

CABINET MEMBER FOR CHILDREN AND YOUNG PEOPLE'S SERVICES

Venue: Bailey House

Date: Wednesday, 24 March 2010

Time: 8.45 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. Minutes of the previous meeting held on 10th March, 2010 (Pages 1 - 5)
5. ABLE Project - Update (Pages 6 - 13)

Sue Budby, report author

6. Early Education - Ensuring Quality Provision (Pages 14 - 25)

Aileen Chambers, report author

7. School Admissions Consultation - Annual consultation feedback for 2011/12 admission (Pages 26 - 47)

David Hill, report author

8. Annual Determination - The Local Authority (Post-Compulsory Education Awards) Regulations 2000 (Pages 48 - 49)

Alison Leone and Angela Milton, report authors

9. The Contribution of Federations to School Improvement in Rotherham (Pages 50 - 52)

David Light, report author

10. Key Stage 2 Assessment Results 2009 (Pages 53 - 63)

Will Ryan, report author

Exempt - Extra Item:-

11. Rotherham Grid for Learning and Learning Portal Renegotiation (report herewith) (Pages 64 - 66)
(Exempt under Paragraph 3 of the Act – information relates to finance and business affairs)

**Date of Next Meeting:-
Wednesday, 7 April 2010**

**Membership:-
Cabinet Member:- Councillor S. Wright
Councillors Havenhand, Senior Advisor, Currie and Tweed, Advisors**

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.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Children and Young People’s Services Cabinet Member and Advisers
2.	Date:	Wednesday 24th March 2010
3.	Title:	ABLE Project – update
4.	Directorate:	Children and Young People’s Services

5. Summary

This report provides an update on the current situation with regard to the delivery of the ABLE project in Rotherham.

The proposal is build a version of ABLE on site, and managed by Swinton Community School: a Maths and Computing College

6. Recommendations

It is recommended that the Cabinet Member for Children and Young People’s Services supports the project in principle and notes the proposed development on the site Swinton Community School: a Maths and Computing College

7. Proposals and Details

The proposal is to build a version of the ABLE project on the site of Swinton Community School: a Maths and Computing College.

Background

A meeting to discuss and scope out proposals was held at Swinton Community School; a Maths and Computing College on Monday 18th January 2010, attendees were Andy Watson (Site Manager), Andrea Kitchen (Business Manager), Dave Twigg (Head of Vocational Studies), Graham Wiles (ABLE Partnership LTD) and Sue Budby (C&YPS).

A paper (Appendix 1) highlighting the key considerations and the three possible options were presented to the meeting.

Swinton Community School are aware that the project will need to be staffed and maintained for 365 days per year and they confirmed that this would be managed from within the school and the school budget. Running costs will need to be covered by sale of produce/training places as there is no additional funding to support this aspect. The project will be designed to have minimal running costs.

The students in the Autism Unit at Swinton are happy to donate photovoltaics (PV) won from British Gas if there were reciprocal benefits for the Unit. It is 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 will also use the raised beds for alternative curriculum activities, bringing the current horticulture provision back on to the school site. Wormeries will be included in both areas and this will enable the school to reduce the £6,000 per year they spend on waste disposal, 30% of which is 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 will be located in an enclosed area within the school building, in the inner courtyard, it is likely that a build in this area will require planning permission. (Appendix 2)

A visit to ABLE Partnership Ltd (APL) by Swinton staff took place on Friday 5th February

LANTRA (sector skills council for the land and environment based industries) has been working with ABLE to develop Skills Manager (Appendix 3) and would like to feature ABLE Rotherham and the work with Skills Manager on Countryfile.

8. Finance

Rotherham is in receipt of a "Back on Track" grant from the DCSF, which will fund the capital part of this project.

Staffing and running costs are to be managed from within the school and school budget.

The project will be designed with many eco features and will have minimal running costs

A bid will be submitted to the Coalfield Regeneration Trust for additional revenue costs.

9. Risks and Uncertainties

The project will need to produce revenue from the sale of pupil training placements to other schools and sell produce to cover utility bills and associated running costs.

A bid to Coalfield Regeneration Trust may be unsuccessful unless the project has a strong wider community remit.

10. Policy and Performance Agenda Implications

The development of an ABLE project in Rotherham fits in with the Economic Development Plan for the borough and with Yorkshire Forward's Vision - Corporate Objectives, the Rotherham Community Strategy, Local Area Agreement, the Town Centre Vision, and Environmental and Climate Change Action Plan, RMBC Environmental Policy 2006 to 2010, NHS Rotherham Priorities and all five outcomes of Every Child Matters

11. Background Papers and Consultation

- 26/03/2008 - ABLE Rotherham Project – proposal for an ABLE project in Rotherham – J Thacker
- 29/10/2008 - ABLE Rotherham Project; project update – J Thacker
- 10/12/2008 - ABLE Rotherham Project, CRT update – J Thacker
- 29/04/2009 - ABLE Rotherham Project; progress update - S Budby
- 20/01/2010 - Proposal for ABLE Rotherham Project – report– C Kinsella

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Appendix 1

ABLE Options

All options would require

- 365 day commitment to manage and maintain the fish and tanks
- Health, Safety and Hygiene precautions
- Yearly inspection by CEFAS
- Pupils to be involved in the build stages

All options would benefit from linking to the other ABLE projects in Wakefield, Heckmondwike and Hull. The network of ABLE projects would allow pupils to experience a diverse range of learning opportunities at all sites.

Option 1

A wormery and coldwater tanks, used for learning purposes only. Tanks would contain either Koi Carp and/or Carp. Aquaponics would be restricted to plants that grow well in cold water, i.e. watercress.

Positives

- No heating system
- Simple system, low maintenance and repair costs
- Monitoring required offers curriculum opportunities
- No marketing and/or sales costs
- Provide free crop for school kitchen
- Recycle kitchen waste in wormery, producing worms for feed
- Possible community involvement and engagement
- Available during non traditional school opening times
- Showcase new green technologies, especially linking to the Dearne Eco Valley Vision

Negatives

- No profit from fish or crops
- Limited choice of fish variety
- Would need to keep fish at a limited weight as the fish are intended to be kept on site and need to be accommodated within tank size
- Security on site

Option 2

Wormery and warm water tanks, that could be used for learning and commercial purposes. Tanks could contain Koi Carp, Carp and/or Tilapia. The Aquaponics choice would increase to include most plants that need a high water input i.e. lettuce, strawberries, peppers etc.

Positives

- Bio-mass heating system (new and innovative and easy to feed).
- Simple aquaculture/aquaponics system, low maintenance and repair costs
- Greater choice of fish variety

- Monitoring required offers curriculum opportunities
- Marketing and sales would provide realistic business/enterprise opportunities
- Provide free crop for school kitchen
- Possible profit from sale of fish or crops, promotes low carbon food miles
- Recycle kitchen waste in wormery, producing worms for feed
- Possible community involvement and engagement
- Available during non traditional school opening times
- Showcase new green technologies, especially linking to the Dearne Eco Valley Vision

Negatives

- Bio-mass heating system requires a daily feed plus maintenance
- Water temperature would need to be kept at 22 degrees
- Marketing and or sales costs
- Security on site

Option 3

Salt water tanks, that could be used for learning and commercial purposes. Tanks would contain Shrimp. It would not be possible to use aquaponics in the traditional sense but seaweed can be grown, and this is commercially attractive. This would be the UK's first small but commercial shrimp farm. Currently the UK imports 80% of all the fish consumed and 80% of this is shrimp and prawn.

Positives

- A first for the UK
- Bio-mass heating system new and innovative, easy to feed.
- Simple aquaculture system, low maintenance and repair costs
- Monitoring required offers curriculum opportunities
- Marketing and sales would provide realistic business opportunities
- Profit from sale of shrimp, promotes low carbon food miles
- Possible community involvement and engagement
- Available during non traditional school opening times
- Showcase new green technologies, especially linking to the Dearne Eco Valley Vision

Negatives

- Bio-mass heating system requires a daily feed plus maintenance
- Water temperature would need to be kept at 22 degrees
- Marketing and or sales costs
- Security on site

Proposed Development at Swinton



Courtyard



Old Greenhouse and raised beds

Skills Manager

LANTRA (sector skills council for the land and environment based industries) has developed Skills Manager, a simple to use on-line tool that enables:

- the recording of practical experience and achievements as well as qualifications – a clear must in a sector where many skills are often developed in the workplace rather than in classrooms
- Skills Manager enables skills gaps to be identified
- individuals to monitor and record current levels of competency against the requirements of their qualification and future job role
- pupils to identify with their tutor, suitable learning and training for their future through a personal development planner
- individuals to build a record of achievement – including completing objectives, work-based skills endorsements and any qualifications or certificates achieved.

Skills Manager includes information on all Land Based Industry Sector Approved Job Role Profiles based upon National Occupational Standards, a recognised standard of performance devised by business for business.

About LANTRA

- LANTRA, the Sector Skills Council for the environmental and land-based sector, is licensed by the UK governments to drive forward the new skills, training and business development agenda for the sector.
- LANTRA represents 17 industries and 1.5 million workers and volunteers in agricultural crops, agricultural livestock, animal care, animal technology, aquaculture, environmental conservation, equine, farriery, fencing, fisheries management, floristry, game and wildlife management, land-based engineering, landscape, production horticulture, trees and timber and veterinary nursing. For more information see www.lantra.co.uk

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Children and Young People’s Services Cabinet Member and Advisers
2.	Date:	Wednesday 24th February 2010
3.	Title:	Early Education – Ensuring quality provision
4.	Directorate:	Children and Young People’s Services

5. Summary

The purpose of this report is to seek approval from the Cabinet Member for Children and Young People’s Services on the process for ensuring quality provision in Nursery Education.

One hundred and twenty two providers deliver early education in Rotherham, 39% of which are private, voluntary or independent (PVI) organisations who are contracted on an annual basis.

Improving and maintaining high quality early education is a key propriety to ensure high outcomes for children. The current contract with PVI providers contains expectations for the level of delivery and the process to be followed if expected delivery levels are not being met.

This report explains the current position and processes that have been developed deal with providers who consistently fail to meet required levels of quality.

6. Recommendations

It is recommended that:

- **the report be received.**
- **approval be given to implement the strategy relating ensuring quality provision**

7. Proposals and Details

The funding of private, voluntary or independent (PVI) providers to delivery early education places is governed by the Department of Children Schools and Families (DCSF) document 'A Code of Practice on the Provision of Free Nursery Education Places for Three and Four Year Olds 2006'.

A revised Code of Practice is currently under consultation and will be apply from September 2010.

In Rotherham early education is provided by:

- 59 schools
- 15 Children's Centres
- 48 PVI providers

The PVI sector delivers early education to 29% of three year olds as well as approximately 140 four year olds.

Improving and maintaining high quality early education is a key propriety *"... major studies commissioned to track large groups of children are clear: besides good parenting, regular access to a high quality part-time place for this age group is the most powerful driver of positive outcomes for children"*

Draft Code of Practice 2009

An extensive range of support is 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 remain unable to sustain an acceptable level of delivery.

Annual Contracts (Appendix 1) are in place with all PVI providers detailing the expected levels of delivery. In the 2009/10 a "Withdrawal of Funding Clause" was added (section 2.2, point 11, page 9):

"Providers must meet the delivery requirements of the Early Years Foundation Stage. Where providers are not meeting the Local Authority Quality Improvement Criteria, the 'Withdrawal of Funding' (see Annex 6) process will be implemented."

In addition, a Quality Improvement Process letter (Appendix 2)) was sent to all providers, in August 2009, informing them that unannounced quality improvement and minimum standard visits would be carried out.

To date, two such visits have taken place and a draft Quality Improvement Visit letter produced which it is proposed to send to them (Appendix 3) along with a more detailed explanation of the process that could be used to withdraw funding (Appendix 4). The process outlines the concerns the LA has with the setting and allows the setting ample time to address the concerns. Only where a setting has failed to respond appropriately to the concerns will the funding be withdrawn.

Approval is sought from the Cabinet Member for Children and Young People's Services to proceed with this process.

8. Finance

The funding for the free entitlement to early education delivered by PVI providers is provided through the Standards Fund.

9. Risks and Uncertainties

The local authority has a responsibility under Section 7 of the Childcare Act 2006 to secure free early years provision for each 3 and 4 year old in the area. Where it was proposed to withdraw funding from a particular provider, assurance would have to be made that alternative provision was available for any affected children.

The draft Code of Practice which comes into force in September 2010 provides more clarity on the distribution of early education funding. It:

- Prioritises funding to settings rated good or above, funding those below that rating as needing to secure sufficiency, flexibility and accessibility
- Considers the withdrawal of funding from providers who are not demonstrating the agreed commitment to quality improvement in order to continue to deliver the free entitlement

(Chapter 4: Quality page 17)

10. Policy and Performance Agenda Implications

The Ofsted judgements of early education providers contribute to the authority's overall CAA inspection results. Continuing to fund providers who consistently fail to achieve quality standards has a negative impact on the authority's ability to achieve the desired percentage of providers judged good or better.

11. Background Papers and Consultation

Nursery Education Funds Contract April 2009	– Appendix 1
Quality Improvement Process letter	– Appendix 2
Quality Improvement Visit letter	– Appendix 3
Withdrawal of Funding Process	– Appendix 4

The Childcare Act (2006)

A Code of Practice on the Provision of Free Nursery Education Places for Three and Four Year Olds (2006)

Draft Code of Practice on Provision of the Free Early Education Entitlement for 3 & 4 year olds 2009

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NURSERY EDUCATION FUNDING CONTRACT 2009/10

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Section 1- Introduction

1. Nursery Education Funding (NEF) is a statutory duty and is audited by the Local Authority. The guidance included in this contract is intended to support you in understanding this complicated system. This will assist you in deciding whether to register for and claim NEF.
2. Training is available to support settings in fulfilling all aspects of the conditions of NEF.
3. Included in this contract should be everything you need to know about eligibility and conditions of funding and how to claim it, but if you cannot find the information you require, or need further assistance please contact Dawn Ashmore on 01709 822537.
4. NEF is available for children from the term after their 3rd birthday up to when they reach statutory school age. In other words up to six terms could be funded through NEF.
5. Each child is entitled to up to 5 sessions per week, for up to 38 weeks per year. It is recognised that not all providers are able to open for 38 weeks and may not be able to offer the full entitlement. The Provider has a responsibility to inform parents about the implications of their decision not to open to ensure parents are aware they may not receive their full entitlement.
6. Funding can only be paid to providers registered with Early Years, Childcare and Extended Services. Refer to Section 2.2 for details of Eligibility and Registration.
7. Providers must agree to abide by the Conditions of Funding detailed in Section 2.3. A brief summary of the conditions can be found in Section 2.1.

Section 2 - Legal Conditions

Section 2.1 - Eligibility and Conditions for Registration of Providers

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This section sets out the criteria which must be met by Private, Voluntary, Independent providers, Portage Service, Local Authority Day Nurseries and Children’s Centres and Childminder Networks wishing to join the Local Authority register.

The Requirement for Registration

1. Only providers registered with Rotherham Early Years and Childcare Services to deliver free early education are eligible to receive payments of NEF. Funding can only be claimed in respect of education provided to children of eligible age. The claim must be made in the term during which the education is provided using the headcount procedures set down by the Local Authority.
2. Providers must satisfy the Local Authority that they meet all the eligibility criteria and conditions for registration set out in this contract. The Local Authority will consider removing a provider from the register where it appears that any of the eligibility criteria or conditions of this contract is not being met.
3. New providers agree to an assessment of their facility against the Local Authority Quality Improvement Criteria by an officer approved by Early Years and Childcare Services.
4. It is a condition of registration that the Provider will be bound by the conditions of funding for periods during which they are claiming NEF. This includes: identifying a setting-based SENCO; operating a SEN policy and; having a designated Safeguarding Officer.

Types of Eligible Providers

5. To be eligible for registration with the Local Authority a provider must be:
 - registered by Ofsted's Early Years Directorate under Part XA of the Children Act 1989 or be a day care provider, which is otherwise exempt from registration, or;
 - an independent school registered with the DCSF; or
 - a provisionally registered independent school educating a child with a statement of special educational needs, claiming NEF in respect of that child with the specific approval of the Local Authority maintaining the statement of the Secretary of State; or
 - a non-maintained special school; or
 - a Portage service; or
 - a childminder registered under the Childcare Act 2006 working in an approved Childminding Network and accredited through the Network as delivering the Early Years Foundation Stage (EYFS);
 - a non-maintained Local Authority Provider, eg. Local Authority Day Nursery, Children's Centre or Family Centre.

The Early Years Foundation Stage

6. Providers must help children to work towards the Early Learning Goals as described in the DCSF publication 'The Early Years Foundation Stage – Setting the Standards for Learning, Development and Care for children from birth to five (available on 0845 60 222 60). Where English is not the main language used by children, the educational programme must still help children acquire competence in English as soon as possible, making use where appropriate, of their developing understanding and skills in other languages.
7. Providers must work to the Early Years and Childcare Services criteria outlined in Quality in Action Document 3rd Edition (2009). Providers will be required to meet at least the minimum Quality Improvement criteria. Identified areas for development will form an agreed action plan to be met within agreed timescales following the date of this agreement. If after this period the quality improvement criteria are still not met the Local Authority will have the right to withdraw funding and terminate registration.
8. Leadership and management demonstrate a clear commitment to staff training and development.
9. The provider will work in partnership with all assigned Local Authority officers to:
 - promote inclusion
 - raise the quality of early education provision and care
 - ensure the needs of each individual child are met.

Visits shall include both pre-arranged and un-announced drop in.

10. The Provider will agree to assessment of their provision against the Local Authority Quality Improvement criteria by an officer approved by Early Years and Childcare Services.
11. Providers must work with the statutory requirements to meet and deliver the EYFS.

Sessions

12. The Provider must be capable of offering sessions of nursery education of at least 2½ hours.
13. The Provider must offer at least 1 session in each week, for up to 38 weeks in a year, to each eligible child.

Inspection

14. It is a condition of registration with the Local Authority and, when registered, of continued registration, that the Provider offers educational provision to at least the standard considered acceptable by an Ofsted inspector.
15. A Provider must agree to the inspection by an Ofsted's inspector with a view to ascertaining whether the standard has been achieved and is being maintained. Failure, without a reasonable reason, to agree to an inspection, or agree a date for an inspection, is a breach of the conditions of registration. A Provider will be removed from the register if it has failed to participate in an inspection, or refuses to agree a date for an inspection and fails to provide the Local Authority with a reasonable explanation for this, within 15 working days.
16. A provider must meet actions and/or recommendations identified by inspection within designated timescales.

