's CAA framework be noted.

(2) That the performance clinics to be conducted in Quarter 4 be noted.

(3) That the areas of concern now raised be referred to the appropriate scrutiny panels for consideration.

156. PAYMENT OF INVOICES WITHIN THIRTY DAYS - FORMER BVPI8

Further to Minute No. 106 of the meeting of this Committee held on 4th December, 2009, Sarah McCall, Performance Officer, presented the submitted report which detailed BVPI8 and how it measured the payment of undisputed invoices within thirty days.

The Council had agreed the following average annual target for performance of BVPI8 with RBT:-

2009/10 97.5%

Outturn performance for recent years had achieved:-

2006/07 91%

2007/08 94%

2008/09 92%

Recent performance for the new financial year had achieved:-

April	95.65%
May	96.44%
June	93.47%
July	94.37%
August	93.78%
September	92.46%
October	92.00%
November	95.58%
December	95.49%
January	93.71%
February	97.69%

Year to date performance currently stood at 94.62%.

Discussion and a question and answer session ensued and the following issues were covered:-

- penalties for poorly performing directorates and companies
- performance clinic

Resolved:- That the information be noted.

157. PROCUREMENT STRATEGY ACTION PLAN

Further to Minute No. 110 of the meeting of this Committee held on 4th December, 2009, Sarah McCall, Performance Officer, presented the submitted report, together with the strategy action plan which was mapped to the following nine themes:-

Theme 1 : Supporting the Local Economy

Theme 2 : Voluntary and Community Sector

Theme 3 : Equality and Diversity

Theme 4 : Fairtrade and Trade Justice

Theme 5 : Environmentally Friendly Procurement

Theme 6 : Legal Procurement

Theme 7 : e-Procurement

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Theme 8 : Achieving Value For Money

Theme 9 : Building Capacity

The action plan detailed the current position against each action assigned to each of the above themes.

Discussion and a question and answer session ensued and the following issues were covered:-

- working with the Voluntary Community Sector
- Fairtrade and trade justice : use of fair trade products

Resolved:- That the current position in respect of the Strategy Action Plan be noted.

158. PROCUREMENT LOCAL PERFORMANCE INDICATORS

Sarah McCall, Performance Officer, presented the submitted report setting out details of the indicators, targets and performance for quarter two of the current financial year.

Of the seventeen indicators (details of which were appended to the report):-

- three were status green
- five were status amber with performance on target
- three were status red with performance below target
- three were to report in quarter four
- one would report from April, 2010
- two had no targets and were reported for information only

Discussion and a question and answer session ensued and the following issues were covered:-

- definition of the 'S' postcode
- clarification of position regarding LPI3 : % of spend on electricity to continue to be procured from green sources

Resolved:- That the current performance against the indicators be noted.

159. RBT QUARTER 3 - PERFORMANCE

Mark Gannon, Transformation and Strategic Partnerships Manager, presented the submitted report summarising the performance of RBT against contractual measures and key service delivery issues for the third quarter of the current financial year across the areas of Customer Access, Human Resources and Payroll, ICT, Procurement and Revenues and Benefits. Also submitted were the customer satisfaction results relating to the Maltby Leisure and Service Centre.

Discussion and a question and answer session ensued and particular reference was made to the following issues:-

- Aston Joint Service Centre : security arrangements for receipt of monies
- VOIP
- Business Continuity Planning
- Tell Us Once site visits

Resolved:- That RBT's performance against contractual measures be noted.

160. MINUTES

Resolved:- That the minutes of the meetings held on 19th and 26th February, 2010 be approved as a correct record for signature by the Chairman.

161. WORK IN PROGRESS

Members reported as follows:-

(a) Councillor Austen reported that the latest meeting of the Democratic Renewal Scrutiny Panel had been equalities themed and the Panel considered:-

- Connecting Communities
- Community Cohesion (Hate Crime) performance update
- a presentation on Equalities and Diversity performance in Neighbourhoods and Adult Services
- a presentation on The Equality Framework for Local Government – Achievement of Excellent Level

The Panel had requested:-

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- progress on analysis of complaints received from an equalities and diversity perspective
- member training on equalities and inclusion of equalities and diversity in the reporting template

(b) Councillor Jack reported:

- the breastfeeding review was expected to be submitted to the Adult Services and Health Scrutiny Panel on 1st April, 2010
- the assisted technology review was ongoing
- the review regarding diabetes was due to take place before the end of the month
- the latest meeting of the Adult Services and Health Scrutiny Panel had considered:-
 - health screening programmes in Rotherham
 - Ministry of Food evaluation
- she had visited the new Community Health Centre
- concerns regarding funding for the Rotherham Women's Council Services

(c) Councillor McNeely reported:

- that a half day review was to take place in April relating to the Local Authority's response to climate change
- consideration was to be given to approaching the Rotherham Older Person's Forum about a representative being co-opted onto the Sustainable Communities Scrutiny Panel in the new municipal year

It was also felt that scrutiny panels should consider inviting members of the Forum to their meetings when relevant matters to the elderly were being discussed.

162. CALL-IN ISSUES

There were no formal call-in requests.