Providers Ceasing to be Eligible by Removal from the Register

17. Any funding paid in respect of a period in which the Provider was unregistered will be recovered. It is a condition of funding that the Provider agrees to this recovery taking place.

Ofsted De-registration

18. If a provider, whose eligibility for registration as a Provider depends on registration by Ofsted under the Childcare Act, ceases to be so registered they will, from that date until such time as it may regain eligibility, cease to be eligible to be registered as a provider under these arrangements. No claims for NEF in respect of nursery provision made after that date will be met. The Provider should inform the Local Authority immediately.

Cessation of Final Registration as an Independent School

19. If a provider, whose eligibility for registration depends on final registration by the DCSF as an independent school, ceases to be so registered it will, from that date until such time as it may regain eligibility, cease to be eligible to be registered as a provider under these arrangements. No claims for NEF in respect of nursery provision made after the school ceases to be registered will be met. The Provider should inform the Local Authority immediately.

Section 2.2 - Conditions of Funding

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Conditions of Funding

Funding is subject to the following conditions and requirements having been met and continuing to be met by the Provider. It is the responsibility of the Local Authority administering the funding to ensure that these conditions are met.

1. Only providers registered with the Local Authority to deliver free early education are eligible to receive payments of NEF. Funding can only be claimed in respect of education provided to children of eligible age. The claim must be made in the term during which the education is provided, using the headcount procedures set down by the Local Authority.
2. Providers must return a copy of their OFSTED Registration Certificate with this signed contract to the Local Authority.
3. Providers are required to meet all contractual conditions for any period during which they are claiming funding, or in respect of any children for whom they

are claiming funding, or in respect of any sessions provided in addition to those for which they are not claiming funding.

4. No funding will be payable to the Provider in respect of any period in which that Provider is:
 - not registered with the Local Authority; or
 - removed from the register.

Any funding paid in respect of a period in which the Provider was unregistered will be recovered. It is a condition of funding that the Provider agrees to this recovery taking place.

5. The Provider shall undertake to repay on demand any payment of NEF if that payment was:
 - for provision which did not meet the Local Authority's conditions and requirements relating to eligible Providers; or
 - made incorrectly due to an administrative error; or
 - cannot be substantiated by accurate attendance, parental and financial records.
6. It is a condition of funding that this recovery may be effected by an appropriate reduction in the funding paid in respect of a subsequent term.
7. The Provider must meet claim deadlines set by the Local Authority.
8. The Provider may only claim funding in respect of an eligible child who is correctly included on the claim including all their required details.
9. The Provider must agree to offer a free nursery education place to a child where, incorrect information has been provided to the Local Authority in error for that child and, funding is not available. A free place must also be offered where the Provider completely omits a child from their claim in error.
10. Funding may be claimed for any child starting in an Early Years Foundation Stage Unit or a reception (FS2) or nursery class (FS1) in the maintained sector under the phased entry system.
11. Providers must meet the delivery requirements of the Early Years Foundation Stage. Where providers are not meeting the Local Authority Quality Improvement Criteria, the 'Withdrawal of Funding' (see Annex 6) process will be implemented.

Terms and Sessions

12. A session of education for which funding is claimed should be at least 2½ hours in length.
13. Every session of nursery education provided must be of good quality and the Provider must provide each eligible child with at least 1 session per week during the period in respect of which NEF is claimed. The number of sessions

provided per week and the arrangement of those sessions should be agreed with the parents.

14. It is recognised that not all providers are able to open for 38 weeks and may not be able to offer the full entitlement. Providers will only be paid for the actual number of weeks they are open. The Provider has a responsibility to inform parents about the implications of their decision not to open to ensure parents are aware they may not receive their full entitlement.
15. No provider may claim funding for more than 2 sessions per day in respect of one child. Where a provider offers 2 sessions in a day the free entitlement may include the lunch period or other break providing this is specifically planned and structured to support children's overall learning and development.
16. Each child should receive a total of 38 weeks of early years education over the three terms for which they are eligible for funding. Term lengths will be set by the Local Authority, not including any half term holidays.
17. The number of weeks to be claimed per term has been set to mirror the Local Authority school terms as closely as possible. The Term dates can be accessed via the Early Years and Childcare Services.. Those for 2009/10 are attached at Annex 5.
18. Funding will only be paid for the set weeks in each term as specified in Annex 5. Funding cannot be claimed for any holiday weeks, regardless of whether the setting is open during the holidays. This is to ensure that funding is claimed for the same periods by every provider and to avoid any confusion when children move from one setting to another.

Children with Special Educational Needs (SEN)

19. The Providers must have a written SEN/Inclusion policy (framed with regards to the conditions of funding) and a designated member of staff who has responsibility for SEN/Inclusion in the setting (an SEN Co-ordinator). Unregistered Providers must satisfy the Local Authority that these measures are in place before they can be registered. Section 2.5 provides a framework for SEN/Inclusion policies, setting out what should be included. Details must be published for parents and made available to the Ofsted's inspector prior to inspection. The SEN/Inclusion policy must include information about the setting's policies for the identification, assessment and provision for all children with SEN, admissions arrangements, staffing policies and arrangements for working with parents and other external bodies. The Provider should demonstrate that they are committed to implementing the Common Assessment Framework to improve the knowledge and skills of staff in the identification and assessment of children with additional needs and on making appropriate provision to meet those needs. This should include participating in relevant training events organised by the Local Authority and Early Years and Childcare Services.
20. Providers must provide inclusive services with a designated setting based Special Educational Needs Co-ordinator (SENCO)/Inclusion Officer, who has

attended the Local Authority's SENCO/Inclusion training programme, and operate an inclusion policy in line with the SEN Code of Practice.

21. The Provider should adhere to the new revised Special Educational Needs Code of Practice and any amendment, replacement or variation thereof. When catering for a child with a statement of special educational needs the Provider is required to allow the authority maintaining the statement access to the premises to monitor the provision specified in the statement.
22. For some children with special educational needs (or other emotional or behavioural special needs recognised by the local Social Care Team), 5 sessions per week may be too much. In these cases the Provider should seek advice from the child's Local Authority on the regime that best meets the child's needs. As long as the Provider is acting in accordance with that advice, they may claim the full term's funding to contribute towards the cost of the provision made.
23. A designated Safeguarding officer must be in place, who has attended the LA's SENCO/Inclusion training package

Free Places and Parental Choice

24. A free place must offer not less than 2½ hours per session, on each of five sessions per week, for 38 weeks in the year. The number of sessions taken up may be fewer than 5 to meet the individual requirements of each child.
25. The basic entitlement should be free at the point of delivery. Parents cannot be charged for any part of the minimum free entitlement either directly or indirectly. The free entitlement is a guarantee of a free place. It is not a voucher, nor should it be regarded as a parental subsidy.
26. Providers should not levy any fee in respect of the free entitlement nor should they charge parents fees in advance for the free entitlement to be refunded at a later date. Providers that normally charge fees should reduce the fees by the amount that they would normally charge for those sessions if the child was not accessing a free place. See examples on page 29.
27. Providers can charge for additional services. The level of such fees is a private matter for agreement between the provider and the parent. However, parents should not be required or expected to take up additional services in order to access a free place. A parent has the right to request the free entitlement as a stand alone place. Parents who do choose to take up additional services should not be charged any more for those services than parents of children who are not accessing a free place. Above all, arrangements for charging for additional services should be clear and transparent.
28. In the event that the NEF received exceeds the fees chargeable for the education provided, the reduction or reimbursement should be limited to the amount of the fees and the excess put to use to support the provision of high quality early education. Parents may not be charged an administration fee in return for their child receiving the basic education entitlement of 2½ hours.

29. If the amount of funding is less than a provider would normally charge, they must not require the balance or any top-up payment from the parents. To do so would undermine the principle that the place is free.
30. The Provider must make available to parents of eligible children, clear, written information about the amount of fees due (for additional sessions where a fee is payable), the circumstances in which they are payable and how fees will be reduced by the funding received.
31. Providers must be able to demonstrate to parents, and the Local Authority, that they are providing 2½ hours free. Section 3.3 Calculation of Reimbursement due to parents shows how to calculate this.

Notice Period if Child Leaving

32. Where a child is leaving a setting, NEF would be paid up until the date the child leaves. If a child leaves before the end of the Notice Period or without giving notice, NEF would be paid up to the end of the Providers Official Notice Period (up to a maximum of 4 weeks), after which funding would not be paid. If a Provider does not have an official notice period NEF would be only be paid up to the date a child leaves.

Non-Attendance in Line with Parental Registration Form

33. Where a child does not regularly attend for the number of sessions that a parent has requested on the Parental Registration Form, it is important that the parent is asked if they still require these places.
34. If a child does not attend for 50% or more (of the required sessions) during the first 4 weeks of a child starting then the parent should be contacted and asked to confirm the number of sessions they wish their child to attend. It should be made clear that if the child continues to not attend then the parent will have to pay for these sessions.
35. If the parent states they still want the original number of sessions then a further 4 weeks will be allowed. If after this 4 weeks the child is still not attending then the parent should be charged for future sessions that are not accessed. The parent has then been given 8 weeks before any action is taken.
36. If the parent decides to reduce the number of sessions, a new Parental Declaration form should be completed and the sessions amended on the Headcount. If the child did not attend for the reduced number of sessions then the 8 week period would start again as per section 35 above.
37. During any audit, evidence would be required to show that a parent has been contacted about this issue. Notes should be kept about any telephone conversations and copies should be kept of any correspondence with the parent and a note should be made, either in the Register or on the Declaration form, of the response from the parent.

Holidays/Illness

38. A maximum of 4 weeks Holiday/Illness can be allowed in each term. After this 4 week period NEF would not be paid until the child resumed attendance.
39. In the event of Long Term Sickness providers should aim to find out the likely length of the sickness and it may be possible to offer the places to another child.

Note: all cases in above situations (Points 32 – 39) will be treated individually.

Employer Workplace Nurseries and Employer Subsidised Places

40. Where an employer contributes to the cost of an early education place the NEF can be used to reduce the amount of subsidy provided by the employer for that place. In these circumstances the parent concerned might not receive an abatement of fees directly but instead benefit from a fully or partially subsidised early education place provided by their employer. The abatement of NEF does not affect any subsidy provided by an employer for additional childcare services.

Children Changing Provision During The Term

41. The Provider is required to inform the Local Authority when a child, in respect of whom NEF was paid, leaves the Provider during a period for which NEF is being paid.

Children Attending More Than One Provider

42. The Provider shall make their best endeavours to ensure that no more than 5 sessions are claimed in respect of any one child. If the Provider is notified by the parents, or otherwise discovers, that funding is being claimed for a child by another provider, they must inform the Local Authority immediately. This is to ensure that the funding is paid correctly in respect of that child.
43. If two providers offer nursery education to a child who attends more than 5 sessions in total and submit claims in respect of that provision the funding will be apportioned accordingly. For example, if provider A claims 4 sessions and provider B claims another 5 sessions, making a total of 9 sessions, then provider A will receive 4/9ths and Provider B 5/9ths of the funding.
44. Funding will automatically be apportioned if 2 claims are received in respect of the same child for more than 5 sessions, unless we are informed otherwise.

Moving to England from Abroad

45. A child moving into England from another country is entitled to free early years education on the same basis as any other child even if they do not have British citizenship, as the funding is paid to the provider and not the child.

Training

46. Providers should ensure that Individual Training and Development Plans are completed for each member of staff which then feeds into a Training and Development Plan for the setting. These should be submitted to the Training and Quality Assurance Coordinator before March of the relevant year.
47. All Early Years Foundation Stage Practitioners are expected to undertake at least 4 days relevant training per year. If you are unsure what would be classed as relevant training please contact Early Years and Childcare Services.
48. There is an expectation that Early Years Foundation Stage Practitioners will undertake ongoing training in order to raise qualification levels in line with the Government's 10 Year Childcare Strategy.

Corporal Punishment

49. In line with Government policy and the European Convention on Human Rights, (Education Act 1996 Section 548). It is a condition of receiving funding that no child should be given corporal punishment by any person employed in, engaged with or in connection with, the provision of education.

Race Relations Act and The Disability Discrimination Act

50. The Race Relations (Amendment) Act 2000 imposes a general duty on all public sector bodies and organisations listed in the new Schedule 1A of the Act. For the purposes of Requirements of NEF, all Providers should follow the guidelines below.

When carrying out their functions, they are required to have due regard to the need:

- a) to eliminate unlawful racial discrimination; and
 - b) to promote equality of opportunity and good relations between persons of different racial groups.
51. From September 2002 the Disability Discrimination Act 1995 (DDA) applies to all providers of early years services. The DDA requires all providers to comply with two main duties:
 - not to treat a disabled child 'less favourably' and
 - to make 'reasonable adjustments' for disabled children.

Providers should operate an Inclusion Policy covering the DDA and Race Relations Amendment Act.

Data Protection Act and Freedom of Information Act

52. Where the Provider receives any personal data as defined by the Data Protection Act 1998 ("the Act") from the Council, it must ensure that it fully complies with the provisions of the Act and only deals with the data to fulfil its obligations under this Agreement.
53. The Provider will indemnify the Council for any breach of the Act or these obligations which renders the latter liable for any costs, claims or expenses.
54. In fulfilment of its obligations under the Act the Provider must have such systems in place to ensure:-
 - full compliance with the Act;
 - in particular, the Provider must take such technical and organisational measures as are necessary to comply with the 7th data protection principle set out in Part I, and amplified in Part II, of Schedule 1 to the Act.
 - the reliability of all its employees who may be involved in processing the personal data.
55. The Provider shall allow the Council reasonable access to such information as is necessary to ensure that it is complying with the above provisions and the Act as a whole.
56. The Provider will note and use reasonable endeavours to assist the Council's compliance with the Freedom of Information Act 2000 ("the FOI"). In the event that the Council is required to provide information under the FOI the Council shall adhere to the requirements of the FOI in disclosing information relating to this Agreement and subject to the provisions of the FOI shall inform the Provider in advance of its intention to provide such information.

Provision of Information to Parents and the Local Authority

57. The Provider must make available free of charge to the Local Authority and parents of eligible children and parents of children who will be eligible in the 2 years following the request, the following information about NEF:
- a statement of the premises and equipment used for providing nursery education;
 - clear, written, information about the amount of fees due (for any additional sessions where a fee is payable), the circumstances in which they are payable and how fees will be reduced by the funding received;
 - information to parents about the free entitlement and that they have the right to request this as a stand alone place.
 - the numbers of staff employed in the provision of such education, ratios of staff to children, professional qualifications held by staff and the Provider's policy for staff training;
 - the educational programmes and activities provided in the course of nursery education;
 - provision made for children with special educational needs;
 - health and safety policy followed;
 - equal opportunities policy followed;
 - child protection policy and child protection action plan followed, and reviewed on an annual basis;
 - behaviour policy followed;
 - admission of children policy followed;
 - statutory policies and procedures to meet Early Years Foundation Stage welfare requirements;
 - term dates for the following year, if appropriate and the timetable for sessions;
 - inspection reports and action plans;
 - the procedures for dealing with parents' complaints (including the Ofsted complaints phone number clearly displayed); and
 - to the parent or carer of each child, the records and reports made of their child's educational attainment and progress.

Provision of Information to Early Years, Childcare and Extended Services

58. Providers must submit with this signed contract a copy of their last year's financial statement relevant to the organisations legal structure e.g. a limited company should submit their audited accounts.
59. Providers must submit evidence and details of their legal structure with this signed contract to the Local Authority. For Voluntary Management Committees as an example, we require a copy of their adopted Constitution together with a full list of committee members and their roles within the committee as stated in the last Annual General Meeting.
60. Providers must return a copy of their Ofsted Registration Certificate with this signed contract to the Local Authority

61. Providers must supply details of children on Waiting Lists and any Vacancies. Forms will be sent out with the Autumn Headcount and the Summer Estimate. This information is used by the Local Authority to calculate Performance Indicators and to inform future planning and budget setting.
62. Providers must complete and return the Annual DCSF Early Years Census by the required deadline.
63. Providers must collect and record children on the Special Educational Needs Register and transfer the data onto to the termly headcount forms.
64. Providers must collect and record Childrens Ethnic Origin and transfer the data onto to the termly headcount forms.
65. Providers must provide details of staff training on request.
66. Providers must complete both Individual Training and Development Plans for all members of staff and a setting Training and Development Plan.

Banking and Insurance Requirements

67. The Provider must maintain a specific bank account for the institution. The account should be dual-signatory, unless a Provider is a sole trader. The Local Authority can only pay funding into that account. Any change to the bank account details must be confirmed in writing and be signed by the Local Authority's official contact for the Provider. (Annex 2 – Change of Bank details)
68. The Provider must ensure that they have in force at all times adequate and suitable insurance to cover all claims made by or on behalf of children, staff and visitors to the premises, in respect of loss or damage to property or goods, personal injury, disease and death, to the extent that such claim was due to the act or omission of the Provider or its staff. This insurance must include a minimum of £5 million Public Liability Insurance.
69. The Provider must, if requested by the Local Authority, produce valid certificates of insurance and evidence of payment of premium covering these risks. The Provider must notify the Local Authority within 7 days of any claim in respect of personal injury, disease or death made against them by or on behalf of a child arising out of nursery education in respect of which NEF was claimed.

Audit and Record-Keeping Requirements

70. The Provider is required to keep and make available within such time scale which may be specified, to the Local Authority, on request, financial accounts of the receipt and use of NEF together with any other relevant documentation as detailed in section 3.4 for a **minimum period of 6 years**. The requirements follow those of the Charity Commission and those providers that are registered charities will not be subject to any additional auditing or accounting requirements.

71. For those providers with NEF income not over £10,000 annually:
 - accounts must be prepared, but may be on the receipts and payments basis;
 - providers that are registered charities must submit a simple annual return to the Charity Commissions.
72. For those providers with NEF income not over £100,000 (but more than £10,000):
 - accounts prepared, but may be on the receipts and payments basis;
 - accounts subjected to outside scrutiny but providers may choose independent examination rather than audit;
 - providers that are registered charities must send accounts and annual returns to the Charity Commissions within 10 months.
73. The Provider shall make available to the Local Authority on request copies of their accounts.
74. The Provider shall be inspected by officials from the Local Authority to ensure funding is being used correctly. The Provider shall allow access to all accounts, documents and other materials and provide such assistance with their interpretation as shall be required. The Local Authority agrees to provide a minimum of 2 weeks written notice of any such inspections.
75. The Provider shall record the presence or absence at each session of each child for whom funding has been claimed.
76. Funding can only be claimed in respect of education provided to children of the eligible age. The claim must be made in the term during which the education is provided, using the headcount procedures set down by the Local Authority.
77. Providers will also be audited to ensure legal compliance with the following:
 - Fire risk assessments in place
 - Responsible person appointed for fire risk assessment
 - Food risk assessment in place
 - Registered with the Environmental Health
 - First aider on site at all times
 - Paediatric first aid certificate
 - First aid box available and appropriate for children
 - Written statement of employment for each employee within 2 months of starting, containing at least minimum required details
 - Payslips produced for each employee containing at least minimum required details
 - Minimum wages met
 - Working time regulations complied with
 - Pension requirements followed

Management Arrangements

78. The Provider shall supply details of their legal status and, where appropriate, their Registered Charity Number and / or their Company Registration Number. The Provider should notify the Local Authority of any changes to legal status

within the period of this agreement within 1 week of any changes being made.
(Annex 1 – Change of details form)

- 79.** Providers with voluntary management committees should submit a copy of their adopted Constitution together with a full list of committee members and their roles within the committee. An up to date copy of the Constitution and list of committee members and roles should be submitted within 1 month of each Annual General Meeting thereafter, or within one month of any changes being made at any other time.
- 80.** This contract may not be assigned without the written consent of the Local Authority.
- 81.** If the Provider enters into liquidation or bankruptcy or a similar event, either compulsory or voluntary, the Local Authority should be notified within 1 working day. The Local Authority may then decide to terminate this contract.
- 82.** The Contractor shall comply with all statutory requirements, laws and regulations including (without limitation) adherence to:

 - Employers liability insurance
 - The national minimum wage
 - The 'Working Time' Directive
 - Health and Safety legislation
 - Child Protection legislation
 - Disability legislation
 - Data Protection legislation
 - Intellectual property rights laws and legislation
 - All religious, political, race, age, sex and disability discrimination

Section 2.3 - Complaints / Appeals Procedure

- **Stage 1 – Problem Solving**

A member of Early Years and Childcare Services who has been nominated to deal with concerns, will discuss provider problems and try to resolve them.

This is normally a speedy process and we find that most complaints can be successfully dealt with like this. If at all possible we will try to deal with your concerns in this way.

- **Stage 2– Formal: Complaints Panel**

This is a formal consideration of a serious or unresolved complaint. If the Provider is unsatisfied that the complaint has been resolved then the Provider may have the complaint heard by the Complaints Panel.

The complaint will be considered within 28 days of them being notified of such a complaint. The panel will consider the complaint and must notify the Provider in writing of the outcome within 7 days.

The Provider will be given support, advice and guidance to help take the complaint to the panel if the Provider requires it. The Provider may also take a colleague, friend or representative to assist or just support the Provider while there.

- **Stage 3 – The Department of Children Schools and Families (DCSF)**

If, after presenting a complaint to the Early Years and Childcare Services Complaints Panel, the Provider still feels that their complaint has not been resolved, they may write to the DCSF with details of their complaint and request that they consider it.

The Provider will be given advice on where to write to if they require it. The DCSF will consider the complaint and may discuss the matter with Early Years and Childcare Services. Following full and careful consideration by the DCSF the Provider will be notified of the outcome.

Section 2.4 - Framework for a Special Educational Needs (SEN) Policy

1. Since 2001/02, it has been a full condition of funding for early years providers in receipt of NEF to have a special educational needs (SEN) policy.
2. The SEN policy should be seen in the context of equal opportunities and should be designed to promote inclusion.
3. The following information should be included:-
 - details of how the Common Assessment Framework (CAF) will be implemented in the identification and interventions of children with additional needs.
 - a clear statement as to what the policy is seeking to achieve and how it relates to the SEN Code of Practice and associated guidance on the identification and assessment of special educational needs.
 - the name of the person responsible within the setting for co-ordinating day-to-day provision of education for children with SEN, whether or not that person carries the formal title SEN Co-ordinator (SENCO).
 - support available within the setting for children with SEN, including facilities for increasing access for pupils who are disabled.
 - arrangements for reviewing, monitoring and evaluating the effectiveness of SEN provision, both in relation to individual pupils and all pupils across the setting.
 - arrangements for partnership working with parents/carers and for taking into account the ascertainable wishes of the child.
 - procedures for resolving complaints about SEN provision
 - a brief description of the arrangements in place to link effectively with others on SEN issues and exchange information as necessary: e.g. local SEN support services, child health services, social services, organisations in the voluntary sector, plus links and information transfer arrangements with other early education settings in the area, mainstream primary schools and special schools.
 - Links to other policies e.g. Administration of Medication, Intimate Care and Behaviour policies.

Section 3 – Claiming and Calculating the Funding

Section 3.1 - Parental Registration Forms

1. A Parental Registration Form should be completed by every parent who wishes to claim up to 5 free 2½ hour sessions per week, of nursery education for their child. A Parental Registration Form (Annex 3) is included in this contract for the Provider to use. This form contains the minimum amount of information the Provider is required to collect. The Provider may choose to use an alternative form, however, they must ensure that all the required information is collected.
2. The forms should be updated prior to the commencement of each term and when any changes of circumstances occur e.g. increase/reduction in sessions attended.
3. **The information provided will form part of the data required to claim 3 and 4 Year Old NEF. It will also be used by the Local Authority to monitor and report the uptake of NEF funded sessions and to plan for future childcare requirements. At no time will information relating to individual parents or children be disclosed to anyone outside the Local Authority. Please ensure that the information provided is accurate.**
4. Instructions and information for the parent with regards to the NEF should be attached to the form.
5. The forms should be produced on the Provider's headed paper or alternatively a covering letter, with the provider's name and address etc. should accompany the form. The forms include the following information:
The term to which the form relates
To be updated termly by the Provider. Please ensure that the term and year are highlighted.

The name and date of birth of the child

To be completed by the parent/carer

The address of the child

To be completed by the parent/carer

The name of the mother/ father/carer

To be completed by the parent/carer

The address to which invoices should be sent

To be completed by the parent/carer

The number of sessions that the child will regularly attend during a week

To be completed by the parent/carer. All sessions should be included not just the sessions for which funding is being claimed.

The times and days that the child will regularly attend

To be completed by the parent/carer. An indication as to whether meals and snacks will be required should be included.

The schedule of charges for the appropriate term

To be updated by the Provider where necessary

Questions regarding the child's possible attendance at another Provider

To be completed by the parent/carer, indicating which other Provider the child attends if applicable.

The times and days that the child will regularly attend another Provider and where they wish to claim their free entitlement.

To be completed by the parent/carer.

The date the child is expected to commence education in the maintained sector

To be completed by the parent/carer.

The name and address of the school the child is expected to attend

To be completed by the parent/carer.

Table for parent to sign to confirm there are no changes to information provided

To be completed termly by parent. If there are any changes a new form should be completed.

Proof of Eligibility

The parent/carer must show the birth certificate or other official documentation confirming the child's date of birth to the Provider to prove the child's eligibility. The Provider must sign to acknowledge this.

Section 3.2 - Claiming the Funding

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1. NEF will be paid to the Provider termly in advance as per the NEF Payment Process Guide on page 25.
2. The Provider will complete a form on which they will estimate the number of children, sessions and weeks they expect to attend prior to the commencement of each term. The Provider will be paid 100% on this estimate. This information should be available from accurate Parental Declaration Forms.
3. All children who start, up to the last week of term, can be claimed for. Funding will be paid based on actual attendance.
4. An actual claim form is submitted to the Local Authority during the 11th week of term. This will be used to reconcile the term's NEF payment to the Provider.
5. The provider must meet the deadlines set by the Local Authority with regard to the submission of claims.

NEF Payment Process

Event	Date sent to Providers	Date to be returned to LA	Information
Summer Term Headcount Form sent to Providers	8 th week of term	11 th week of term	Providers must record actual sessions attended by all children who have attended the provision up to the 11 th week of term and estimate attendance up to 13 th week of term
Autumn Term Estimate Form sent to Providers	8 th week of term	11 th week of term	Providers must estimate the number of children and their attendance for Autumn Term
2 nd Payment	2 nd week of term		Reconciliation between Summer estimate and headcount (+/-) plus 100% of providers Autumn Term estimate
Autumn Term Headcount Form sent to Providers	8 th week of term	11 th week of term	Providers must record actual sessions attended by all children who have attended the provision up to the 11 th week of term and estimate attendance up to 14 th week of term
Spring Term Estimate Form sent to Providers	8 th week of term	11 th week of term	Providers must estimate the number of children and their attendance for the Spring Term
3 rd Payment	2 nd week of term		Reconciliation between Autumn estimate and headcount (+/-) plus 100% of providers Spring estimate
Spring Term Headcount Form sent to Providers	7 th week of term	9 th week of term	Providers must record actual sessions attended by all children who have attended the provision up to the 9 th week of term and estimate attendance up to 11 th week of term
Summer Term Estimate Form sent to Providers	7 th week of term	9 th week of term	Providers must estimate the number of children and their attendance for Summer Term.

Amount of Funding 2009/10

***See Annex 5 - funding calculations payable by weeks/sessions**

Rate per session - £8.50

NEF Term Dates and Eligibility

Summer 2009	Monday 20 th April to Friday 17 th July (exc Monday 25 th May to Sunday 31 st May)	12 weeks (excluding holidays)
Autumn 2009	Monday 7 th September to Friday 18 th December (exc Monday 26 th October to Sunday 1 st November)	14 weeks (excluding holidays)
Spring 2010	Monday 4 th January to Friday 2 nd April (exc Monday 15 th February to Sunday 21 st February)	12 weeks (excluding holidays)

A table of eligible birth dates can also be found in Annex 4

Apportionment

Children are entitled to claim a maximum of 5 sessions each week. However if a child attends 3 sessions at Provider A and five sessions at Provider B, 8 sessions in total, the funding can be apportioned as follows:-

- Provider A receives 3/8ths
- Provider B received 5/8ths

Funding will automatically be apportioned if 2 claims are received in respect of the same child for more than 5 sessions, unless we are informed otherwise

Increase or Decrease in Number of Sessions

If a child increases or decreases the number of sessions part-way through the term the claim must be adjusted. For example if a child was claiming for 3 sessions for 4 weeks and then increased to 4 sessions from the 5th week onwards, the date the change was activated must be recorded on the claim form.

The same would apply if the number of sessions was decreased.

Completing the Claim Form

The Claim Form is sent to the Provider during the 8th week of term and MUST be returned by the end of the 11th week of term.

1. Please make any amendments to your form in ink.
2. Tippex must not be used if you make a mistake please cross it out.
3. Check that your Provider Details are correct at the top of the form, if there are any changes please cross out and write the changes alongside.
4. Check all the existing children's details on the form. If any details are incorrect cross them out and write alongside.
5. If a child has left during the term, you must indicate the date of the last session that the child attended.
6. Eligible children who you wish to claim for and who are not already on the form should be added to the blank table on the front page. Please include **ALL details of the new children in BLOCK CAPITALS.**
7. If there are any adjustments to the number of sessions due to increases/decreases. Cross out the number of sessions (but not so it is unreadable) then fill in the revised number of weekly sessions. You must also include a date from which the new sessions commenced.
8. When children leave to commence education in a Local Authority school, please indicate the school they are attending and the date that they will start.
9. The form must be signed and dated by the official contact.
10. If you do not have any new children to claim for enter NONE in the relevant section.

PLEASE NOTE WE WILL NOT MAKE PAYMENT AGAINST ANY CLAIMS THAT DO NOT MEET THE DEADLINE OR ARE INCOMPLETE.

We require ALL details for ALL children completing in BLOCK CAPITALS i.e.:

- FULL LEGAL NAME
- DATE OF BIRTH
- GENDER
- FULL ADDRESS
- POSTCODE
- NUMBER OF SESSIONS
- NUMBER OF WEEKS
- ETHNIC ORIGIN
- SEN/DISABILITY CODE

Please ensure the correct ethnicity group is obtained from all parents that wish to provide it. If they do not want the ethnicity of their child known the code should be changed to REFU. (Refer to page 28 for ethnicity codes),

Claims must also be signed by an authorised official i.e. Proprietor, Manager, Chairperson, Supervisor, Treasurer, Headteacher, Bursar etc.

PROVIDERS MUST ALSO SIGN TO CONFIRM THAT PARENT DECLARATION FORMS HAVE BEEN RECEIVED FOR ALL CHILDREN BEING CLAIMED FOR.

Ethnicity Codes

Code	Description
WBRI	White – British
WIRI	White – Irish
WIRT	White – Traveller of Irish heritage
WOTH	White – Any Other Background
WROM	Roma/Roma Gypsy
MWBC	Mixed – White and Black Caribbean
MWAS	Mixed – White and Asian
MWBA	Mixed – White and Black African
MABL	Asian and Black
MOTM	Other Mixed Background
AIND	Asian/Asian British – Indian
APKN	Asian/Asian British – Pakistani
ABAN	Asian/Asian British – Bangladeshi
AOTH	Asian/Asian British-Any Asian Background
BCRB	Black/Black British – Caribbean
BAFR	Black/Black British – African
BOTH	Black/Black British-Any Other Background
CHNE	Chinese
AKPA	Kashmiri Pakistani
OYEM	Yemeni
OOH	Any Other Ethnic Group
REFU	Refused

SEN/Disability Codes

Special Educational Need / Disability	
Early Action	EA
Early Action Plus	EAP

Section 3.3 - Calculation of Funding

<u>Contents</u>	<u>Page</u>
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Calculating the Excess Funding	30
Use of Excess Funding	32

Calculating the Funding Received

Example

A table showing the funding payable by weeks/sessions is attached at Annex 5.

Using the table, if a child is estimated to attend 4 sessions for 12 weeks

NEF payable = £410.40

When the Headcount Form is received, the actual funding allowable will be calculated as follows and an adjustment made to the following term's payment.

If the number of sessions increased to 4 sessions for 14 weeks

NEF value = £478.80

The additional payment would be

$£478.80 - £410.40 = £68.40$

If the number of sessions reduced to 4 sessions for 6 weeks

NEF value = £205.20

The payment would be $£205.20 - 410.40 = -£205.20$

The NEF payment for next term would be reduced by **£205.20**

Financial Statement

At the end of the term a financial statement will be sent to the Provider. It will show the number of sessions, both payments and total funding paid for each child.

Calculating the Excess Funding

If NEF exceeds the fees chargeable, the reduction or reimbursement should be limited to the amount of the fees and the excess put to use on eligible expenditure to support the provision of high quality early education in the nursery. Parents may **not** be charged an administration fee in return for their child receiving the basic free sessions.

How to Calculate the Reimbursement Due to Parents on a Termly Basis

Parents must receive 2 ½ hours free – this calculation ensures you are fulfilling this obligation.

Daily charge divided by number of hours open = hourly charge

Hourly charge x 2 ½ hours x number of NEF sessions = weekly funding due

Weekly funding x 11 weeks = total funding due to parent
(or up to 15 weeks dependant upon length of term)

Funding received from Local Authority less total funding due to parent = excess funding

Example 1

Daily charge is £25

NEF in current financial year is £8.55 per session.

Opening hours are 8.00am – 6.00pm (10 hours)

Number of NEF sessions is 3

£25 / 10hrs = £2.50 per hr

£2.50 x 2 ½ hrs x 3 sessions = £18.75 per wk

£18.75 x 11 wks = **£206.25 (total funding due to parent)**

£8.55 x 3 sessions x 11 weeks = **£282.15 (total funding received)**

£282.15 - £206.25 = **£75.90 (excess funding)**

Example 2 – (where the provider hourly rate is more than the NEF hourly rate)

Session charge is £12.00

NEF in current financial year is £8.55 per session

Session hours are 9.00 am – 12.00 pm (3 hours)

Number of NEF sessions is 3

$\pounds 12 / 3 \text{ hours} = \pounds 4.00 \text{ per hour}$ (NEF rate is $\pounds 3.42$)

$\pounds 4.00 \times 2 \frac{1}{2} \text{ hrs} \times 3 \text{ sessions} = \pounds 30.00 \text{ per week}$

$\pounds 30.00 \times 11 \text{ weeks} = \pounds 330.00$ (total funding reduction due to parent)

$\pounds 8.55 \times 3 \text{ sessions} \times 11 \text{ weeks} = \pounds 282.15$ (total funding received)

$\pounds 330.00 - \pounds 282.15 = \pounds 47.85$ – difference between cost of 2.5 hour session with provider and NEF session funding received.

Parents should not be expected to pay the $\pounds 47.85$ difference as this forms part of the 2.5 hour free entitlement.

To calculate the cost of the remaining 0.5 of the 3 hour session this should be as follows:-

Provider hourly rate divided by 2 i.e. $\pounds 4.00 / 2 = \pounds 2.00$

$\pounds 2.00 \times 3 \text{ sessions} \times 11 \text{ weeks} = \pounds 66.00$ Balance to be paid by parent.

Use of Excess Funding

The aim of the funding is to improve the quality of education for 3 and 4 year old children. Approved expenditure may include all resources required to achieve that aim, for example:-

- Staff training
- Wages
- Equipment
- Redecoration of premises etc

Please note, the Provider is accountable for how NEF is spent and needs to be able to show (when audited) that the funding is being used correctly.

If you are unsure as to what constitutes eligible expenditure please contact:

External Funding Team (Early Years and Childcare Services)
Norfolk House
Walker Place
Rotherham
S65 1AS

Tel: 01709 822425

Section 3.4 - Audit and Record-keeping Requirements

1. All providers will be subject to routine “spot check audits” to ensure funding is being used and reimbursed correctly. Providers will be contacted by telephone to arrange a convenient time, which will then be confirmed in writing.
2. The audit may take a few hours or even a full day depending on the size of the setting and the number of eligible children.
3. During a routine check, it may be necessary to check all the NEF claims in the previous 6 years. Therefore financial and administration records connected to the NEF (i.e. those listed below) must be kept for a minimum of 6 years
4. The following documents must be made available on the day of the audit:-
 - Insurance certificate
 - Attendance Registers
 - Parental Agreements
 - Bank statements
 - Cheque book stubs
 - Receipts (for purchase of equipment etc)
 - Invoices to parents
 - Receipts to parents for fees paid
 - Parents NEF Declaration
5. The Provider must keep an up to date register of all children in receipt of Funding. Their presence, or absence, at each session must be recorded.
6. At the end of the audit the Provider will be informed of any areas of concern, which will also be confirmed in a brief report.
7. If a satisfactory response to the Audit report is not received from the Provider this could result in a delay in future payments.
8. If there are any major causes of concern the matter will be passed to the Local Authority Internal Audit Division for further investigation.
9. In addition to the above, spot checks will also be made with parents to confirm receipt of free entitlement.

Section 3.5 - Information For Parents Nursery Education Funding

1. Nursery Education Funding (NEF) is available for all children from the term after their 3rd birthday up to when they reach statutory school age. For example if a child was born on 10 May they would receive funding from the Autumn Term (September). Funding is available for up to 6 terms, in other words until they reach statutory school age, which is 5.
2. The Local Authority pays funding to Nursery Education Providers who reduce parent's fees accordingly.
3. Free nursery education sessions can only be claimed if your child attends an OFSTED Registered Childcare Provider.
4. Each child is entitled to a maximum of 5 sessions per week, a session lasting a minimum of 2 ½ hours. A maximum of 2 sessions may be taken in 1 day. Funding is paid for up to 38 weeks per year split into 3 terms.
5. To meet the individual requirements of each child, the number of sessions accessed may be fewer than 5 or even shared between more than 1 Provider, however, no more than 5 free sessions per week can be claimed.
6. The funding is for up to 38 weeks per year, therefore full fees as charged by your childcare provider are payable for the remainder of the term, once your child has received their maximum entitlement.
7. Children can access a place in one of the following settings;
 - Local Authority reception/nursery class
 - Local Authority day nursery
 - Local Authority Children's Centre
 - Private day nursery
 - Pre-School/Playgroup
 - Independent School
 - A registered childminder working within a quality assured network
8. Generally, claims cannot be split between a Local Authority nursery class and a Private and Voluntary Provider. This is due to the way in which schools are funded. They cannot offer anything less than 5 sessions per week. If your child attends a school nursery or reception class and a Playgroup or Private Day Nursery you must pay appropriate fees at the Playgroup or Private Day Nursery.
9. However, in exceptional circumstances, and only with the approval of the Headteacher and the Grant Monitoring Officer, sessions may be split between Maintained and Non-Maintained settings.
10. Please note that providers are only obliged to provide the 2½ hours free and if their hourly rate is less than the funding they may only reimburse the cost of the free place.

If your child attends more than one childcare provider

11. Children are entitled to claim a maximum of 5 sessions each week. However, if a child attends 3 sessions at Provider A and 5 sessions at Provider B, 8 sessions in total, the funding can be apportioned as follows:
 - Provider A receives 3/8ths
 - Provider B received 5/8ths
12. **Funding will automatically be apportioned if 2 claims are received in respect of the same child for more than 5 sessions unless we are informed otherwise.**

Reduction or Reimbursement of Fees

13. If NEF exceeds the fees chargeable, the reduction or reimbursement will be limited to the cost of the free place. In other words the cost of the number of hours you are entitled to. The provider must use any excess on eligible expenditure to support the provision of high quality early education in the nursery.
14. If your child attends for more than 2½ hours per day, fees will be payable for the additional time. Your provider must be able to demonstrate to you that you are receiving your 2½ hours free and should reduce the fees payable accordingly.

Use of Excess Funding

15. The aim of the Funding is to improve the quality of education for 3 and 4 year old children. Approved expenditure may include all resources required to achieve that aim, for example:-
 - Staff training
 - Wages
 - Equipment
 - Redecoration of premises etc

Change of Details Form

Name of Provider

Details of Change in Circumstances (please include date of change)

.....
.....
.....
.....
.....
.....
.....
.....

Signature **Date**.....

Position in Organisation

New Provider/Change of Bank Details**NURSERY EDUCATION FUNDING**

Name of Provider	
Name of Bank	
Address of Bank	
Bank Sort Code	
Account Number (into which NEF is to be paid)	
Cost Centre (for RMBC code transfers)	
Reason for change	
Signatures <i>(Should be Dual Signatory unless Sole Trader)</i>	1. 2. 3.
Positions in Organisation	1. 2. 3.

PARENTAL REGISTRATION FORM FOR NURSERY EDUCATION FUNDING (NEF)

Name of Child	
---------------	--

Date of birth	
---------------	--

Name of Parent/ Guardian	
-----------------------------	--

Address of child (inc postcode)	
------------------------------------	--

Address for invoice (if different)	
If you do not require an invoice please tick box <input type="checkbox"/>	

I wish to register my child for sessions per week.
--

Please indicate the total number of sessions that your child will regularly attend per week, including the free sessions.

Day/Time	Mon	Tues	Weds	Thurs	Fri
Morning					
Lunch					
Afternoon					
Tea					
Snacks					

Schedule of Charges for Term 20.....

Half Day	
Full Day	
Full Week	
Lunch	
Tea	
Snacks	

Does your child attend another provider in receipt of 3 & 4 year old free nursery education entitlement?	YES / NO
--	----------

Does your child attend a Local Authority Nursery? e.g LEA School Nursery, Children's Centre or Day Nursery	YES / NO
---	-----------------

Name of other provider (if applicable)	
Address of other provider	

Please indicate the times and days your child will regularly attend the other provider named above

Day/Time	Mon	Tues	Weds	Thurs	Fri
Morning					
Afternoon					

Please indicate where you would like the free entitlement to be claimed

When do you expect your child to commence full time education?	
What is the name and address of the school you expect your child to attend?	

The information provided will form part of the data required to claim 3 and 4 Year Old Nursery Education Funding (NEF). It will also be used by the Local Authority to monitor and report the uptake of NEF funded sessions and to plan for future childcare requirements. At no time will information relating to individual parents or children be disclosed to anyone outside the Local Authority. Please ensure that the information provided is accurate.

Signed

Date

I certify that there have been no changes to the details on this form:

Term	Parental Signature	Date

*** IF THERE ARE ANY CHANGES TO THIS INFORMATION A NEW FORM MUST BE COMPLETED EACH TERM**

For Providers use only

Evidence of Eligibility checked
e.g. Birth Certificate

Signed:

Date:

NEF Eligibility Table

No. weeks	11	12	14	12	
Date of Birth	Spring 2009 January	Summer 2009 April	Autumn 2009 September	Spring 2010 January	Summer 2010 April
1.1.04 - 31.3.04	Nursery Free Place 4 Year				
1.4.04 - 31.8.04	Nursery Free Place 4 Year	Nursery Free Place 4 Year			
1.9.04 - 31.12.04	Nursery Free Place 4 Year	Nursery Free Place 4 Year	Nursery Free Place 4 Year		
1.1.05 - 31.3.05	<i>Nursery Free Place 3 Year</i>	Nursery Free Place 4 Year	Nursery Free Place 4 Year	Nursery Free Place 4 Year	
1.4.05 - 31.8.05	<i>Nursery Free Place 3 Year</i>	<i>Nursery Free Place 3 Year</i>	Nursery Free Place 4 Year	Nursery Free Place 4 Year	Nursery Free Place 4 Year
1.9.05 - 31.12.05	<i>Nursery Free Place 3 Year</i>	<i>Nursery Free Place 3 Year</i>	<i>Nursery Free Place 3 Year</i>	Nursery Free Place 4 Year	Nursery Free Place 4 Year
1.1.06 - 31.3.06		<i>Nursery Free Place 3 Year</i>	<i>Nursery Free Place 3 Year</i>	<i>Nursery Free Place 3 Year</i>	Nursery Free Place 4 Year
1.4.06 - 31.8.06			<i>Nursery Free Place 3 Year</i>	<i>Nursery Free Place 3 Year</i>	<i>Nursery Free Place 3 Year</i>
1.9.06 - 31.12.06				<i>Nursery Free Place 3 Year</i>	<i>Nursery Free Place 3 Year</i>
1.1.07 - 31.3.07					<i>Nursery Free Place 3 Year</i>

Calculation of Funding Payable by Weeks/Sessions & Term Dates

		No. of weeks										
		1	2	3	4	5	6	7	8	9	10	11
No. of sessions	1	8.55	17.10	25.65	34.20	42.75	51.30	59.85	68.40	76.95	85.50	94.05
	2	17.10	34.20	51.30	68.40	85.50	102.60	119.70	136.80	153.90	171.00	188.10
	3	25.65	51.30	76.95	102.60	128.25	153.90	179.55	205.20	230.85	256.50	282.15
	4	34.20	68.40	102.60	136.80	171.00	205.20	239.40	273.60	307.80	342.00	376.20
	5	42.75	85.50	128.25	171.00	213.75	256.50	299.25	342.00	384.75	427.50	470.25

Term Dates for 2009/10

Funding will be paid for up to 38 weeks per year using the term dates stated below:

Summer 2009	Monday 20 ^h April to Friday 17 th July (exc Monday 25 th May to Sunday 31 st May)	12 weeks (excluding holidays)
Autumn 2009	Monday 7 th September to Friday 18 th December (exc Monday 26 th October to Sunday 1 st November)	14 weeks (excluding holidays)
Spring 2010	Monday 4 th January to Friday 2 nd April (exc Monday 15 th February to Sunday 21 st February)	12 weeks (excluding holidays)

Children and Young People's Services

1st Floor, Norfolk House, Walker Place, Rotherham S65 1AS
Tel: (01709) 823698 Fax: (01709) 822534

Email: laura.robshaw@rotherham.gov.uk

Ref: LR

Contact: Laura Robshaw

19th August 2009

Dear (Provider's Name)

Re: Quality Improvement Processes

Local Authorities and their partners have a duty to raise and sustain the quality of early year's experiences for children and families.

The Childcare Act 2006 places a duty on local authorities and their partners to improve outcomes for all young children and reduce inequalities between them. Fulfilling this duty requires a broad and inclusive strategy, part of which should focus on the provision of high quality early learning and care (DCSF 2008).

Children who experience high quality early years provision are well placed to achieve better outcomes in school and beyond, and develop better social, emotional and cognitive abilities necessary for life-long learning. Provision that does not meet these requirements, however, adds no value in the long term (DCSF 2008).

I am writing to all early years settings to ensure you are fully aware of the quality improvement processes in place to raise and sustain the quality of early years experiences for children and families. This includes:

- Quality Improvement Criteria used by all lead teachers to support settings with continuous quality improvement. This feeds in to a level of support grid which is completed by all outreach support practitioners, early years finance and business support teams.
- A Quality Issues Process logs all concerns relating to individual settings. Individual settings will be advised of any quality concerns received by Early Years and Childcare Services. If concerns are raised they will be monitored at one, three and six months intervals.

To further support Quality Improvement Processes the Local Authority will be carrying out, from September 2009, **unannounced** quality improvement and minimum standard visits to all providers receiving nursery education funding. This is to ensure that the children of Rotherham are receiving the highest quality of care and education.

The visit will be carried out by the EYFS Curriculum Adviser and EYFS Consultant. Verbal feedback will be given at the end of the visit followed by a written report to support the development of the setting's action plan. This report will also be shared with the setting's lead teacher.

The purpose of the visit will be to celebrate the strengths of the setting and identify areas for improvement. This will support practitioners with ongoing self-evaluation enabling them the opportunity to reflect and improve provision.

If a setting does not meet the minimum standard of the quality improvement visit the process of withdrawal of Nursery Education Funding will be triggered (See annex 2 of NEF contract which is enclosed).

To further support practitioners with the quality improvement cycle the new electronic version of 'Quality in Action' will be launched in September 2009.

We trust you will agree with us that Rotherham's children need the best possible start in life and continue to work with us to ensure Rotherham settings offer the highest quality early years provision for young children and families.

Yours sincerely

Catharine Kinsella
Senior Director Schools and Lifelong Learning

Children and Young People's Services

1st Floor, Norfolk House, Walker Place, Rotherham S65 1AS
Tel: (01709) 823698 Fax: (01709) 822534

Email: laura.robshaw@rotherham.gov.uk

Ref: LR

Contact: Laura Robshaw

12th October 2009

Dear (Provider Name)

Re: Quality Improvement visit

We wrote to you in recently informing you of the Quality Improvement process and unannounced visits to all providers receiving Nursery Education Funding.

The Local Authority's Early Years Foundation Stage (EYFS) Curriculum Adviser and EYFS Consultant visited your setting on (**INSERT DATE**) and observed that your practice during the visit did not meet the minimum standard of quality. (See actions enclosed)

As stated in the previous letter, if a setting **does not** meet the minimum standard of the quality improvement visit the process of withdrawal of Nursery Education Funding will be triggered (See Annex 6 of NEF contract which is enclosed). This process has now begun for your setting.

During feedback at the end of the visit you were advised to develop an action plan to meet the identified actions discussed with the owner/manager. These need to be met by (**INSERT DATE**). A second unannounced quality improvement visit will be carried out in the next (**INSERT NUMBER**) months to monitor the identified actions and overall quality of practice and provision. Following this second visit, if you meet the actions, the process will cease, however if the actions are not met the process will continue further and a panel meeting will be held.

Please note that continued failure to comply with requirements could lead to the provider's de-registration with the Local Authority as an Early Years Provider and the cessation of Nursery Education Funding.

The Childcare Act 2006 places a duty on local authorities and their partners to improve outcomes for all young children and reduce inequalities between them. Fulfilling this duty requires a broad and inclusive strategy, part of which should focus on the provision of high quality early learning and care (DCSF 2008).

If you would like to discuss this further please contact Paula Williams on 01709 822691.

Yours sincerely

Catharine Kinsella
Senior Director Schools and Lifelong Learning

Nursery Education Funding
Quality Assurance Process - explanation of process detailed in
Flow Chart

Quality Improvement visit identified

The need for a Quality Improvement visit could be identified by:

- Ratings on 'Level of Support Grid' completed by Lead Teachers
- Concerns over specific areas of delivery (including Safeguarding) being reported to the Early Years and Childcare Service Quality Officer by any professional

In addition, unannounced quality improvement and minimum standard visits are being undertaken to all Providers receiving NEF. These visits would constitute step one on the Withdrawal of Funding process if (as clarified in the 'Quality Improvement Processes letter') the outcome of the visit was unsatisfactory.

Quality Improvement visit carried out

If areas of concern have been identified, an appointment will be made to visit the Provider to carry out a Quality Improvement visit.

Action Plan Produced

During the Quality Improvement visit, actions to improve quality will have been identified and the Provider will be expected to develop an Action Plan to meet these actions. Following the Quality Improvement visit, a letter will be sent confirming the actions which need to be undertaken and the timescale in which the actions need to be taken.

Second Quality Improvement visit carried out against actions and overall quality of practice and provision

The letter sent out following the first Quality Improvement visit will identify a timescale in which a second unannounced quality improvement visit will be carried out. Following this visit, a report will be produced which will be submitted to the Early Years and Childcare Service - Early Education Funding

There is something missing here. How do we get from the visit to the panel?

Panel Meeting held to review progress

Panel Meeting membership consists of Frances Hunt, Assistant Head of School Effectiveness (0 – 7); Aileen Chambers, Childcare Sustainability Manager and; Paul Jackson, Senior Grants Monitoring Officer - External Funding

The Panel meeting would receive both 1st and 2nd visit reports as well as evidence of any previous support provided, including support visits and training courses undertaken. Information on childcare sufficiency in the area will also be taken into account

Progress meets Quality Improvement Criteria

Where the report indicates that the Provider has undertaken the identified actions and is now delivering to an acceptable quality, no further, immediate action will be taken. Ongoing Quality Improvement visits will be undertaken to ensure quality improvement is sustained.

Progress does not meet Quality Improvement criteria

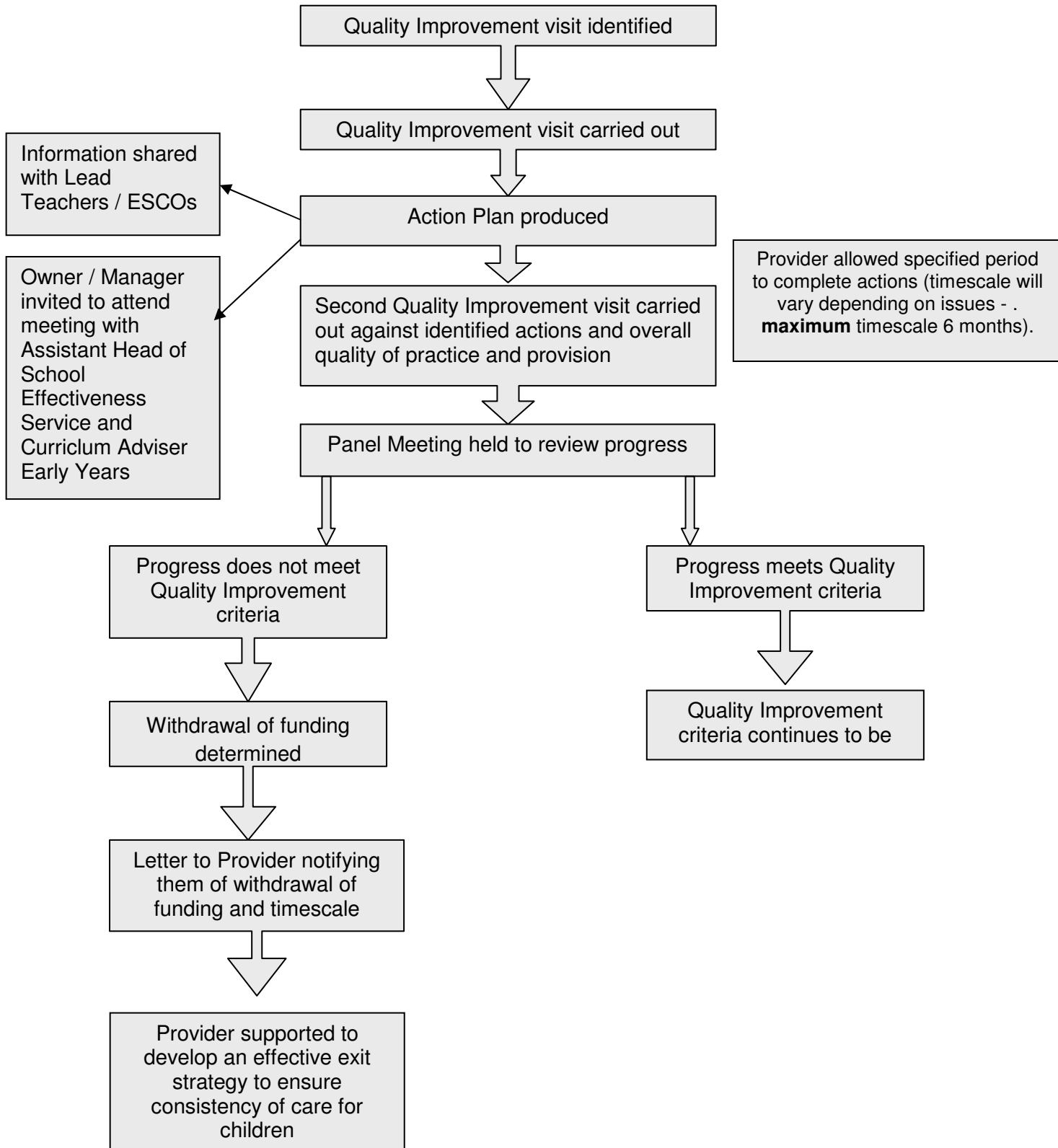
Where the report indicates that the identified actions have not been completed or the overall quality of the practice and provision does not meet the Quality Improvement criteria, the Panel will consider withdrawal of the Provider from the NEF register and cessation of Nursery Education Funding.

A letter will be sent to the provider confirming the decision of the Panel and notifying them of the withdrawal of funding, if decided, and the timescale in which this will happen.

The Provider will have a right of appeal to the Nursery Education Funding Appeals Panel. At this point the Provider would be able to challenge the potential Withdrawal of Funding and the Panel would consider the Provider's response with previous and any additional evidence submitted.

NURSERY EDUCATION FUNDING

Withdrawal of Funding Process



In the case of a serious concern being identified, funding could be withdrawn immediately

ROTHERHAM BOROUGH COUNCIL - REPORT TO MEMBERS
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1.	Meeting:	Children and Young People's Services Cabinet Member and Advisers
2.	Date:	Wednesday 24th March 2010
3.	Title:	Admissions Consultation - Annual consultation feedback report for 2011/12 admission (All Wards)
4.	Directorate:	Children and Young People's Services

5. Summary: This report covers issues that have arisen as a result of the annual consultation exercise with and between schools, other LEAs and through the RMBC website. (All admission authorities must determine their arrangements by 15th April 2010).

6. Recommendations: That:

- i) **The proposed admission numbers contained within Annex 1 for community and controlled schools are confirmed for 2011/12, subject to the clarifications included in Annex 2,**
- ii) **The proposed admissions criteria for community and controlled schools for 2011/12, are agreed and adopted,**
- iii) **The proposed change to the length of the time the 'Waiting List' operates for is noted.**
- iii) **Changes relating to voluntary aided schools' admissions criteria as outlined in Annex 2, are noted,**
- iv) **The appropriate notice is published in respect of the proposed admission numbers for schools named in Annex 2, where the admission number will be less than that indicated by the current net capacity calculation,**
- v) **The change to the co-ordinated schemes for Primary and Secondary preferences which is extended to in-year admissions is confirmed**
- vi) **The 'In -Year fair Access Protocol' is approved,**
- vii) **This report is placed on the Authority's website.**

7. Proposals and Details: Annex 1 shows details of the LEA's consultation document, which was considered by governing bodies during the Autumn Term 2010. This has also been accessible on the Authority's website up to 1st March 2009 for public consultation.

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

The Local Admissions Forum has also had the opportunity to consider these matters at its recent meeting held on 18th March.

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

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

10. Policy and Performance Agenda Implications: The School Admissions Code seeks to promote equity and fair access and all the admission authorities in Rotherham, in complying with the code, show their commitment to that.

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

Contact Name : David Hill, Manager, School Organisation Planning and Development

(01709) 822415 – new ext 22536

e-mail: david-education.hill@rotherham.gov.uk

**ROTHERHAM METROPOLITAN BOROUGH COUNCIL -
REPORT TO GOVERNING BODIES – AUTUMN TERM 2009**

**CONSULTATION ON ADMISSION ARRANGEMENTS FOR THE ADMISSION YEAR
2011/12**

i) **Admission Numbers and Admissions Criteria**

This item gives governors the opportunity to consider the admission arrangements (criteria and admission number), which will apply for admission in 2011/12. The Local Admission Forum has previously considered the requirements for consultation and has agreed that the LA should facilitate this, as far as possible, by use of the Authority's Internet site.

The timetable for the year is:-
Autumn Term 2009

Governing bodies consider the arrangements which will apply.

By 9th January 2010

All relevant details to be forwarded to the LA.

4th January – 1st March 2010

Period of consultation via the LA's website.

By end of March

LA and the Local Admission Forum consider any changes and forward any comments to appropriate Admission Authority(ies).

By 15th April 2010

All admission authorities to determine their arrangements and notify those consulted.

Community and Controlled Schools

For these schools, the LA is the admission authority. The proposed admissions criteria for 2011/12 are shown at Appendix 1.

There are no proposed changes to the admission criteria which applied for 2010/11. There are changes to the 'In – Year Fair Access' protocol and a Statutory change to the length of time the 'Waiting lists' have to be kept for first admission to Secondary and Primary schools – (further details below).

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

Action: The Governing Body is requested to complete and return the pro-forma to David Hill, 1st Floor, Norfolk House, as soon as possible and no later than 9th January 2010.

Voluntary Aided Schools/Academy

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

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

Action: Governing Bodies to consider both the admissions criteria and the admission number appropriate for the school. If there are any proposed changes, full details of the admissions criteria and admissions number to be forwarded to the LA by 9th January 2010 to enable the full consultation with all the appropriate consultees to be carried out via the Internet. This should be done by e-mail to david-education.hill@rotherham.gov.uk

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

Further General Points

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

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

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

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

If you require any further information or would wish to discuss any matters relating to admission numbers/criteria/net capacity, please contact David Hill on 01709 822536.

ii) **Co-ordinated Admission Arrangements**

The Authority currently co-ordinates admission arrangements during the normal admission round. The new DCSF 'Admission Code of Practice' requires this to be extended to cover in-year admissions for all year groups with effect from 2011/12. Our co-ordinated scheme will be amended to take account of the revised requirements. The co-ordination of schemes simplifies the admission process for parents which reduces the likelihood of a child being left without a school place

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

Proposed changes to the 'Waiting List' criteria applying to community and controlled schools

The Authority currently maintains waiting lists for pupils applying during the normal admission round. The new Admissions Code of Practice requires that waiting lists are in place from September 2009 and continue for at least the first term of the academic year. As the change is statutory and applies to applications in the current admissions round we have already advised all schools (correspondence sent to all on 1st May 2009 and published on the LA's website) of a necessary amendment to the admissions procedures. The change extends the secondary school waiting list which will now be maintained until 31st December. We are also proposing to extend the waiting list for Primary Schools until the end of the Summer term. This will provide a much fairer allocation of places to infant

pupils who may have been denied a school place under the 'infant class size legislation' at their preferred school.

As the change is statutory for Secondary schools they are asked to note the change.

For Primary schools we would wish to keep the waiting list open to the end of the academic year (rather than the Statutory one term) as this will greatly assist in ensuring that parents, who are refused a school place for their child under qualifying measures, receive a place if one becomes available. Governor's views are sought on the proposed change.

Proposed changes to the 'In Year Fair Access' protocol applying to community and controlled schools

The new admissions code of practice places a Statutory requirement on the Authority to have in place a fair access protocol. The fair access protocol exists to ensure that access to education is secured quickly for children who have no school place but for whom a place at a mainstream school is appropriate, and to ensure that all schools in an area admit their fair share of pupils with challenging behaviour, including children excluded from school. **This includes admitting children above the admission number to schools that are already full. All Schools and Academies in the Authority must participate in the scheme.** The scheme must be monitored, include timescales and be included in the annual report to the school's adjudicator. The Authority currently has a fair access scheme in place, published in both the Primary and Secondary school booklets. The new code of practice also requires the current fair access protocol to be amended to include timescales. These should include existing and new categories. Existing Categories are:

- Children attending Pupil Referral Units who should be reintegrated back into mainstream education;
- Children who have been out of education for longer than one school term;
- Children of refugees and asylum seekers;
- Homeless children;
- Traveller children;
- Relevant looked after children:

The new categories that must be included are:

- Children whose parents have been unable to find them a place after moving to the area, because of a shortage of places;
- Children withdrawn from schools by their family, following fixed term exclusions and unable to find another place;
- Children with unsupportive family backgrounds, where a place has not been sought;
- Children known to the police or other agencies;
- Children without a school place and with a history of serious attendance problems;
- Children who are carers;
- Children with special educational needs (but without a statement);

- Children with disabilities or medical conditions;
- Children returning from the criminal justice system; and
- Children of UK service personnel and other Crown Servants.

The authority's current protocol will need to be amended to include timescales and **must** include all of the above categories (as a minimum).

The current protocol is designed to:-

- 1) Ensure that unplaced children, especially those most vulnerable are offered a place at a suitable school as quickly as possible.
- 2) Provide for a fair distribution of pupils with challenging behaviour.
- 3) Work in the best interests of all Rotherham pupils.

The protocol currently provides for a preference for a pupil who falls within one of the above categories to be approved even where the preferred school is already operating at or above its admission number and where the preferred school is the catchment/nearest/most appropriate denominational school. Pupils who are identified as fitting the protocol must be admitted without delay and all schools in an area must admit their fair share of children with challenging behaviour.

The current protocol will need be amended to include all the above categories and Governing Bodies need to agree to admit pupils, who fit the criteria, without delay and over and above the admission limit if the school is already full.

Note: Any places offered under this protocol would not lead to the necessity for any school to breach the infant class size legislation. Schools in OFSTED categories are similarly protected.

The admission criteria for community and controlled schools for 2011/12 is shown below and is unchanged from the current criteria.

Primary Reception

Places will be allocated in the following order of priority:

Those who on the closing date are:

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

Year 3

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

Those who on the closing date are:

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

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

Secondary Year 7

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

Those who on the closing date are:

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

- vii) Children who live nearest to the school measured by a straight line on a horizontal plane, (commonly known as measurement, “as the crow flies”).

Notes

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

PRIMARY SCHOOLS

Appendix 2

School	Net Capacity	Indicated Admission Number	Admission Number 2010/2011	Proposed Admission Number 2011/2012	Comments
Anston Brook Primary	210	30	30	30	Revised capacity following building work = 210
Anston Greenlands J&I	210	30	30	30	
Anston Hillcrest Primary	210	30	30	30	
Anston Park Infant	225	75	75	75	
Anston Park Junior	300	75	75	75	
Aston CE J&I	210	30	30		
Aston Fence J&I	140	30	30	30	Revised capacity following building work = 210
Aston Hall J&I	180	25	30	30	
Aston Lodge Primary	210	30	30	30	
Aston Springwood Primary	210	30	30	30	
Aughton Primary	150	21	30	30	
Badsley Moor Infant	270	90	90	90	
Badsley Moor Junior	360	90	90	90	
Blackburn Primary	316	45	56	56	
Bramley Grange Primary	280	40	40	40	
Bramley Sunnyside Infant	240	80	80	80	
Bramley Sunnyside Junior	320	80	80	80	
Brampton Cortonwood Infant	120	40	40	40	
Brampton the Ellis CE Infant	120	40	40		
Brampton the Ellis CE Junior	280	70	70		
Brinsworth Howarth J&I	175	25	30	30	
Brinsworth Manor Infant	240	80	80	80	
Brinsworth Manor Junior	320	80	80	80	
Brinsworth Whitehill Primary	296	42	42	42	
Broom Valley Primary	420	60	60	60	
Canklow Woods Primary	180	25	30	30	Revised capacity following building work = 180
Catcliffe Primary	150	24	25	25	
Coleridge Primary	210	30	30	30	
Dalton Foljambe J&I	140	20	30	30	
Dinnington Primary	270	38	43	43	
St Joseph's Catholic Primary (Dinnington)	196	28	28		
East Dene J&I	330	47	50	50	
Ferham Primary	210	30	30	30	
Flanderwell Primary	175	25	30	30	
Greasbrough J&I	270	38	50	50	
Harthill Primary	180	25	30	30	
Herringthorpe Infant	210	70	70	70	
Herringthorpe Junior	280	70	70	70	
High Greave Infant	180	60	60	60	
High Greave Junior	240	60	60	60	

School	Net Capacity	Indicated Admission Number	Admission Number 2010/2011	Proposed Admission Number 2011/2012	Comments
Kilnhurst Primary	196	28	28	28	
Kimberworth Primary	210	30	30	30	
Kiveton Park Infant	162	54	54	54	
Kiveton Park Meadows Junior	180	45	59	59	
Laughton CE Primary	105	15	15		
Laughton J&I	146	20	24	24	
Lilly Hall Junior	240	60	60	60	
Listerdale J&I	210	30	30	30	
Maltby Craggs Infant	180	60	60	60	
Maltby Craggs Junior	240	60	60	60	
Maltby Hall Infant	180	60	60	60	
Maltby Manor Primary	420	60	60	60	
Maltby Redwood J&I	300	42	45	45	
St Mary's Catholic Primary (Maltby)	210	30	30		
Meadow View Primary	300	42	40	40/42	Govs to consider.
Monkwood Primary	402	57	60	60	
Ravenfield Primary	210	30	30	30	
Rawmarsh Ashwood J&I	210	30	30	30	
Rawmarsh Rosehill Junior	240	60	60	60	
Rawmarsh Ryecroft Infant	180	60	60	60	
Rawmarsh Sandhill Primary	210	30	30	30	
Rawmarsh St Joseph's Catholic Primary	210	30	30		
Rawmarsh Thorogate J&I	210	30	30	30	
Redscope J & I	342	48	60	60/55	Governors could consider reducing to 55 from 60
Rockingham J&I	282	45	56	56/50	Governors could consider reducing to 50 from 56
Roughwood Primary	336	48	56	56/50	Governors could consider reducing to 50 from 56
Sitwell Infant	222	74	74	74	
Sitwell Junior	300	75	76	76	
St Ann's J&I	420	60	60	60	
St Bede's Catholic Primary	280	40	40		
St Mary's Catholic Primary (Herr)	208	29	30		
St Thomas' CE Primary (Kiln)	150	21	30	30	
Swallownest Primary	210	30	30	30	
Swinton Brookfield Primary	300	42	50	50	
Swinton Fitzwilliam Primary	315	45	45	45	
Swinton Queen Primary	300	42	45	45	
Thornhill Primary	210	30	30	30	
Thorpe Hesley Infant	210	70	70	70	
Thorpe Hesley Junior	268	67	70	70	

School	Net Capacity	Indicated Admission Number	Admission Number 2010/2011	Proposed Admission Number 2011/2010	Comments
Thrybergh Fullerton CE Primary	111	15	17		
Thrybergh Primary	245	35	37	37	
St Gerard's Catholic Primary	140	20	20		
Thurcroft Infant	180	60	60	60	
Thurcroft Junior	361	90	70	70	Subject to annual notice
Todwick J&I	210	30	30	30	
Treeton CE Primary	259	37	37		
Trinity Croft CE J&I	112	16	16		
Wales Primary	175	25	30	30	
Wath CE Primary	210	30	30		
Wath Central Primary	420	60	60	60	
Our Lady & St Joseph's Catholic Primary	175	25	30		
Wath Victoria J&I	240	34	40	40	
Wentworth CE J&I	112	16	16	16	
West Melton J&I	128	17	28	28	
Whiston J&I	210	30	30	30	
Whiston Worrygoose J&I	210	30	30	30	
Wickersley Northfield Primary	419	59	60	60	
St Alban's CE Primary	205	29	30		
Woodsetts J&I	180	26	30	30	

SECONDARY SCHOOLS

School	Net Capacity Figure	Indicated Admission Number	Admission Number 09/10	Proposed Admission No 10/11	Comments
Aston Comprehensive School, A Specialist School in Maths and Computing	1673	286	280	280	Subject to annual notice – lower no. than IAN
Brinsworth Comprehensive School A Science College	1487	255	255	255	
Clifton A Community Arts School	1251	250	250	250	To match new build capacity
Dinnington Comprehensive School specialising in Science and Engineering	1444	252	252	252	
Maltby Academy	1638	290	290	(200)	To match Published Notice
Oakwood Technology College	1050	210	210	210	
Rawmarsh Community School, A Sports College	1075	215	222	222	
Swinton Community School, A Maths & Computing College	1320	226	226	226	
Thrybergh School and Sports College	704	140	140	140	
Wales High, a specialist College for Business and Enterprise with Applied Learning.	1520	248	248	248	
Wath Comprehensive A Language College	1740	300	300	300	
Wickersley School and Sports College	1833	300	300	300	
Wingfield Business and Enterprise College	845	170	170	170	

Winterhill School	1577	315	320	315/320	Governors could consider reduction to 315
St Bernard's Catholic High, Specialist School for the Arts	792	158	140		Subject to annual notice no. lower than IAN
Saint Pius X Catholic High – A Specialist School in Humanities	685	137	130		

ADMISSION NUMBER FOR SIXTH FORMS

School Name	Admission Number for Y7-Y11	Proposed Admission Number for Y12 2011/12*
Aston Comprehensive School, A Specialist School in Maths and Computing	280	42
Brinsworth Comprehensive School A Science College	255	38
Dinnington Comprehensive School specialising in Science and Engineering	252	37
Maltby Academy	290	30
Swinton Community School, A Maths & Computing College	226	34
Wales High, a specialist College for Business and Enterprise with Applied Learning.	248	37
Wath Comprehensive A Language College	300	45
Wickersley Schools and Sports College	300	45

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

PRO- FORMA
ADMISSIONS CONSULTATION FOR 2011/12 ENTRY

SOPD

A) Community and Controlled Schools

1) There are no proposed changes to the LA's current admissions criteria applicable to community and controlled schools shown at Appendix 1. No comments are therefore sought on the admissions criteria.

2) The proposed Admission Number for 2011/2012 is shown in Appendix 2.

Does the Governing Body -

Agree with the number

Disagree (tick as appropriate)

If disagree, the suggested admission number for the school is _____

Reasons:

B) Voluntary Aided Schools/Academy

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

or

Amendments will be made to the admissions criteria for the school admission year 2011/12

(tick as appropriate)

2) The proposed admission number for the school for 2011/12 is

C) All Schools

1) There are proposed changes to the co-ordinated schemes applying to both Primary and Secondary schools. Co-ordination is to be extended to cover in-year admissions for all year groups with effect from 2011/12. As this change is Statutory all schools are asked to note the change.

Noted and agree

Comments (if any):

2) There are proposed changes to the 'Waiting List'. **It is now a Statutory requirement for the waiting list to remain open until the end of the Autumn Term.** For Primary schools we would wish to keep the waiting list open to the end of the academic year (rather than the Statutory one term) as this will greatly assist in ensuring that parents, who are refused a school place for their child under qualifying measures, receive a place if one becomes available. **Secondary School Governors are asked to note the change.** Primary Schools Governor's views are sought on the proposed extension to the end of the academic year:

Does the Primary School Governing Body –

Agree with the change

Disagree

(tick as appropriate)

If disagreeing with the change, please indicate below what date you would wish to see the waiting list open to:

2) There are proposed changes to the 'In – Year Fair Access Protocol'. It is now a Statutory requirement that such a protocol is in place applicable to all schools. All schools and Academies must take part in the scheme. The protocol has been extended to include additional groups in line with the DCSF 'Admissions Code of Practice'. This includes admitting pupils above the published admission number to schools that are already full.

Does the Governing Body -

Agree with the changes

Disagree

(tick as appropriate)

If disagreeing with the changes, please indicate below how you would wish to see the protocol operating. A Fair Access protocol must be in place and any changes can only relate to how the protocol operates.

NB Please complete this pro-forma and return to David Hill by no later than **9th January 2010**.

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

Signature _____

Date _____

School _____

1) **Feedback from the annual admissions consultation**

A **Community and Controlled Schools**

i) **Admission numbers**

The following matters have been raised:-

Herringthorpe Junior School

The school has requested an admission number of 68 (rather than the proposed 70). The reason for this is that the school has a new building and the new net capacity calculation indicates an admission number of 68. The reason the number is lower is due to the decision for both the Junior and Infant Schools to share a library. Previously the Infant school did not have a library and part of the Infant hall had been marked off with bookshelves to create a library area. This is a minor change and only impacts marginally on the number of pupils that can be accommodated in the school. However, the Infant School admission number is 70 and there will be an impact on the number of pupils that can move up to the Junior School. We would want all the pupils to move up together and it would be logical to keep the number at 70 for both schools. To set the juniors at 68 may result in two pupils who had been at the Infant School for three years being denied a place at the school. The recommendation is, therefore, that the Junior School admission number be set at 70 as in the consultation report.

Meadow View Primary

Redscope J&I

Rockingham J&I

Roughwood Primary

These schools were asked to give consideration to an alternative number to that agreed for 2010/11. Feedback from the governing bodies is that the following numbers were the preferred option:

Meadow View Primary – 40

Redscope J&I - 60

Rockingham J&I - 56

Roughwood Primary - 56

These numbers should be approved.

ii) **Admissions criteria**

The only change proposed to the admission criteria related to changes to the 'Waiting List' as required by the new Code of Practice on School Admissions. The waiting list for Secondary Schools will operate until the end of the Autumn Term. The waiting list for Primary Schools will operate until the end of the academic year. There was full agreement to these changes.

iii) **Co-ordinated Schemes**

There was full agreement on the requirement to extend the current co-ordinated scheme to cover in-year admissions for all year groups with effect from 2011/12. (The change is a statutory change)

B Voluntary aided schools

i) **Admission numbers**

There were no proposed changes to those admission numbers already applying to 2011/12.

ii) **Admissions criteria**

There are no proposed major changes to any school's admissions criteria. A number of schools have made minor changes which have been necessary following the admission arrangements compliance exercise undertaken by the Office of the Schools Adjudicator. For most schools this related to ensuring that certain definitions (siblings/distance measuring etc) are fully explained within the admissions policy. These have been agreed with the schools concerned and the dioceses.

iii) **Co-ordinated Schemes**

There was full agreement on the requirement to extend the current co-ordinated scheme to cover in-year admissions for all year groups with effect from 2011/12. (The change is a statutory change)

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

There remains a requirement for a notice to be published should any admission authority wish to have an admission number, which is lower than that indicated by the current net capacity calculation. For 2011/12, this would apply to the following schools:-

School	Change	Comments
Aston Comp A Specialist School In Maths & Comp.	280 rather than 286	pressure on the school's accommodation as agreed for 2009/10 and 2010/11
St. Bernard's Catholic High Specialist School For the Arts	140 rather than 158	pressure on the school's accommodation as agreed for 2009/10 and 2010/11
Thurcroft Junior calculation	70 rather than 93 large	large classrooms inflate the capacity calculation

C) In -Year fair Access Protocol

The proposed changes to the 'In -Year fair Access Protocol' were commented on by 8 Community School Governing Bodies and 3 Aided School Governing Bodies. Only 8 of these Governing Bodies did not agree to the proposal which means that 93% of the Governing Bodies consulted were supportive of the new protocol.

Community School Governing Body comments were as follows:

Blackburn Primary School – The Governing Body agree with the principles of the 'In -Year fair Access Protocol'. They feel, however, that this cannot be workable, in terms on enabling the recipient school to make provision, unless there is agreed funding to support children with specific needs, such as behavioural or EAL issues, in their new school.

Wickersley Northfield School – The Governing Body were concerned on the effect on education of an already full class depending on the potential volatile nature of some of the categories of children.

Thorpe Hesley Infant - The Governing Body were concerned that there was no point in having an admission number if it was just going to be exceeded. Staffing would be a great concern and it would take a term to make an additional appointment. In a Key stage 1 class we cannot go over 30 pupils in a class.

Sitwell Infant - The Governing Body felt that expecting school to admit children when they were already full would have a detrimental effect on both staff and children already in school and be at odds with the national agreements.

Brookfield Primary - The Governing Body disagreed with the change because of the nature of the pupils admitted under these criteria, particularly if admission numbers are full, maybe such that the school is not best placed to meet the needs of those and existing pupils.

Herringthorpe Infant - The Governing Body considered that there should be provision for consultation with the Head Teacher/Chair of Governors prior to admission. This being to seek to ensure that any placements are in the best interests of both the pupil and the receiving school. This will ensure that the LA are aware of any concerns the school may have as a result of any unusual circumstance appertaining in the school or class and also allowing the LA and the school to assess together any additional support and guidance that may be needed when admitting a 'difficult pupil' under the protocol.

Whiston Worrygoose - The Governing Body felt that they should be able to assess the suitability of the pupil and their ability to fit in with the year group. In some instances there could be a real risk to vulnerable children and governors should be consulted.

Winterhill School - The Governing Body considered that the protocol was acceptable provide all schools agreed to it.

Aided School Governing Body comments were as follows:

Thrybergh Fullerton - The Governing Body considered that whatever the operation of the protocol it is essential that there is consultation with the schools and that particular

circumstantial difficulties at time are taken into account. The Governors still approved the changes.

Trinity Croft - The Governing Body whilst understanding that it was a statutory duty felt that to place a child without consultation with the Governing Body would be wrong. They felt that there should be a panel that governors can put their case to (Views/situation in school) and how the admission could affect the education of all.

St Bernard's Catholic High School - The Governing Body considered that whilst fair access was sound it would only be fair to schools if there is clarity and structure to any decisions made. Criteria for identifying the most appropriate school for a given student must be stated, impact on the school given existing numbers of pupils within the various categories considered and the context of the school taken into account. The Governors still approved the changes,

Comments on the Governors Views

1) The Authority has a Statutory duty to have in place a fair access protocol. The fair access protocol exists to ensure that access to education is secured quickly for children who have no school place but for whom a place at a mainstream school is appropriate and to ensure that all schools in an area admit their fair share of pupils with challenging behaviour, including children excluded from school. This includes admitting children above the admission number to schools that are already full. All Schools and Academies in the Authority must participate in the scheme. The Authority currently has a fair access scheme in place, published in both the Primary and Secondary school booklets.

The protocol is designed to:-

- a) Ensure that unplaced children, especially those most vulnerable are offered a place at a suitable school as quickly as possible.
- b) Provide for a fair distribution of pupils with challenging behaviour.
- c) Work in the best interests of all Rotherham pupils.

Pupils who are identified as fitting the protocol must be admitted without delay and all schools in an area must admit their fair share of children with challenging behaviour.

2) Three of the schools which expressed concern are infant schools. Any admissions through the 'In -Year fair Access Protocol' would not be allowed to breach the infant class size legislation and therefore any pupil admitted would be in a class of 30 or less. Pupils admitted to infant class would not be full classes so concerns about over filling classes have been addressed.

3) Governors at several schools felt that they should be consulted as part of the process. The protocol advises that schools would be consulted and consultation will take place before any pupil is admitted under the protocol. Aided schools are their own admissions authority and Governors (via the Chair of Governors) would be involved in the discussions. For community schools consultation would normally be undertaken with the Head Teacher. Full consultation with the Governing Body may lead to delay in admission and one of the requirements of the protocol is to admit pupils promptly in line with agreed time scales. It is considered that consultation with the Head Teacher is sufficient.

4) Governors expressed concerns that some of the pupils admitted may need support or may be difficult and that they may need additional funding. The protocol only admits pupils who are appropriately admitted to mainstream. The protocol advises that an admission would not be approved where a school already has a high number of pupils with challenging behaviour OR in an OFSTED category OR a school below the baseline of 25% achieving less than 5 or more GCSEs (Secondary) and 65% achieving less than level 4 or above at Key Stage 2 in English or Maths (Primary). It is considered that schools which would be less able to cope with a challenging pupil are appropriately excluded from the protocol. Support for pupils with challenging behaviour is available from the Behaviour Support Service and other LA Support Services.

5) The protocol only needs to be used where a school is at or beyond its admission limit. Schools below their admission limit have to admit pupil's regardless of their needs. The aim of the protocol is to give a fairer distribution of these pupils across all schools.

In view of the above it is recommended that the 'In -Year fair Access Protocol' be approved.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Children and Young People’s Services Cabinet Member and Advisers
2.	Date:	Wednesday 24th March, 2010
3.	Title:	Annual Determination - The Local Authority (Post-Compulsory Education Awards) Regulations 2000
4.	Directorate:	Children and Young People’s Services

5. Summary

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

6. Recommendations

That the Cabinet Member for Children and Young People’s Services approves operation within current policy.

7. Proposals and Details

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

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

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

- (i) to determine not to take up the power in any circumstances and not make any provision for considering applications;
- (ii) to decide to exercise the power only in respect of certain groups or categories of student; or
- (iii) to decide to exercise the power generally and consider applications from all students - still in accordance with its policies on eligibility.

The Authority has to date determined each year not to make any provision.

8. Finance

There is no allocation under the Formula Grant to for financial awards to HE and FE students.

9. Risks and Uncertainties

None.

10. Policy and Performance Agenda Implications

None.

11. Background Papers and Consultation

DfEE letter 3rd February 1999 'The Local Education Authority (Post Compulsory Education awards) Regulation 1999.
Statutory Instrument 2000 No 2057 -The Local Education Authority (Post-Compulsory Education Awards) (Amendment) (England) Regulations 2000.

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ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1	Meeting:	Children and Young People’s Services Cabinet Member and Advisers
2	Date:	Wednesday, 24th March 2010
3	Title:	The contribution of federations to school improvement in Rotherham
4	Directorate:	Children and Young People’s Services

5 Summary

New forms of school leadership and governance are increasingly important in education nationally. Several are being driven explicitly by government policy, especially Academies and Trusts in the Secondary phase. Others are a response to ensure the supply of good school leaders, prompting, for example, an increase in the number of Headteachers leading more than one school particularly in the Primary phase, in rural communities and in the Faith sector.

It is essential that any form of school leadership and governance is determined by the needs of the particular school and its community not expedience or external interference. Rotherham currently has one school federation at Canklow Woods Primary School and Whiston Worrygoose J&I led by an Executive Headteacher. The federation was a response by the Local Authority (LA) to the systematic and sustained underperformance of Canklow Woods Primary School and has 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 are now actively exploring federal solutions both at their own initiative and at the recommendation of the LA. Such arrangements are likely to become a permanent and growing feature of the local school system and necessitate a planned response from the LA if they are to be supported successfully.

6 Recommendations

- **That the report be received.**
- **That the Cabinet Member for Children and Young People’s Services note the implications for the local school system of the increasing introduction of federations**
- **That the Cabinet Member for Children and Young People’s Services receives reports on the impact of federations on school performance.**
- **That reports are presented to the Cabinet Member for Children and Young People’s Services to approve any proposed new federations.**

7 Proposals and Details

Context

- National government has placed a responsibility on Local Authorities (LA) to ensure choice and diversity in school provision, which includes the development of new forms of governance including school federations
- National policy implementation is supported by the National College (until recently the National College for School Leadership - NCSL) which has developed guidance on new forms of school leadership for LAs and Governing Bodies
- Local practice is determined by the essential needs of the schools and their communities. Federations may provide support where a school is too small to attract high quality staff and/or sustain a broad and rich curriculum; there is an embedded pattern of underperformance which the school lacks the inherent capacity to address; and where formal collaboration enables the schools in combination to overcome shared challenges more effectively
- Federation is likely to be more successful where it is identified by the schools and Governing Bodies themselves as a desired outcome rather than imposed by the Local Authority
- National College guidance on behalf of the Department for Children Schools and Families (DCSF) identifies several forms of federation, broadly ranging from 'soft' (now officially branded Collaborations) to 'hard' (now officially branded Federations) where there is a single Governing Body with an Executive Headteacher. It is important that the governance model adopted fits the context and commands the support of the local professionals and communities
- Currently Thrybergh Fullerton and Trinity Croft and Ferham and Thornhill schools are actively exploring federal solutions in their own contexts. Thrybergh Fullerton and Trinity Croft have been working closely together for two years under the experienced Headteacher of Thrybergh Fullerton. The Ferham-Thornhill relationship is more recent and would see the two schools work together under the Headteacher of Thornhill. In both cases, the Governing Bodies have led the process with the support of the School Effectiveness Service.
- Federations offer considerable advantages where they are appropriate and well managed. In particular, schools should benefit from the leadership of an outstanding Headteacher specifically chosen for the role; staffing and other resources can be shared to mutual advantage; good practice is readily reinforced and disseminated; pupils and staff may benefit from enhanced learning and developmental opportunities; and there are economies of scale in managing school budgets and expenditure.
- Our limited experience suggests the following are critical in the successful launch of a federation: outstanding leadership capacity in the designated Headteacher; strong and committed governor support; a realistic assessment of needs and opportunities and a deliberate tackling of potential issues; a commitment to build confidence and support across staff and parents; and the close cooperation with the Local Authority.
- Well led and managed federations could lead to the creation of new Centres of Excellence, both locally and nationally. For example if the proposed Ferham-Thornhill federation was to take place it could lead to exemplary practice for pupils who speak English as an Additional Language. The LA is also keen to establish good practice in the field of federations and collaborations.

8 Finance

While a federation might be expected to benefit from economies of scale and organisation in the medium and long term, there are additional costs in the initial period of implementation

These costs focus, in particular, on the appointment of the Executive Headteacher and re-structured Leadership Teams and the considerable investment of resources by the LA in supporting the process. Where the Executive Headteacher is one of the two current Headteachers leading the federated schools, the other Headteacher will assume duties comparable to a Deputy Headteacher but on a protected salary while the Executive Headteacher role attracts an enhanced salary. These financial and professional issues require sensitive management and some additional up-front investment from the LA

In contrast, the costs to the Local Authority and the community of a school which continues to underachieve and may fall into an Ofsted category or which suffers a similar fate through a failure to attract staff of sufficient quality are far more damaging.

9 Risks and Uncertainties

Federal arrangements are a new development nationally and locally and need to be carefully monitored. There is a considerable danger in viewing them as a panacea for all forms of school underachievement and supply shortages in senior leadership. Significant additional demands are placed on the Executive Headteacher and there are risks that the energies of the stronger school, if that is the starting-point, are drained by his/her new role. There are obvious logistical and organisational challenges in managing two institutions on sites at a distance from each other. There may be a loss of professional and parental confidence in the new organisation leading to lower standards and pupil/staff flight, ie precisely those problems the federation was designed to overcome. Federations, like all schools, are as strong as their leaders and partners enable them to be.

10 Policy and Performance Agenda Implications

Introducing and sustaining federations makes additional demands on school leaders, Governors and the LA officers concerned, both in negotiating the statutory and legal requirements and in managing new and often demanding relationships. There are also self-evident community implications and the contribution of Elected Members to these processes, where appropriate, will be critical to their success.

11 Background Papers and Consultation

The National College guidance on 'Models of Leadership' is published at www.nationalcollege.org.uk/index/leadershiplibrary/leadingschools/leading-change/understanding-your-school-context/modelsofleadership.htm

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ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Children and Young People’s Services Cabinet Member and Advisers
2.	Date:	Wednesday 24th March 2010
3.	Title:	Summer 2009 Key Stage 2 Assessment Results
4.	Directorate:	Children & Young People’s Services

5. Summary:

The purpose of this report is to inform the Cabinet Member and Advisers of performance in Rotherham primary schools at the end of Key Stage 2, in 2009.

6. Recommendations:

- That the report be received.
- That the Cabinet Member for Children and Young People’s Services notes the improvements in performance in important areas of Key Stage 2.
- That the Cabinet Member for Children and Young People’s Services supports the drive to encourage all schools to continue to improve their results.
- That the Cabinet Member for Children and Young People’s Services endorses the drive to reduce the number of schools below the Department of Children Schools and Families (DCSF) floor target of 55% in both English and Mathematics L4+, improve boys’ attainment and that of black and minority ethnic (BME) pupils and Looked After Children (LAC).

7. Proposals and Details:

All schools must conduct a form of statutory assessment at the end of each Key Stage (ages 7, 11, 14 and 16). At the end of Key Stage 2 (age 11) pupils undertake the externally marked Statutory Assessment Tests (SATs).

a) Summary of KS2 Performance

The positive features of performance were:

- Rotherham was the 29th most improved LA nationally at L4+ combined for English and mathematics.
- Rotherham also significantly reduced the number of schools below the floor target from 17 to 13. This was the reverse of the national trend.

- Whilst overall the standards were close to the 2008 outcomes at level 4, gains were made at level 5 in English, Reading, Writing and Mathematics.
- There was an increased proportion of schools reaching their Fisher Family Trust (FFT) D predictions in all subjects and at all levels.
- There were increases in the percentage of pupils making two levels of progress in KS2. The most marked was in mathematics where there was a 5% rise. The Local Authority (LA) narrowed the gap on national averages in both subjects.
- Level 3 to 5 conversion rates have strengthened.
- Writing rose by 10% and mathematics by 11.5% in 2009.
- The performance of some vulnerable groups of pupils has improved. For example, the performance of pupils eligible for free school meals (FSM) has increased by 9% in English and mathematics L4+ combined in the period 2006 – 2009. The proportion of pupils eligible for FSM making two levels progress has also risen by 8% over this period. The gap in attainment between children eligible for FSM and those not eligible for FSM has narrowed. Similarly the performance of children on the Special Needs Register has improved in the period 2006 – 2009. The percentage of SEN pupils achieving level 4 in both English and mathematics has risen by 7.4%. The proportion of SEN pupils making two levels progress in English has risen by 5% and in mathematics by 7%.

The concerning features of the performance are:

- The LA still has too many schools below the national floor targets including 5 schools which are classed as 'hard to shift' (i.e. below floor targets for four or more years).
- The variation in the percentage of pupils making two levels progress is too wide across the schools. In English it ranges from 39% to 100%; in mathematics it ranges from 18% to 100%.
- The performance of Asian Pakistani pupils remains a concern. The gaps between the attainment of this group and the rest of the cohort widened in 2009 in all subjects.
- In some schools there was a significant mismatch between the predicted outcomes, teacher assessment and test results, raising issues about the overall accuracy of teacher assessment and how effectively the information is used by school leaders.

The School Effectiveness Service (SES) was effective in the following areas:

- The LA extended the use of the Improving Schools Programme (ISP) in 2008/09. The ISP schools added 5.7% in English, 3.8% in mathematics and 3.5% in combined subjects at L4. Writing results rose by 15.3% at Level 4 and 4.5% at level 5 in ISP schools. ISP helped several schools to rise above the national floor target.
- Those schools in the "Top of the Class" mathematics programme (which aims to improve the performance of more able pupils in mathematics) increased the percentage of pupils achieving L5 mathematics by 5.9%.
- The Conversion Project schools (who were aiming to improve the percentage of pupils making two levels of progress) performed well at L5 adding 5% in English, 14% in mathematics and 4.3% in science. An increased proportion of these schools reached or exceeded FFT D predictions.

b) Priorities for Improvement

- Further improve standards in both English and mathematics so that they are more closely aligned to statutory targets for 2010 (79%)
- Further reduce the number of schools below floor targets of 55% in both English and mathematics
- Improve conversion rates in both English and Mathematics so that a higher proportion of pupils make at least 2 National Curriculum levels progress during key stage 2
- Improve the performance of more able pupils therefore increasing the proportion of pupils who reach L5+ in all subjects
- Improve the achievement and standards of vulnerable groups (boys, BME, FSM, 30% Super Output Areas (SOA))

c) Development Activities

Rotherham LA was required to submit an action plan to the Secretary of State for Education on January 29th 2010, outlining how it was going further to improve the profile of Rotherham's Primary Schools. This includes plans to raise standards, accelerate progress, further improve the quality of teaching and learning, and create a system of sustainable autonomous and self improving primary schools for the future. This work is a key element of the government White Paper 21st Century Schools and is designed to create 'World Class Primary Schools'. Key elements of this plan include:

- Amending the School Improvement Partner (SIP) programme. A number of schools now receive extended SIP support for 15 days per year rather than the previous 5 days. Another group will receive 8 days of support.
- There has been an increase in the number of school reviews and these are usually led by the SIP to improve their overall knowledge of the school.
- Further work has taken place within the segmentation of schools and support offered has been extended.
 - 20 schools are now part of ISP
 - 17 schools are now part of Maximising Progress: The Good Schools Project. These are schools that could broadly be described as satisfactory but possibly stuck. The programme is designed to be fast paced to secure the changes that will allow the school to be judged good or better within one year.
 - 34 schools are part of the Primary Partnership Programme which aims to move good schools to outstanding.
- The SIP agenda for the autumn term has been further strengthened. New structures should lead to a greater clarity of judgement.
- The Raising the Bar project continues to raise awareness of the nature of disadvantage and barriers to the learning process for our lowest 20% of pupils. The Extra Mile project is being used to promote 'every lesson a language lesson' in Y3/Y4 in 5 of our schools serving the most deprived areas.
- The LA is extending the use of federations further to drive school improvement where there has been a recent record of underachievement.

8. Finance:

Resources, within the Council, to drive the school improvement agenda are a combination of core budget, DCSF grant through the Area Based Grant and Standards Fund and income generation. The introduction of the World Class Primary School Programme and the new Ofsted Framework have placed considerable pressures on a small SES workforce.

Schools also receive additional funding, through Standards Fund to address the National Strategies' agenda for raising standards.

9. Risks and Uncertainties:

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

- Significant numbers of children underachieving which reduces their opportunities in secondary and post statutory education
- The Council's rating, in relation to the quality of services and its statutory responsibility to raise standards will be affected through the CAA and APA systems
- The Council's intervention rating with DCSF could be increased. Success in reducing the number of schools below the national KS2 floor target is a specific challenge in the current Notice to Improve

10. Policy and Performance Agenda Implications:

Pupil achievement is a key performance indicator (Learning), in the Community Strategy, the Corporate Plan and the Children and Young People's Single Plan.

11. Background Papers and Consultation:

Summer 2006 Key Stage 2 Assessment Results – Report to Cabinet – 2006/07
Summer 2007 Key Stage 2 Assessment Results – Report to Cabinet – 2007/08
Summer 2008 Key Stage 2 Assessment Results – Report to Cabinet – 2008/09

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Appendix 1 (Tables 1 to 8).

Table 1 shows the average points score trends over the last four years by English, mathematics, science and overall average points score. Table 2-8 shows the performance trends over the last four years, against the key measures of level 4+ and level 5 for Rotherham and the national average in English, mathematics and science.

Table 1
Standards, as reported through the Average Point Scores (APS) at the end of KS2, have remained broadly static over the period 2005 to 2009, reporting standards below the national averages.

Table 2 presents Rotherham's profile at L4+ in both English and Mathematics. This indicator remained static in 2009 against a national decline of 1% but remains 4% below the national average.

Tables 3 and 4 present Rotherham's English profile against the key measures.

Tables 5 and 6 present Rotherham's mathematics profile against the key measures.

Tables 7 and 8 present Rotherham's science profile against the key measures.

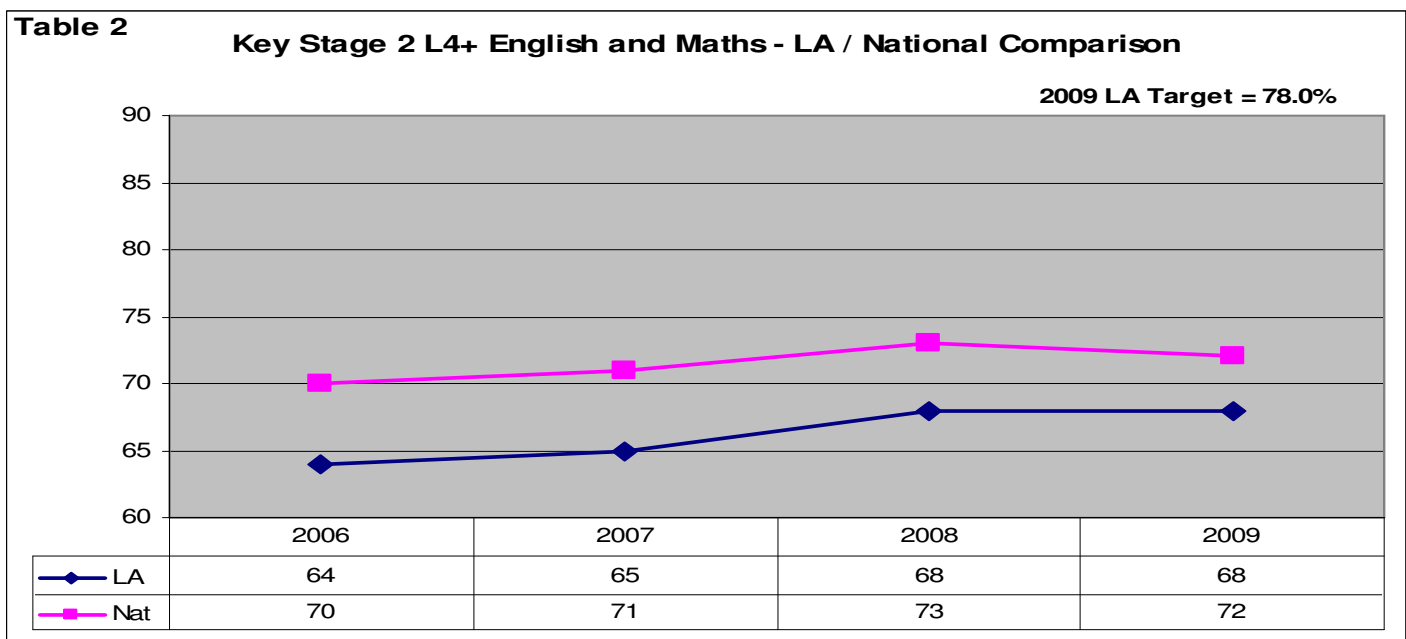
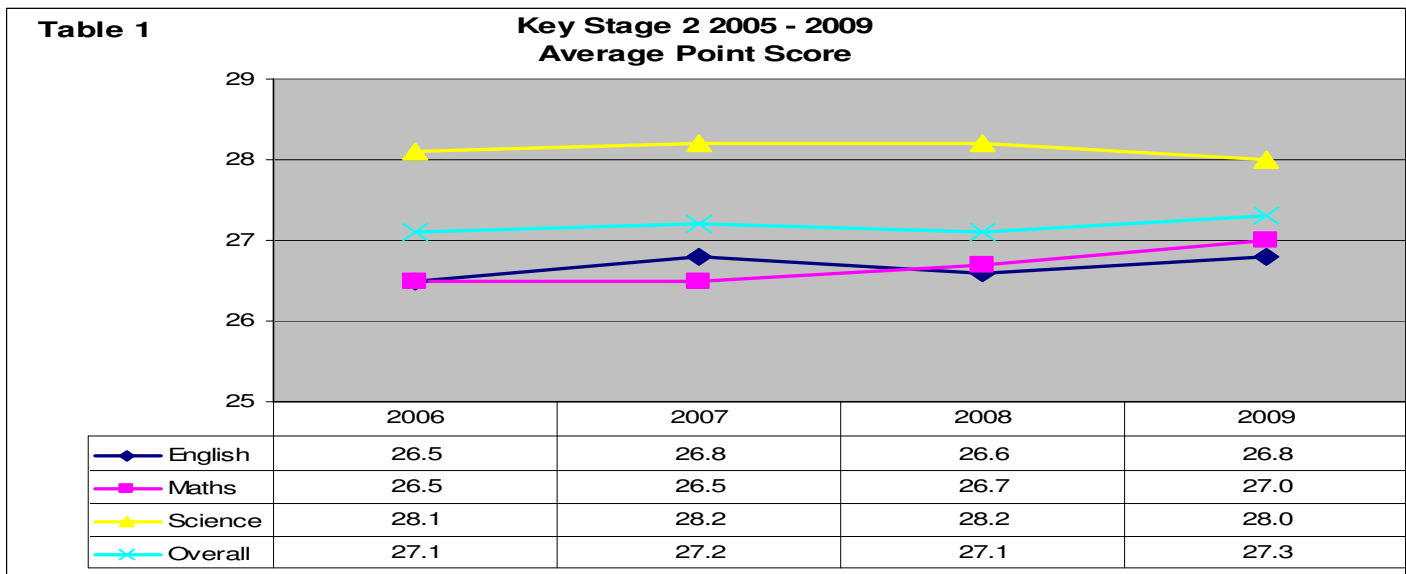


Table 3

Key Stage 2 English L4+ - LA / National Comparison

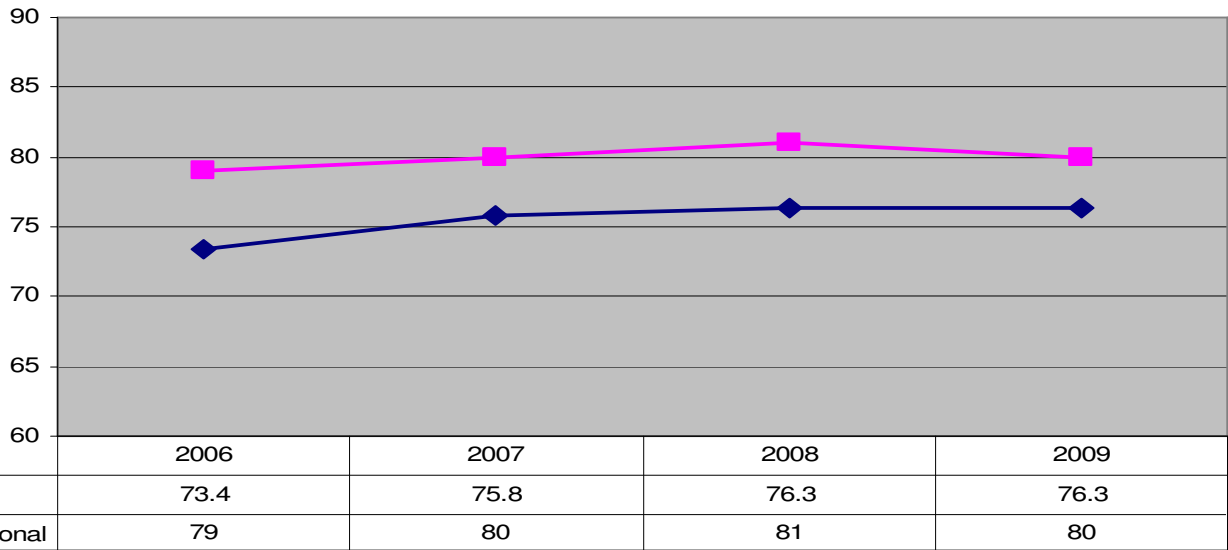


Table 4

Key Stage 2 English L5 - LA / National Comparison

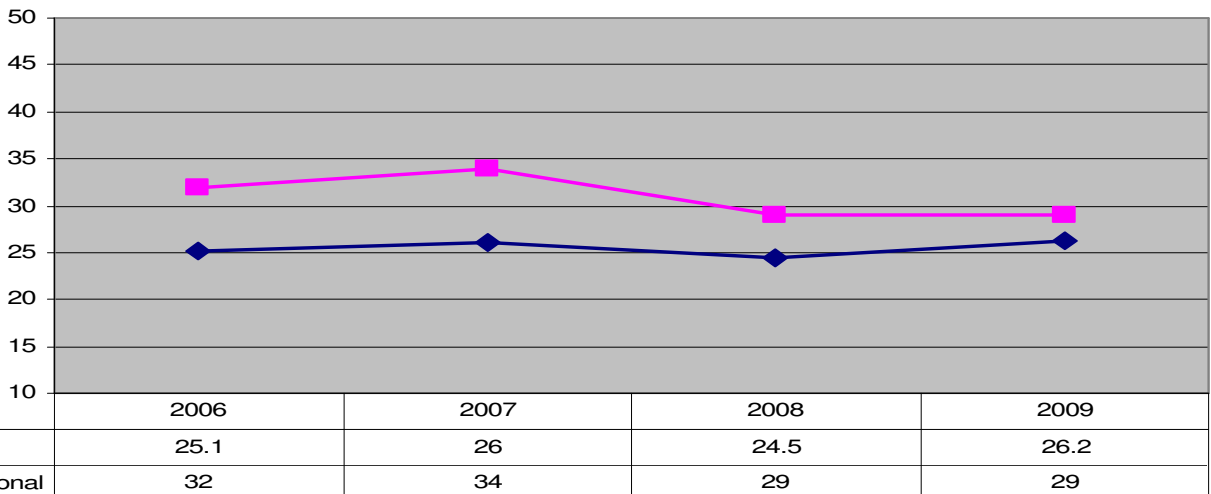


Table 5

Key Stage 2 Mathematics L4+ - LA / National Comparison

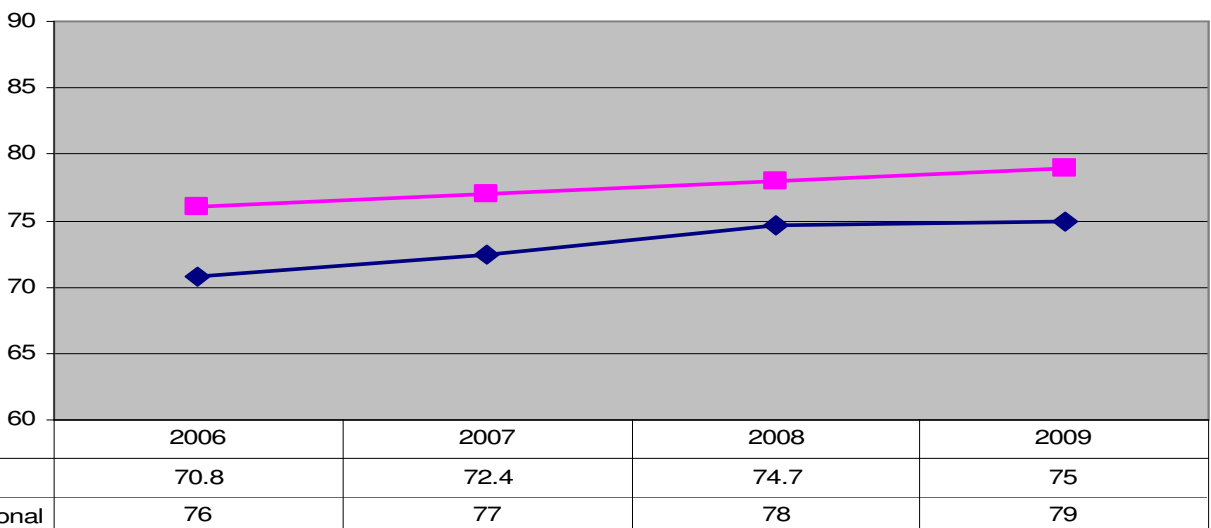


Table 6

Key Stage 2 Mathematics L5 - LA / National Comparison

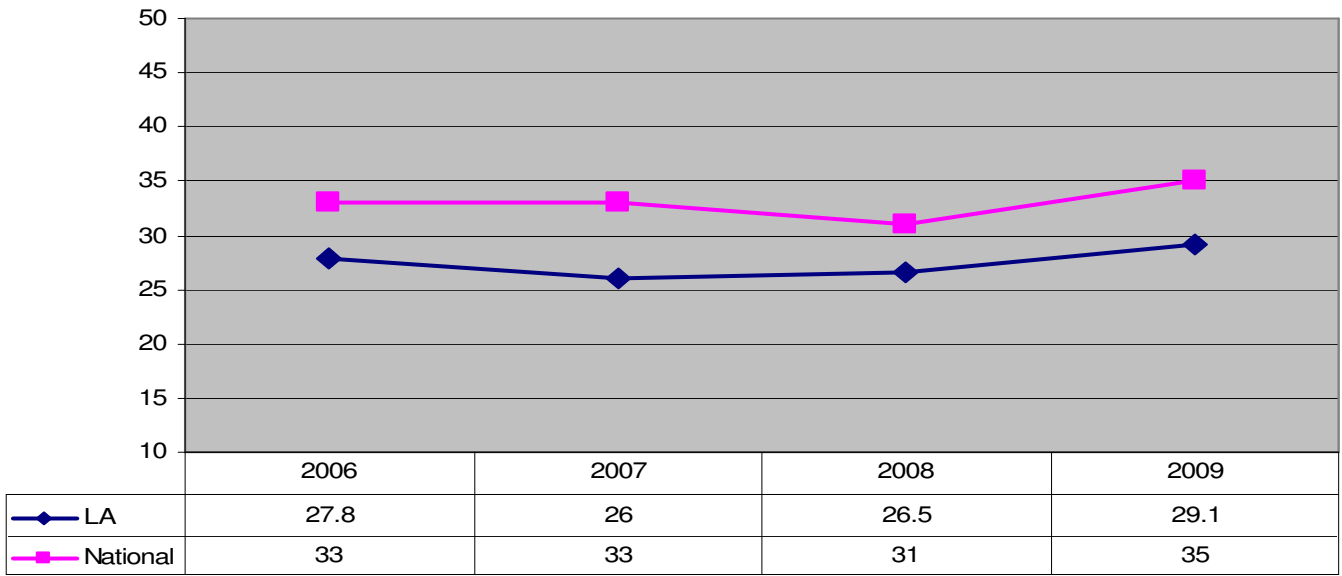


Table 7

Key Stage 2 Science L4+

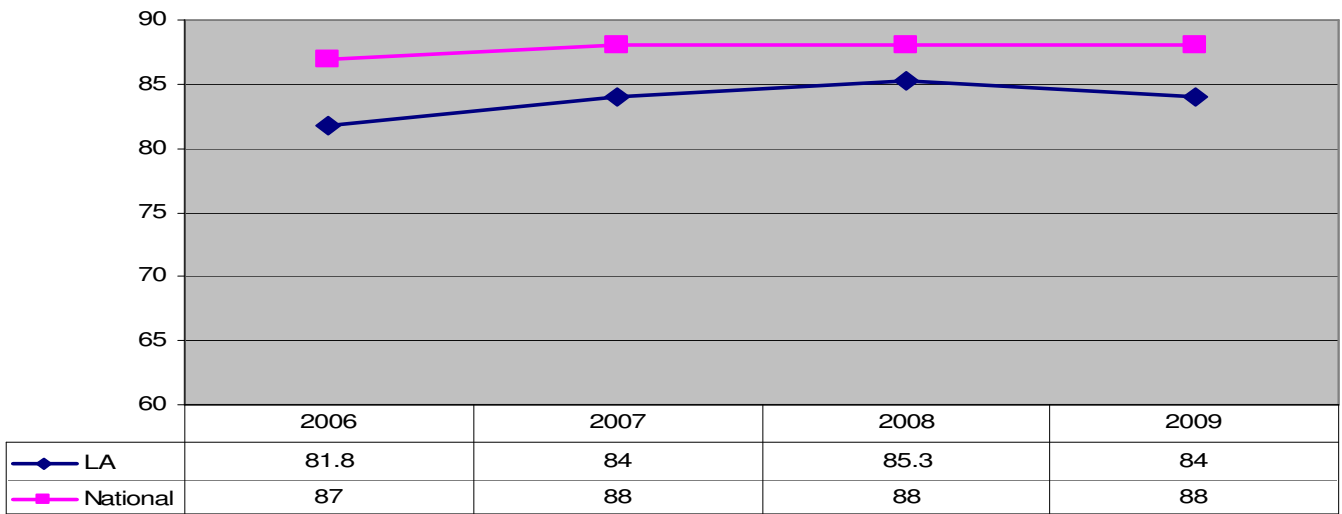
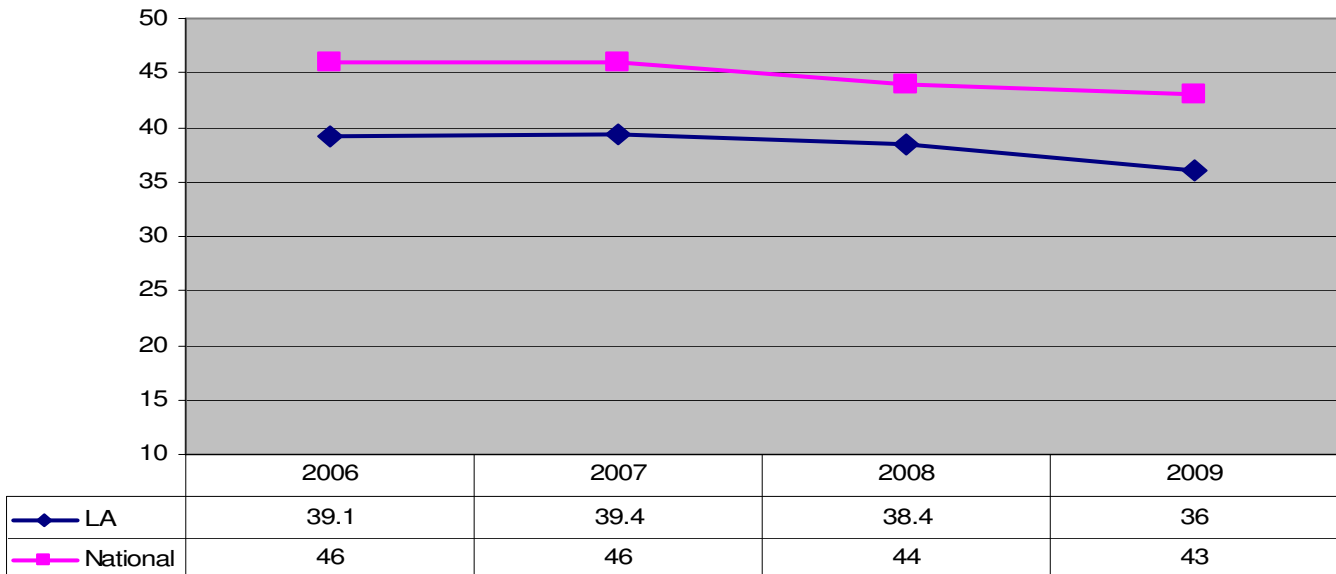


Table 8**Key Stage 2 Science L5****Appendix 2 (Tables 1 to 4)**

The tables show the performance of vulnerable and underachieving groups across English, mathematics and science.

Table 1 presents the Rotherham's and National profile by gender for English and Mathematics combined and two levels progress in English and Mathematics

The performance of boys and girls continued to highlight differences in attainment in English and in line in Mathematics. These differences are wider than the national gap at L4+ in English and Mathematics combined but 3% below the national gap at L5 in 2009. The differences are broadly in line with the national gap for making at least two levels of progress in English and mathematics between Key Stage 1 and Key Stage 2.

Table 2 presents Rotherham's attainment profile for Children in Care.

In 2009 the proportion of pupils achieving level 4+ declined in English and Mathematics and remained static in Science. The cohort increased by 6 pupils from 2008-09 to 21 pupils, 8 of these pupils were educated out of authority and one pupil attended a Rotherham special school.

Table 3 presents Rotherham's attainment and progress profile by Free School Meals eligibility. The performance of pupils eligible for free school meals has increased by 9% in English and mathematics combined in the period 2006-2009. There were increases in the percentage of pupils making two levels of progress in both English and mathematics. The gap between children eligible for free school meals and not eligible for free school meals has narrowed in all indicators.

Table 4 presents Rotherham's attainment profile by Ethnicity

Table 1 Performance by Gender

The table below shows the gender gap for attainment and progress in Key Stage 2

Gender Comparison – Rotherham LA Gap

Gender Comparison – National Average Gap

	L4+ Eng & Ma	L5 Eng & Ma	2 Levels English	2 Levels Maths
2006	7	3	-	-
2007	5	3	4	-4
2008	7	3	6	-3
2009	7	2	3	-3

	L4+ Eng & Ma	L5 Eng & Ma	2 Levels English	2 Levels Maths
2006	4	4	-	-
2007	3	2	4	-4
2008	4	3	3	-3
2009	5	5	3	-2

Table 2

Percentage of Children in Care achieving L4+ at KS2

English 2006–2009

	2006	2007	2008	2009
% achieving L4+	36.4	29.0	46.6	33.3
Rotherham CiC Cohort	22	24	15	21

Maths 2006- 2009

	2006	2007	2008	2009
% achieving L4+	50.0	33.3	46.6	28.6
Rotherham CiC Cohort	22	24	15	21

Science 2006- 2009

	2006	2007	2008	2009
% achieving L4+	68.2	41.7	53.3	52.8
Rotherham CiC Cohort	22	24	15	21

Table 3

Performance of pupils eligible for FSM

	L4+ Eng & Ma	L5 Eng & Ma	2 Levels English	2 Levels Maths
2006	40	5	-	-
2007	44	6	74	62
2008	46	6	74	63
2009	48.6	6.1	76	70

Gap between the performance of pupils eligible for FSM and pupils not eligible for FSM

	L4+ Eng & Ma	L5 Eng & Ma	2 Levels English	2 Levels Maths
2006	29	14	-	-
2007	25	13	7	11
2008	27	11	6	12
2009	24	13	5	10

Table 4 - Performance by Ethnicity * Black and Minority Ethnic background
English

Boys	2007		2008		2009	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME	61.2	11.5	60.6	10.0	58.8	14.0

All	69.8	20.0	70.3	18.0	70.2	20.2
Difference	8.6	8.5	9.7	8.0	11.4	6.2
Girls	2007		2008		2009	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME	73.2	23.3	73.1	20.8	70.4	19.1
All	82.0	31.9	82.8	31.5	82.7	32.5
Difference	8.8	8.6	9.7	10.7	12.3	13.4
Overall	2007		2008		2009	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME	67.3	17.4	66.2	14.8	65.1	16.8
All	75.8	26.0	76.3	24.5	76.3	26.2
Difference	8.5	8.6	10.1	9.7	11.2	9.4

Mathematics

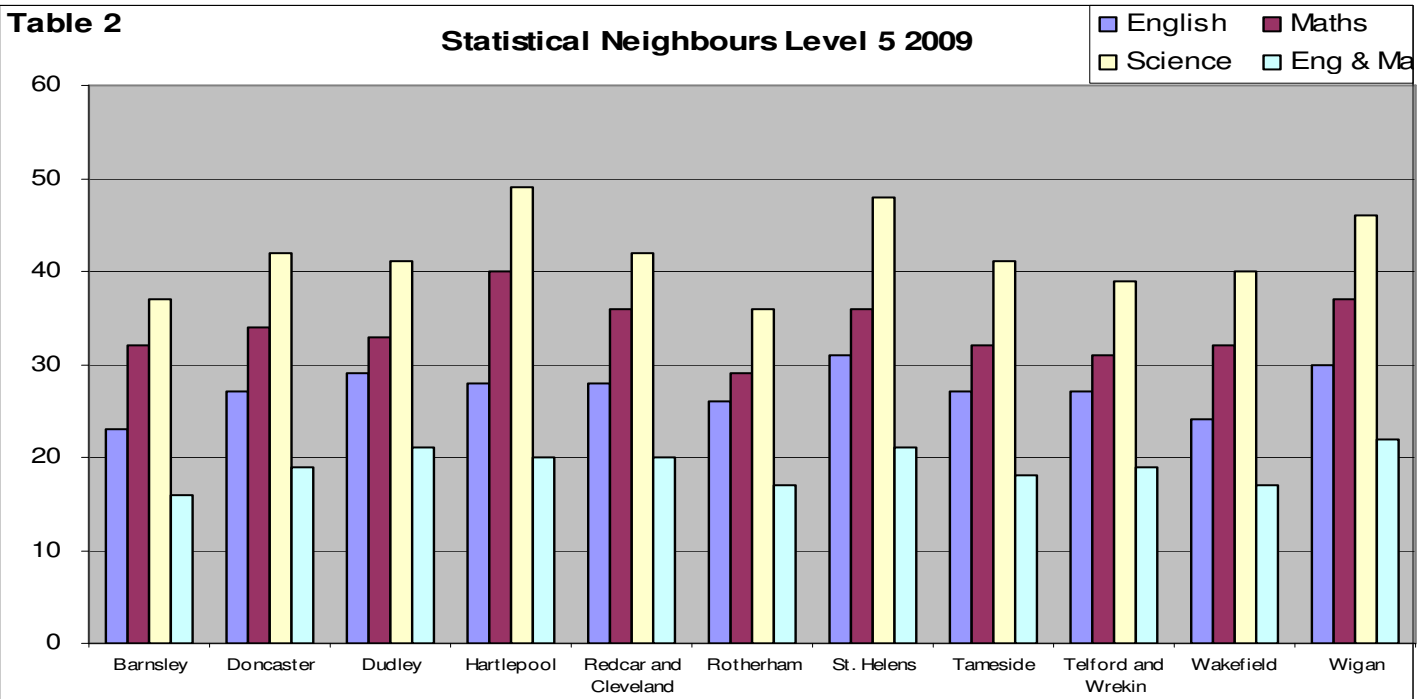
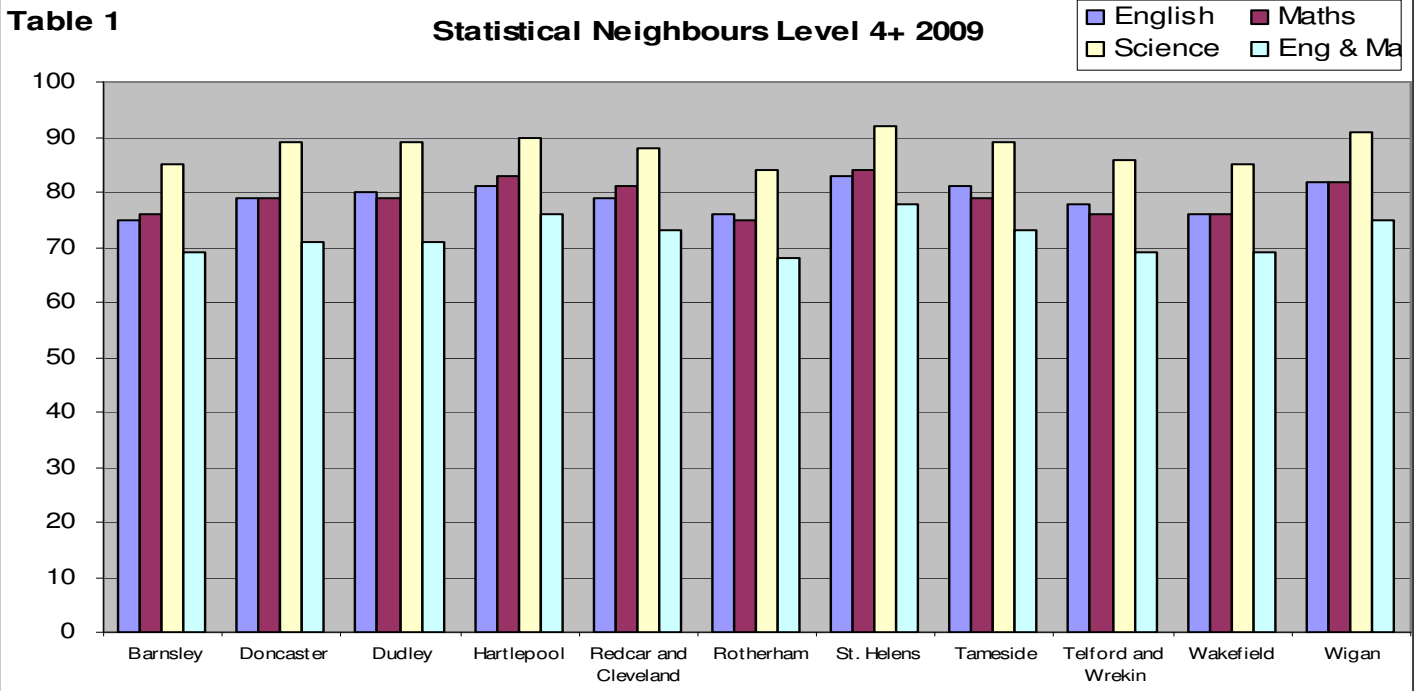
Boys	2007		2008		2009	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME	64.0	18.7	65.6	17.5	71.3	27.2
All	73.4	28.0	74.7	29.0	76.2	31.7
Difference	9.4	9.3	9.1	11.5	4.9	4.5
Girls	2007		2008		2009	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME	62.7	24.6	69.2	19.2	61.1	14.8
All	71.3	24.0	74.7	23.9	75.3	26.4
Difference	8.6	-0.6	5.5	4.7	14.2	11.6
Overall	2007		2008		2009	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME	63.3	21.7	67.2	18.3	65.8	20.5
All	72.4	26.0	74.7	26.5	75.8	29.1
Difference	9.1	4.3	7.5	8.2	10.0	8.6

Science

Boys	2007		2008		2009	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME	70.7	29.3	70.0	25.0	72.8	19.9
All	82.9	38.9	83.1	37.0	84.5	36.7
Difference	12.2	9.6	13.1	12.0	11.7	16.8
Girls	2007		2008		2009	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME	69.7	28.2	80.0	30.0	71.0	17.9
All	85.2	39.8	87.6	39.8	84.7	35.0
Difference	15.5	11.6	7.6	9.8	13.7	17.1
Overall	2007		2008		2009	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
BME	70.2	28.7	74.5	27.2	71.8	18.8
All	84.0	39.4	85.3	38.4	84.6	35.9
Difference	13.8	10.7	10.8	11.2	12.8	17.1

Appendix 3 (Tables 1 to 2)

Table 1 and 2 presents comparative results for Rotherham against our statistical neighbours for English, mathematics and science in 2009.



By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted