

## CHILDREN AND YOUNG PEOPLE'S SERVICES SCRUTINY PANEL

**Venue:** Town Hall, Moorgate  
Street, Rotherham. S60  
2TH

**Date:** Tuesday, 26 April 2011

**Time:** 9.30 a.m.

### A G E N D A

1. To determine if the following matters are to be considered under the categories suggested in accordance with the Local Government Act 1972.
2. To determine any item which the Chairman is of the opinion should be considered as a matter of urgency.
3. Apologies for Absence
4. Declarations of Interest
5. Questions from the press and public
6. Matters Referred from the Youth Cabinet
7. Communications

A request for four or five Scrutiny Panel Members to be involved in working groups to respond to these Government consultations:

- Financial Support for 16 to 19 year olds in Education or Training
- Inspection 2012: Proposals for inspection arrangements for maintained schools and academies from January 2012

### FOR MONITORING

8. Children and Young People's Services - Notice to Improve - Progress and Exceptions (report attached) (Pages 1 - 16)

### FOR DISCUSSION

9. Scrutiny Review of Bullying in Schools - Update (report attached) (Pages 17 - 31)
10. The Education Bill 2011 (report attached) (Pages 32 - 57)

## FOR INFORMATION

11. Specialist Children's Heart Surgery - Consultation Update (report attached) (Pages 58 - 60)

## MINUTES

12. Minutes of a meeting of the Children and Young People's Scrutiny Panel held on 18th March, 2011 (copy attached) (Pages 61 - 65)
13. Minutes of a meeting of the Children and Young People's Trust Board held on 9th March, 2011 (copy attached) (Pages 66 - 71)
14. Minutes of meetings of the Cabinet Member and Advisers for Safeguarding and Developing Learning Opportunities for Children held on 15th March, 2011 and on 6th April, 2011 (copies attached) (Pages 72 - 77)
15. Minutes of meetings of the Performance and Scrutiny Overview Committee held on 11th and 25th March, 2011 and on 8th April, 2011 (copies attached) (Pages 78 - 91)

**\*Please note that copies of the above minutes are not attached to the printed document pack. The complete document pack can be viewed on the Council's Website by following the link below:-**

The Council's Website is:- [www.rotherham.gov.uk](http://www.rotherham.gov.uk)

From the Website:-

- Click on Find information
- Click on Council and Democracy
- Click on Local Democracy link
- Click on Agendas, reports and minutes
- At the page - Browse Committees – choose the relevant Year (i.e. 2011) and select the Committee (eg: Children and Young People's Scrutiny Panel) from the listed pages – select date of meeting

The agenda, reports and minutes pack should then be available to view.

**Date of Next Meeting:- Date Not Specified**

### Membership:-

Chairman – Councillor G. A. Russell      Vice-Chairman – Councillor License  
Councillors:- Ali, Buckley, Dodson, Donaldson, Falvey, Fenoughty, Kaye, Rushforth and Sims

### Co-optees:-

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

<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS</b>
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<b>1.</b>	<b>Meeting:</b>	<b>Children and Young People’s Scrutiny Panel</b>
<b>2.</b>	<b>Date:</b>	<b>Tuesday 26<sup>th</sup> April, 2011</b>
<b>3.</b>	<b>Title:</b>	<b>Children and Young People’s Services Notice to Improve - Progress and Exception Report</b>
<b>4.</b>	<b>Directorate:</b>	<b>Children and Young People’s Services</b>

### 5. Summary

This report provides an overview of the progress made since the update to Improvement Panel Meeting on 9<sup>th</sup> February 2011.

The action plan identifies a RAG rating and a direction of travel for the areas of improvement, and key risks and issues to meeting the stretching targets set for the council and its strategic partners.

2 additional actions have been added in relation to work around Lessons Learned from Intervention seminars that have been attended and the actions from the recent Adoption Inspection. There are now 35 individual actions covering the key performance measures ( including the 3 social care indicators) in addition to the operational targets around Staying Safe, Enjoying and Achieving, Leadership and Management and Capacity Building, Performance Management, and Recruitment and Retention and the Children’s Services Assessment recommendations and two actions following the DfE Meeting in December.

### 6. Recommendations

- (i) **That Children and Young People’s Services Scrutiny Panel notes the progress being made against the targets set in the Notice to Improve.**

### 7. Proposals and Details

This report provides an overview of the progress made since the update to Improvement Panel Meeting on 6<sup>th</sup> April 2011.

The action plan identifies a RAG rating and a direction of travel for the areas of improvement, and key risks and issues to meeting the stretching targets set for the council and its strategic partners.

2 additional actions have been added in relation to work around Lessons Learned from Intervention seminars that have been attended and the actions from the recent Adoption Inspection. There are now 35 individual actions covering the key performance measures ( including the 3 social care indicators) in addition to the operational targets around Staying Safe, Enjoying and Achieving, Leadership and Management and Capacity Building, Performance Management, and Recruitment and Retention and the Children’s Services Assessment recommendations and two actions following the DfE Meeting in December.

Based on a RAG rating the following is the current position as at 30<sup>th</sup> March 2011.

Red: 2 (6%)

Amber : 23 (66%)

Green: 10 (28%) of which 5 are complete

### Social Care Indicators

The commentary below on the social care indicators includes the performance of statistical neighbours and national as a comparator.

	Baseline Performance (Nov 09)	Current Performance	Targets	Statistical Neighbour ( March 10)	National ( March 10)
NI 68 (Referrals to initial)	59.8%	86.76% 09/10 outturn 73.4%	Oct 10 – 68% Mar 11- 70%	67.5%	64.3%
NI 59 (initial assessment)	73%	82.9% 09/10 outturn 75.2%	Oct 10 – 85% Mar 11- 87%	69.2%	67.1%
NI 60 (core assessment)	68%	80.23% 09/10 outturn 80%	Oct 10 – 84% Mar 11- 87%	77.6%	73.4%

### Areas of Concern

The NI59 indicator ( initial assessments in 7 days).

Since the 1<sup>st</sup> April 82.9% of initial assessments have been completed in timescale, this has increased slightly since the last meeting however is below the milestone target for October 2010 which was 85%

If the 10 day measure is used, as at the 30<sup>th</sup> March 87% of initials were carried out in 10 days, this is the measure that will be used in the next financial year.

A large amount of validation has been taking place on the assessments recorded, this has had an adverse effect on the overall position. This does however give us a good starting position from 1<sup>st</sup> April 2011.

NI60 – Core Assessments in time has also now fallen again and stands at 80.23% which is almost back to the original March 2010 target of 80%. The highest figure report to improvement panel was in August at 87.71%.

This has been affected by the validation process as with the initial assessments but is still higher than stat neighbours and national comparators.

### The cost of Agency staff

There still continues to be a number of agency social workers (13.2) and team managers (3) in post and the total cost of agency staff is now projected at £3,036,752, the saving of £440,000 from last year has not been achieved. However we continue to ensure that there is a minimal number of agency staff permanent staff are in post wherever possible, however, to reduced risk it is essential that these key posts are covered.

### **Areas of improvement**

The use of the Common Assessment Process continues to improve, Since 1/4/10, 737 children and young people have had their needs identified and addressed through CAF processes. Schools continue to be the main initiator of CAFs. Over 61% of CAFs initiated currently are for boys. Of the 74 young people whose primary identified need is "at risk of permanent exclusion", over 78% are boys. The primary need most commonly identified remains children and young people requiring assessment and support from CAMHS services via the Single Point of Access – 66% of which are boys.

### Continuous Professional development for social care staff

A significant amount of work has taken place around the development of the social care workforce including: learning and development for qualified social workers including a Post Qualifying Programme and action learning sets for managers. A social work health check carried out by the University of Sheffield of which the actions are being picked up by the workforce development team. Additional guidance has been distributed to all managers in relation to PDRs.

## **8. Finance**

The DfE has contributed £150,000 financial support to assist with recovery, a further £125,000 has been secured from the RIEP to fund the work around implementation of Common Assessment Framework. The DfE funding was used to supplement social work staffing resources and to employ independent staff to assist in the review and further improvement of and service quality activities.

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

In order to strengthen financial management arrangements all managers with budget holder responsibility attended specific training. The moratorium which has been in place since December 2009 continues into 2010/11 to ensure that resources are directed to priority areas. In addition, a savings work programme is in place to identify efficiencies and enable re-investment into priority areas.

Further work has taken place in relation to the overall budget position and the recent government announcements, the Comprehensive Spending Review and the impact of cuts from the Early Intervention Grant. An action plan is in place to ensure that budget pressures are identified and solutions sought as soon as possible.

Additionally work has commenced on a new strategy for the commissioning out of authority placements

## 9. Risks and Uncertainties

There is also a possibility of another annual unannounced inspection of the Contact and Referral process, if there are any areas for priority action found this can have an adverse affect of future ratings. Work has taken place to plan for such an inspection with a self-assessment being completed and mock inspections one of which was part of a peer review has taken place to establish risks and concerns.

## 10. Policy and Performance Agenda Implications

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

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

The annual Fostering Inspection was concluded in June 2010 and found to be adequate. The Safeguarding and Looked After Children Inspection took place between the 19<sup>th</sup> and 30<sup>th</sup> July, the outcome of this was adequate.

The adoption inspection which took place in January was rated good overall with 4 recommendations

Action plans are in place to monitor the implementation of all sets of recommendations, most of which are now completed.

Failure to address these issues would impact further on the CYPS and the council and could still lead to external intervention.

## 11. Background Papers and Consultation

The Notice to Improve

Ofsted Inspection - Contact, Referral and Assessment, 4th and 5th August 2009

Children First Review and Resource Benchmarking – Jan to June 2009

Fostering Inspection June 2010

Safeguarding and LAC inspection July 2010

CYP Directorate Performance reports

Notice to Improve Action Plan

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RMBC Notice to Improve Action Plan

Performance Measures

Date of Update 30<sup>th</sup> March 2011

Objective	Key Actions	Measures			Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline	Current Performance	Targets				
<b>Staying Safe - Performance</b>								
	NI 68 - Increase the % of referrals of children in need to children's social care going onto initial assessment in line with the current statistical neighbour average/top band performance (mid range is good performance)	57.6% (2008/09 outturn) (2270/3940) 59.8% (position as at Nov 2009)  2009/10 outturn 73.4%	86.76%	65% March 2010 68% October 2010 70% March 2011	Howard Woolfenden	↑ Green	From 1st April 2010 to 29 <sup>th</sup> March 2011 the figure is 86.76% which continues to increase and exceed the March 2011 target. Data checks continue to be undertaken to check accuracy in recording and are part of the QA process and in line with the Data Quality Strategy SN – 67.5% Nat – 64.3%	Social Work
<b>Improvement Notice</b>	NI 59 - Increase the % of initial assessments for children's social care carried out within 7 working days of referral from the 2008/09 baseline in line with current statistical neighbour average/top band performance (high is good performance)	77.8% (2008/09 outturn) (1767/2270) 73% (position as at Nov 2009)  2009/10 outturn 75.2%	82.9%	80% March 2010 85% October 2010 87% March 2011	Howard Woolfenden	↑ Red	82.9% of initial assessments completed between 1st April 2010 and 29th March 2011 were completed in time, this is higher than the figure reported in February (82.1%). Data checks continue to be undertaken to check accuracy in recording and are part of the QA process and the Data Quality Strategy. A large amount of validation has been taking place on the assessments recorded, this has had an adverse effect on the overall position. This does however give us a good starting position from 1 <sup>st</sup> April 2011.  87% of initial assessments were carried out in 10 working days or less  SN – 69.2% Nat – 67.1%	Social Work
<b>Improvement Notice</b>	NI 60 - Increase the % of core assessments for children's social care carried out within 35 working days of their commencement from the 2008/09 baseline in line with the current statistical neighbour average/top band performance (high is good performance)	84.9% (2008/09 outturn) (276/325) 68% (position as at Nov 2009)  2009/10 outturn 80%	80.23%	80% March 2010 84% October 2010 87% March 2011	Howard Woolfenden	↓ Red	Between 1st April 2010 and 29 <sup>th</sup> March, 2011 80.23% of Core Assessments have been completed in time, this has now fallen below the October 2010 target of 84%. Data checks continue to be undertaken to check accuracy in recording and are part of the QA process and in line with the Data Quality Strategy.  SN – 77.6% Nat – 73.4%	Social Work

Operational Targets

Objective	Key Actions	Measures		Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline	Targets					
<b>1. Staying Safe – Social Worker Practice and Process</b>								
<b>Establish and implement an effective policy on the auditing of assessment and referrals so as to ensure managerial involvement in quality assurance</b>	Implement an improved quality assurance framework for assessments and referrals	Each Team Manager audits 3 files per month as per guidance. Locality Managers to audit 3 files per month and 5 NFA Audits	100% compliance with the policy	March 2011	Howard Woolfenden	→ Amber	Quality Assurance continues, the new framework continues to be used. Work is being undertaken to ensure that all audits conform to the new audit tool ( IRO / Chairs of Conference) A report is on the agenda for the panel meeting on 6 <sup>th</sup> April  There has been a significant increase in the number of audits taking place in the last period, however some are unrated and some worryingly are inadequate. The Director of Safeguarding and Corporate Parenting will be reviewing the inadequate audits.	Social Work
	Conduct a review on all NFA cases to quality assure the high level of 'no further action' decisions being taken	1.4.2009 to 31.12.2009 34.4% Total Contacts NFA'd, 12.7% Referrals NFA'd  1.4.2010 to 31.12.10 30.7% contacts and 8% Referrals NFA'd	10% reduction in overall contact and referrals which result in NFA by March 2011	March 2011	Howard Woolfenden	→ Amber	Quality Assurance continues, the Practice Improvement Managers tackled the issues through coaching and mentoring. A new framework has been introduced which also covers the quality of practice. A report is on the agenda for the panel meeting on 6 <sup>th</sup> April	Social Work
	Conduct Business Process re-engineering exercise on current practices in relation to Assessments and Referrals in line with best practice to enhance performance	Practices in relation to Assessments and Referrals in need of review	Business process Re-engineering process completed	August 2010 for reprioritisation  Sept 2010 for completion of Top 5  Commencement and Project Plan for those remaining March 2011	John Dunn, RBT / Rebecca Wragg	→ Amber	Key processes have been revisited in line with service reconfiguration and are to be agreed by the Service. Contact & Referral reviewed with Access Team Manager & Initial/Core Assessment, Child In Need & Service Area elements of Child Protection revisited with Systems Team to produce ICS versions for pilot. High level Child's journey has been approved, LAC review to commence. Early Intervention and Prevention incorporated into appropriate processes and interfaces with services and pathways and are awaiting commencement. Pathways from Social Care mapping on hold due to other key areas identified as priority (see above) & LAC. Now including CAMHS, Adults services and YOT. IRO work has commenced with Private Fostering being explored.	ICT
<b>Embed use of the CAF in practice across children's services so that it is effectively used to inform early</b>	Improve quality and completion levels of CAFs  No. of CAFs No. of CAFs preventing	Between January 2006 and July 2009 there have been 976 CAFs completed in	600 CAFs to be completed between April 2010 and March 2011	March 2011	Simon Perry / Sarah Whittle	↑ Green	Since 1/4/10, 737 children and young people have had their needs identified and addressed through CAF processes. Schools continue to be the main initiator of CAFs. Over 61% of CAFs initiated currently are for boys. Of the 74 young people whose primary	Early Intervention



<b>intervention</b>	I.A. etc	Rotherham.					identified need is "at risk of permanent exclusion", over 78% are boys. The primary need most commonly identified remains children and young people requiring assessment and support from CAMHS services via the Single Point of Access – 66% of which are boys.	
<b>Implement the recommendations from the recent Fostering Inspection</b>	Develop an action plan and monitoring system to implement the 9 elements of the recommendations	Action Plan Developed	Action Plan developed and actions implemented	Completion of individual actions by June 2011	Howard Woolfenden	<b>Complete</b>	The 2 outstanding actions are both in relation to ESCR for carers details are deemed as being complete for the purpose of the improvement panel. The systems team will continue to ensure that this work is implemented	Social work
<b>Implement the recommendations from the recent Safeguarding and LAC inspection</b>	Develop an action plan and monitoring system to implement the 10 recommendations	Action Plan Developed	Action Plan developed and actions implemented	Completion of 3 immediate actions by mid Sept 2010. Completion of remaining 7 actions by 28th February 2011	Howard Woolfenden	<b>↑ Amber</b>	8 recommendations are now complete, 2 are nearing completion. The completed actions have been audited to ensure evidence is robust and in place. The 2 outstanding actions are in relation to the quality of social care supervision which is an ongoing quality assurance requirement and developing an independent visiting service which is almost now complete.	Social work
<b>Implement the recommendations from adoption inspection</b>	Develop an action plan and monitoring system to implement the 4 recommendations	Action Plan in the process of being developed	Action Plan developed and actions implemented	Completion of 4 actions	Howard Woolfenden	<b>Amber</b>	4 recommendations to be included in an overarching action plan for the adoption service. 1 recommendation already completed in relation to Health and Safety, the other 3 recommendations will form part of a wider improvement plan that is being developed that will including timescales for completion	Social work

Operational Targets

Objective	Key Actions	Measures		Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline	Targets					
<b>1. Staying Safe – Social Worker Practice and Process</b>								
<b>Monitor improvement in children’s social care, by establishing a rigorous performance management system which delivers regular monitoring, scrutiny and quality assurance of social care performance</b>	Ensure that all children's homes are compliant with regulatory requirements  Review compliance in relation to revised inspection criteria (currently out for consultation). Conduct routine audits of compliance and report key themes arising.	1 - St Edmunds	No inadequate children's homes	October 2010	Howard Woolfenden	<b>complete</b>		Social Work
	Conduct robust quality assurance checks on information systems to ensure that contacts, referrals and the status of investigations, assessments and plans are up to date	Quality assurance and audits require improved performance framework	Number and % of adequate data quality checks conducted - 100%	March 2011	Howard Woolfenden	<b>→ Amber</b>	A report is on the agenda for the panel meeting on 6 <sup>th</sup> April which details progress on QA checks.  It is to be noted that a large number of audits have taken place during this period.	Social Work
	Maintain the momentum of improvement in Social Care Services for children and young people, including the quality of children’s homes is a recommendation in the CSA letter.	Children’s Homes: 2 Good 4 Satisfactory  As at 14/1/11	6 Good or Better	December 2011	Howard Woolfenden	<b>→ Amber</b>	The 3 National Indicators are monitored and reported routinely including the quality of practice. Work continues to improve the quality of children’s homes. The Regulation 33 process is being reviewed to ensure independence. Currently the profile of children’s homes inspections is still the same as in November.	

Operational Targets

Objective	Key Actions	Measures		Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline	Targets					
<b>2. Enjoying and Achieving – Practice and Process</b>								
<p><b>Improve Performance across primary schools with a particular focus on addressing the performance of schools below the floor targets</b></p>	<p>Implement this plan, as agreed with DCSF and National Strategies, to bring about demonstrable and sustained improvement in primary school standards throughout the term of the Improvement Notice.</p> <p>*Improve the outcomes for children at the end of primary school is a recommendation in the CSA letter.</p>	<p>13 Primary schools below floor targets</p> <p>10 Primary schools below floor targets (2010)</p>	<p>13 down to 8 during 2010 and then down to 0 in 2011</p>	<p>March 2010 October 2010 August 2011</p>	<p>David Light</p>	<p>→ Amber</p>	<p>KS2 SAT results in 2010, despite the distortions introduced by the differential impact of the boycott across LAs, confirmed the systemic underperformance across Rotherham Primary schools and the level of challenge the LA faces in raising standards at 11+. Those challenges are compounded by the financial reductions affecting the LA which are producing an abrupt and severe reduction in the central SES workforce and by the shifts in the national policy direction which require the LA to redefine its core remit and relationships with schools. The World Class Primary Schools' Programme, for example, which provided the framework for interventions in Rotherham and elsewhere, is no longer government policy. The financial and policy shifts have both been discussed in detail in a KS2 Performance Clinic and a meeting between SES and the Chief Executive in March.</p> <p>SES is, therefore, continuing to work intensively with the most vulnerable schools, albeit with a much reduced team, while seeking to establish a 'school improvement' settlement which is increasingly led, staffed and resourced by schools themselves. This is a considerable challenge and the transition period is particularly difficult to negotiate when results must rise in 2011. School projections of KS2 outcomes are positive for 2011 and every effort is being made to ensure outcomes match estimates. That urgency underpins SES staffing deployment and practice and was worked through with Primary Headteachers again as recently as 13 January and 10 March in their Phase meetings.</p> <p>The change in floor targets ( L4 Maths and English) from 55% to 60% will have an impact on outcomes.</p>	<p>Enjoying and Achieving</p>

Objective	Key Actions	Measures		Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline	Targets					
<b>3. Leadership and Management/Capacity Building/Support</b>								
<b>Develop a comprehensive programme of training, mentoring and continuous professional development for all social care staff so that they have the skills to complete high quality and timely assessments</b>	Identify practice issues related to quality and consistency from Quality Assurance audit reports by Locality and Teams.	Further embedding required	Month on month improvement on QA Audits with less issues reported	March 2011	Howard Woolfenden / Warren Carratt	↑Green	Robust programme of learning and development being rolled out to all qualified social work staff in CYPS delivered by an HEI partner, 4 x FTE Social Work Practice Consultant posts being interviewed for on Friday 25 <sup>th</sup> March. Both NQSW and generic induction programmes rolled out on a monthly and quarterly basis respectively, with a focus on service standards. Team Managers receiving monthly action learning sets since October 2010 with focus on quality issues. Closer link established between LSCB quality sub-group and L&D sub-group.	Social work
	Incorporate into L&D activity identifying most appropriate to resolve issues encountered	Initial learning programme rolled out	Review quarterly in line with QA Audits to ensure continual improvement	March 2011	Deb Johnson and Warren Carratt	Complete	Handover of work from Practice Improvement Partners to Social Work Practice Consultants has taken place. PQ programme has been rolled out to the entire social work workforce. Manager Action Learning Sets being used to inform emergent learning and development programme both single and multi-agency via the LSCB..	Social work
	Evaluate effectiveness of L&D interventions by Locality and Teams in relation to improved practice.	Initial learning programme rolled out	Review quarterly in line with QA Audits to ensure continual improvement	March 2011	Deb Johnson and Warren Carratt	Complete	Findings of social work health check being used to inform responsive action. Regular manager Action Learning Sets used to measure improvement and requirements for future learning and development	Social work
	Track improvement of Locality and Teams in relation to quality issues identified.	Further embedding required	Month on month improvement on QA Audits with less issues reported	March 2011	Deb Johnson and Warren Carratt	↑Amber	A further detailed audit reporting identified issues is on the agenda for the Improvement Panel on 6 <sup>th</sup> April	Social work
	Ensure that accountabilities for each individual are being reinforced through consistently applied PDR's to ensure staff have a satisfactory Performance Plan. Consider action post inspection report	81%	90%	March 2011	Howard Woolfenden/ Warren Carratt	↑Green	PDR training has been rolled out to managers across CYPS. Importance of supervision and performance management covered in manager Action Learning Sets. Progression Framework for NQSWs has been updated to ensure assessment is completion of the NQSW portfolio, which has robust competencies included throughout (content developed nationally by the CWC) PDRs due in April – May 2011: guidance has been circulated in March to ensure all managers and staff are aware of	Workforce / Performance

Objective	Key Actions	Measures		Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline	Targets					
<b>3. Leadership and Management/Capacity Building/Support</b>								
							responsibilities	
<b>Demonstrate improvements in staff satisfaction and in the satisfaction of children and families with the services they receive through the term of the Improvement Notice</b>	Improve outcomes of CYPs Satisfaction Surveys	Employee Opinion Survey Family Placement Survey Audit Commission in Schools Survey Social Worker Survey	LAC reviews Social Worker Survey December 2010	March 2010 Oct 2010 and March 2011	Joyce Thacker / Warren Carratt	→Amber	<p>The social work specific survey has been completed and the report submitted from the University of Sheffield. The overall response rate was 54%. In relation to case load size these bear some similarity to national surveys. Respondents were generally happy with the quality of supervision however some (13 out of 37) felt that they were getting less supervision than they thought they should be. There is a positive level of satisfaction with CPD opportunities, though part time staff were less so. Staff are satisfied with mobile working opportunities and a very clear message is that they value it, there is also an overall satisfaction of working environments and having access to IT, although this does not necessarily make their jobs easier. Knowledge of health related benefits needs to be increased. Feedback received from families and schools in relation to the Hearing Impaired team is that 100% of parents/carers and schools are either satisfied or very satisfied with the service that they receive from the team. Extremely positive feedback has also been received from parents / carers of young people who are visually impaired about the VI service.</p> <p>Currently 92.91% of LAC participate in reviews.</p> <p>As part of the changes following the review of CPP, officers in the performance team are now working on specific customer satisfaction projects which should begin to have an impact on customer satisfaction.</p>	Workforce and all Workstreams

Operational Targets

Objective	Key Actions	Measures		Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline	Targets					
<b>4. Performance Management</b>								
<b>Improve Annual Children's Service Scores Profile to Performing well by 2011 through implementation of all outstanding recommendations and improvement of inspection scores to good or better</b>	Continually assess the position in relation to all outstanding external inspection recommendations including all those listed in CAA Blocks A and B	Performing Poorly	90% of recommendations met in original timescale 12 reports per year	Monthly	Sue Wilson	↑ Amber	Recommendations from key high risk inspections being input. Visits undertaken to Early Years and SES to examine recording systems already deployed. These have been found to be satisfactory. Visits have taken place to validate the implementation of recommendations and the state of readiness in terms of achieving a positive outcome in the next inspection. Action plans are in place from the services to shift proportion of services to good or better. The CSA letter was received and rated as adequate, the overall profile as moved from red to amber. 93% of all inspection recommendations monitored are complete.	Performance
	Introduce robust monthly monitoring arrangements to ensure implementation of all outstanding inspection recommendations from all inspections in original timescales	Inspection recommendations from key inspections are being monitored but reports need to include all inspected services	90% of recommendations met in original timescale 12 reports per year	Quarterly	Sue Wilson	↑ Amber	All inspections (with the exception of schools and which have an established monitoring system) are entered into the reconfigured CYP inspections system. Reports from these are generated monthly and reviewed by DLT 93% of all inspection recommendations monitored are complete.	Performance
	Improve CYP Performance Profile rating for Block A by increasing % of inspected services rated "good or better"	Performing Poorly (bottom band for both PRU and Children's Homes) 54.9%	Performing Well (65% - 79% categorised as outstanding or good)	Quarterly	Sue Wilson	↑ Amber	Using local information shows that 61.8% of inspected settings were good or better. The new super groups have an impact also, we have 2 of these in the top bands, Nursery and Primary Schools and Special Schools and PRUs. The CSA letter was received and rated as adequate.	Performance
	Improve CYP Performance Profile rating for Block B by: Ensuring majority of inspected scores are rated "good or better" for safeguarding LAC and SCRs	Fostering - Satisfactory SCRs 2/4 judged inadequate	Fostering - Good All future SCRs rated adequate or better	Quarterly	Sue Wilson	→ Green	Interim findings were reported back to the February SCR sub group from the root cause analysis approach in relation to one case.  The Serious Case Review commissioned by the LSCB in November 2010 is on schedule for completion and submission to Ofsted by May 2011.	Performance

Objective	Key Actions	Measures		Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline	Targets					
<b>4. Performance Management</b>								
	Improve CYP Performance Profile rating for Block C by improving NI performance	Not In line with or better than statistical neighbours and the national position	In line with or better than statistical neighbours and the national position	Quarterly	Sue Wilson	→ Amber	Improvement plans are in place for NIs and where targets are not being met performance clinics are held to identify areas where further improvement can be made. Targets will be reviewed as part of the annual work of the Performance Team with Managers.	Performance
	Ensure quarterly reporting on the Children's Services Performance Profile on their release clearly outlining areas of risk and potential impact	Report on Quarter 2 profile prepared	4 reports per year and improvement in each service block	Quarterly	Sue Wilson	→ Amber	Monthly reports continue to be produced for DLT and cabinet member using local information replicating the OFSTED profile.	Performance

Operational Targets

Objective	Key Actions	Measures		Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline	Targets					
<b>5. Recruitment and Retention</b>								
<b>Increase the capacity of social workers to ensure effective services to safeguard vulnerable children</b>	Reduce the vacancy rate of qualified social workers from the December 2009 baseline to meet the improvement notice target	37.2% 16th December 2009	20% vacancy rate by October 2010 10% vacancy rate by March 2011	March 2011	Howard Woolfenden	→ Amber	Of the permanent establishment fieldwork posts we have 13.7 posts vacant (15.2 %) with 13.2 of these covered by agency staff, leaving 0.5 social worker posts unfilled (0.6%). Interviews have been held recently to appoint to further permanent positions.	Social Care / Workforce
	Reduce the vacancy rate of team managers from the December 2009 baseline to meet the improvement notice target	33% 16th December 2009	16% vacancy rate by October 2010 8% vacancy rate by March 2011	March 2011	Howard Woolfenden	→ Amber	There are 15 Team Manager posts in the establishment with 3 vacancies (20%), however all of these are covered by agency staff. Interviews have been held recently to appoint to further permanent positions.	Social Care / Workforce
	Recruit 30 new Foster Carers	126 (January 2009)	156	March 2011	Howard Woolfenden	↑ Amber	There are currently 144 foster carers, with 20 being recruited since April 2010 and 8 have been de-registered. Currently there are 24 being assessed. Our 2010 Fostering Recruitment campaign has generated 139 enquiries since September, of which 29 are active. 5 register of interests have been generated following the recent letter to those staff having left the council. During 2011/12 we will require accelerated recruitment if the 4 year strategy is to be realised. The Director of Safeguarding and Corporate Parenting is currently preparing an Invest to Save Bid around this.	Social Care / Workforce
	Reduce the over reliance on agency staff	2009/10 spend = £1,843,627 (12 months) £1,811,768 relates to social care, £1,390,402 of which via the Duttons contract	Reduce by £440,000 in 2010/11 on agency staff	March 2011	Howard Woolfenden	→ Amber	The recruitment campaign for permanent social workers and team managers continues however, there is still major expenditure on agency staffing. Expenditure on agency social workers and team managers to date is £1,295,854 and agency admin £34,659. A more detailed report covering all agency will be discussed at the panel on the 6th April. The total cost of agency spend is projected at £3,036,752.	Workforce / Finance



Objective	Key Actions	Measures		Target Date	Lead	RAG	Performance Commentary	Lead Workstream(s)
		Baseline	Targets					
<b>6. Annual Children's Services Assessment – Key Areas for Development</b>								
<b>To ensure that the 4 key elements included in the Annual Children's Services Letter are Actioned</b>	Improve secondary schools so that more are good or better.	Baseline January 2011 3 outstanding 4 good (44% good or better)	50% good or better	December 2011	Dorothy Smith	↑ <b>Amber</b>	Based on those published on the OFSTED website: The profile is currently 53.3% with 4 outstanding, 4 good and 7 satisfactory. 2 schools have received notification that they won't be inspected before Sept 2011 ( St Bernards and Wath).	
	Increase the number of good childminders	52.7% of childminders are good or better	66.3% of childminders good or better	April 2012	Dorothy Smith	↑ <b>Amber</b>	Currently the profile (52.7%) of Childminders is: 14 outstanding, 114 good, 114 satisfactory, 1 inadequate ( not currently active childminder)	
<b>7. DfE – Milestone Actions</b>								
<b>To ensure that progress continues in key areas following discussions with the DfE in December</b>	Supervision continues to be embedded across the Service	Supervision is still inconsistent across the service	Supervision to be routinely carried out across all areas of the service	April 2011	Howard Woolfenden	↓ <b>Amber</b>	Progress had been made and was demonstrated in the Safeguarding and Looked After Children inspection in July. We continue to audit supervision records and to ensure that this activity is embedded and that this is standard practice across the whole of the Service. However feedback from the recent report from the University of Sheffield reported that 13/37 of respondents reported levels of supervision less than should be occurring.	
	An independent peer review process is developed	Work carried out by Practice Improvement Partners	Yearly external peer review	March 2011	Joyce Thacker	↑ <b>Amber</b>	A peer review has now taken place by an officer from Calderdale in relation to Front Desk and Duty. This was carried out as a mock unannounced inspection. Verbal feedback will be reported to the panel on the 6 <sup>th</sup> April. Further work is taking place with the LGID in relation to a formal review.	
<b>8. Learning the Lessons from intervention</b>								
<b>To ensure that actions taken from the lessons learned seminars around intervention are implemented</b>	Peer Review Scrutiny Lead Member Budget Management Vacancy and sickness Unallocated cases Media coverage	To be established	To be established	December 2011	Joyce Thacker	<b>Amber</b>	A peer review has taken place with Calderdale resulting in a mock unannounced inspection on 28/29 March. Scrutiny is being reviewed. The lead member is supportive, yet challenging. Vacancy monitoring is firmly embedded, unallocated cases are monitored as part of the performance management framework.	

## CYPS Achievements – (CYPP 4 Big Things)

### Tackling Inequality

- 97% of children in Rotherham get their first choice of secondary school (2011)
- The Quarter 3 figure for NEETS is 6.6% and is now above the target of 7.1% (Dec 2010).
- 2010 Year 11 school leavers – 94.4% of these are in learning and only 3.8% are not in education, employment or training (NEET) ( Nov 10)

### Keeping Children and Young People Safe

- 100% of CPP are reviewed within timescales. Children Protection Reviews are maintaining the top 100% performance (2009/10).
- 95% of care leavers are in suitable accommodation higher than the target of 92% and above national and statistical neighbours (Dec 2010)

### Prevention and Early Intervention

- 97% of all Rotherham Schools (including PRUs) have achieved National Healthy Schools Status (2009/10)
- Childhood obesity for both reception and Year 6 has improved by 2% and we are now in line with our statistical neighbours. (09/10)
- 86% of children and young people participate in 2 hours+ sport or PE (increase of 25% since 2006) (2009/10)
- Rotherham are the first Authority in the country to have 2 childminders achieve the Quality Mark for Early Years by the Basic Skills Agency (2010)
- Since 2005/6 there has been a 34% reduction in the number of young people entering the criminal justice system. (2009/10)
- Over 17,000 children have registered to the Imagination Library since the scheme began. As of March 2011 82% of the under five cohort in Rotherham currently receiving Imagination Library books each month, this exceeds our original target of 70%.
- 83% of care leavers are in employment, education or training exceeding the target of 67% (Dec 2010)
- Primary School Lunch take up 49.8% in Q3 up from 44.6%
- The number of under 18 conceptions continues to fall. In comparison with our statistical neighbours we rank the 3<sup>rd</sup> best performance out of 11 as at September 2009 ( Nov 10)

### Transforming Rotherham Learning

- 97.5% of schools are meeting Extended Services Core Offer. (09/10)
- Ofsted have judged Hilltop School to be outstanding in all major areas including Safeguarding.(2010)
- Thornhill has been judged by Ofsted as outstanding with an outstanding capacity to improve. (2010)
- Herringthorpe Junior School is one of the top 20 schools in the UK for the best use of technology. Runner up in the learning experience Primary Becta ICT Excellence Award (2009)
- Rotherham Schools Music Service - Second outstanding Ofsted inspection report. (2009)
- Achievement at Foundation Stage has improved from 50.4% in 2009 to 56.6% in 2010 ( including PSE and CLL) (2010)
- A Level achievement in 2010 has shown a 1.1% increase from 2009 ( provisional data) (2010)
- GCSE results 5 A\* to C has increased by 6.43% since 2009 , 3.41% including English and Maths (2010)
- GCSE results for Looked After Children 5 A\* to C including English and Maths 26.9% (11.6% national) and 42.3% (26.1% national) not including English and Maths (provisional data) (2010)
- 100% of SEN statements are issued in 26 weeks (Dec 2010)

<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS</b>
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1	<b>Meeting:</b>	<b>Children and Young People’s Scrutiny Panel</b>
2	<b>Date:</b>	<b>Tuesday 26<sup>th</sup> April 2011</b>
3	<b>Title:</b>	<b>Anti-Bullying Strategy</b>
4	<b>Directorate:</b>	Children and Young People’s Services

## 5 **Summary**

This report looks at the current situation in schools regarding support from the Children and Young Peoples Services Anti Bullying Strategy and Anti Bullying Development Officer. The strategy supports schools to develop systems and policies where learners feel safe and able to report any concerns regarding bullying.

## 6 **Recommendations**

- **That the report is received and accepted**
- **Consideration is given to the long term financial implication of further developing the anti bullying strategy in Rotherham**

## 7 Proposals and Details

**The Anti Bullying strategy was developed in 2006 with the main strategic aims and objectives being:-**

- To ensure that Children and Young people feel safe and secure in school and other service areas
- That parents and carers have trust and confidence in schools policies and practices to address bullying
- All staff strive to create a culture and ethos where bullying is not acceptable.
- That staff across Children and Young Peoples Services have the appropriate training and support to resolve incidences of bullying
- To develop Multi-agency approaches to resolve complex issues resulting from bullying
- To raise the profile of bullying and its effects on Children and Young People's well-being and how this in turn affects self esteem.
- To establish a culture and ethos where bullying is not tolerated through the promotion of the strategy, policies and practices

### **Scrutiny Panel and Rotherham Youth Cabinet**

Key recommendations regarding the Anti Bullying Strategy were first introduced by the scrutiny panel and Rotherham Youth Cabinet in November 2006. These included:-

- That the draft anti bullying strategy is fully supported and implemented across Children and Young Peoples Services
- In particular support is given to the Anti Bullying Standard awards
- That the effectiveness of the strategy is monitored by the Children and Young Peoples Services Scrutiny Panel
- That school councils and other student bodies are fully involved in the development and monitoring of school policies and whole school approaches to tackling bullying
- That school governing bodies are encouraged to nominate a designated governor for bullying

### **What has been implemented as a result of the scrutiny audit?**

- The Rotherham Anti Bullying Standard has been developed after looking at similar award systems in other local Authorities. The Rotherham version is a Gold, Silver and Bronze award and the standard seeks to recognise and encourage progress towards the Gold standard. The Gold standard is achieved where the school has an Anti Bullying policy that actively addresses bullying and includes a reporting data base to monitor incidents. The standard encompasses three separate areas of moderation these being, Policy, Whole School Involvement and Support. 54 schools are now committed to the Anti Bullying Standard with 14 out of the 16 Secondary schools working towards the Standard.

- 48 Schools now have a nominated Anti Bullying Governor and all schools have a designated person who deals with Anti Bullying issues.
- Although the interest in Sentinel initially increased following promotion by the Anti Bullying Development Officer the system was only used consistently by 2 schools therefore funding of the system could not be justified
- Anti Bullying Development Officer provides:-
  - Advisory service to both schools and parents
  - Mediation for Schools/family/young people
  - Peer Mentor Training
  - Various group/whole class workshops covering – what is bullying?, role of the bystander, E Safety and Cyberbullying
  - Anti Bullying Awareness Assemblies
  - Parent Awareness Sessions
  - Ongoing joint project work with Families and Schools Together, Carnegie Project, Risky Business
  - Supports schools in gaining the Rotherham Anti Bullying Standard
  - Deals with complex cases of bullying following referrals from schools, young people, parents
- Rotherham has had an Anti Bullying model policy since 2005 and this was distributed to all schools; the policy was updated in 2009.
- All schools have signed up to Healthy Schools Scheme which links in with the Anti Bullying Standard.
- Rotherham MIND have worked closely with the Anti Bullying Development Officer and have developed and made available to all Children and Young Peoples Service various training around Dealing with Bullying: Roles, Strategies and Tactics

### **Measuring the impact of the Anti Bullying Strategy**

- In March 2010 Anti Bullying work in Rotherham was considered as enhancing by the National Strategies Behaviour, Attendance and Seal Programme and judged to be outstanding; the Anti Bullying Alliance also recommended Rotherham to other Local Authorities as a site of excellent practice
- 44% of all Rotherham Schools are committed to the Anti Bullying Standard
- The number of complex cases reported to both the Children and Young People's Service Complaints and the Anti Bullying Development Officer has decreased with only 15 cases being referred from April 2010 to April 2011, compared to 34 cases from April 2006- April 2007 when the strategy first began.
- The ethos and culture in Rotherham schools continues to change with the majority of schools recognising the importance of anti bullying work. All Rotherham Secondary schools work well with the Anti Bullying Development Officer and all take part in Anti Bullying Week.

**What our customers say about the Anti Bullying Service:**

- *“Sue’s support has been invaluable in updating our Anti Bullying Policy. She has experience in dealing with a wide range of issues and is always an excellent source of advice; we value this support from the Local Authority”.*  
**Theresa Dixon Saint Pius X Catholic High School**
- *We recently had a difficult case where a family was concerned for the welfare and safety of their child (Y6) and they put the problems down to ‘bullying’. The LA Officer, Sue Horton, became a key player in supporting the family and school. She was able to offer independent reassurance to the family that the school was acting responsibly – she offered a referral for counselling support; strategies for a group of friends to strengthen relationships (Circle of Friends); ran a parental workshop on relationships, and supported the Y6 through a focussed series of lessons in PHSE. The troubled waters were calmed and we are now working towards policy reviews which involve all stakeholders. A very positive, supportive approach from a knowledgeable office who was able to draw on a wide bank of experiences.*  
**Gail Atkin Headteacher Wickersley St Alban C of E (A) Primary School**
- *Sue has supported Safe Havens greatly in expanding from Wath Comprehensive School to an additional seven Rotherham secondary schools and always speaks highly of our work wherever she goes in order to raise the profile of Safe Havens. Sue has provided us with many relevant contacts including National Strategies and the Anti-Bullying Alliance and supported all of our participating schools in first establishing Safe Havens. Furthermore, Sue has helped Safe Havens on numerous occasions in organising very successful, thought-provoking conferences, which have had a great impact on delegates. We will also be working with Sue in order to develop a training programme for Safe Havens in order to improve the quality of service unconditionally across the Borough. The working relationship between Safe Havens and Sue has been both stupendous and essential, and I look forward to it continuing.”*  
**George Foster (Save Havens Project, Wath)**
- *“In my role as the Anti-Bullying Alliance's Regional Adviser for Yorkshire and Humber (funded by DCSF) I have worked with and hopefully supported all the fifteen local authorities in the region. With recent changes made in my role by the DSCF I have now to focus on working with "target" local authorities and because of the success of the approach taken by Rotherham LA I will no longer be able to make any significant contribution to its anti-bullying work. At this point in time I want to recognise the achievement of the local authority in its approach to challenging bullying.*

*Over the four year's in this role I have seen Rotherham develop as a model for other local authorities. It was one of the first to address the issue of bullying and to develop an anti-bullying strategy and action plan, and to develop this in partnership with its schools and a wide range of agencies both statutory and voluntary. I well remember attending and addressing*

*some of the earliest meetings and the enthusiasm and commitment of those involved. It has consulted with and involved its children and young people. It was one of the first to have a dedicated Anti-Bullying Officer, and the benefits of the appointment are clear.*

*In the last couple of years with the development of "Praise Pod" and its "Anti-Bullying Accreditation Scheme" Rotherham has received national recognition for its anti-bullying work. I very much hope to be able to attend the awarding of the first gold standard to a school later this month.*

*Rotherham has been well-served by the leadership offered by Cath Ratcliffe and the commitment and dedication of Susan Horton.*

*I hope to be able to continue to provide advice to the local authority and I do hope that the local authority will continue to attend and contribute to the regional network meetings and events. I also hope that I will be able to use Rotherham's anti-bullying work in case studies and to point other local authorities in the direction of Rotherham".*

**John Stead -ABA Regional Adviser**

#### **Future Developments:**

- To encourage all schools to commit to the Rotherham Anti Bullying Standard
- To encourage schools to maintain their commitment to the Anti Bullying standard when they reach gold status
- To encourage schools to access the anti bullying training available from the Anti Bullying Development Officer and Rotherham MIND.
- Anti Bullying Development Officer and MIND to maintain and to continue to develop training opportunities for Schools, Young People and Parents
- Anti Bullying workshop for the Rotherham Parents Forum
- To continue to encourage schools to record and report bullying incidents, currently many of Rotherham schools use SIM's
- To ensure that the Anti Bullying Strategy acknowledges that bullying can occur anywhere and encompasses settings other than schools.
- To update the Rotherham Anti Bullying Model Policy

#### **8 Finance**

In spite of the reduction in funding, there is a commitment to ensure that this post continues into 2011/12.

#### **9 Risks and Uncertainties**

It is still very difficult to quantify and evidence our work to reduce bullying and racist incidents in schools; currently as an authority we have a system for recording racial incidents but we don't have a system for recording bullying. This therefore makes it very difficult to establish baseline information and thus setting targets is unrealistic. We need to therefore improve systems and look at developing SIM's as a way of collecting data.

**10 Policy and Performance Agenda Implications**

Children and Young people need to be safe both in their community and in school so that they are able to concentrate on their learning and achieve their full potential.

Tackling bullying will also help our children and young people to have equality of opportunity and freedom from prejudice and discrimination.

**11 Background Papers and Consultation**

Anti Bullying Strategy update report submitted to Children and Young People's Services Scrutiny Panel, 12<sup>th</sup> January 2009

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Appendix 1

Recommendation	Commentary on progress
<p>1) The Anti-Bullying Strategy is fully supported and implemented across Children and Young People’s Service</p>	<p>The Anti Bullying Steering Group has taken this as an endorsement by the Scrutiny Board and it is now being implemented through the Joint Leadership Team into Children &amp; Young People’s Service teams. Members of the Anti Bullying Steering Group will similarly disseminate through their partnership organisations.</p> <p><b>Completed</b></p> <p><b>The Anti Bullying Strategy is currently being updated and will include an action plan – (see appendix 4 – Draft document, Revised Anti Bullying Strategy).</b></p>
<p>2) Support is given to the ‘Anti Bullying Standard’</p>	<p>We have looked at similar awards in other Local Authorities. A Rotherham version has been drafted. It is a Gold, Silver and Bronze award. The standard seeks to recognise and encourage progress towards the Gold standard. The Gold is achieved where the school has an Anti Bullying policy that actively addresses bullying and includes a reporting data base to monitor bullying incidents.</p> <p><b>Following discussions with the Healthy Schools team we have now linked the Anti Bullying Standard to the Healthy Schools award. The Anti Bullying Standard is being launched as part of Anti Bullying Week.</b></p> <p><b>25 Schools now signed up to the Standard.</b></p> <p><b>4 of the 25 Schools have now been through accreditation, 4 of the schools are working towards a gold award.</b></p>
<p>3) The effectiveness of the strategy is monitored by Child &amp; Young Peoples Services Scrutiny Panel.</p>	<p><b>Anti Bullying Development Co-ordinator provides audit of Stage 2 casework to Anti Bullying Steering Group.</b></p> <p><b>Work closely with other services to implement strategies. For example:- Social &amp; Emotional Aspects of Learning – now the basis for improving behaviour in schools , MIND/Behaviour Education Support Team – supporting mental health in schools, and Praise Pod – celebrating positive behaviour in school and home.</b></p>

	<p><b>Praise Pod now working in all primaries in the Rawmarsh Cluster</b>  <b>Praise Pod being piloted in Oakwood Technology College.</b>  <b>Schools participating in Praise Pod are as follows:</b></p> <p><i>Redscope Primary</i>  <i>Ashwood Primary</i>  <i>Rosehill Primary</i>  <i>St. Joseph's Primary</i>  <i>Sandhill Primary</i>  <i>Dinnington Community Primary</i>  <i>Thorogate Primary</i>  <i>Treeton C of E Primary</i>  <i>Oakwood Technical College</i></p> <p><b>Trained and preparing to go live in 2009:</b></p> <p><i>Herringthorpe Juniors</i></p> <p><b>Schools expressing a strong interest for 2009:</b></p> <p><i>Clifton Comprehensive</i>  <i>St Thomas, Kilnhurst</i>  <i>Wales Primary</i>  <i>West Melton</i>  <i>Thurcroft</i>  <i>Swinton Brookfield</i>  <i>Dinnington Comprehensive</i></p>
<p><b>4)</b> That School Councils and other student bodies are fully involved in the development and monitoring of school policies and 'whole school approaches' to tackling bullying.</p>	<p>We have included this in the Anti Bulling Standard. Additionally the Anti Bullying Strategy Group are sharing good practice. For example, the Maltby based Behaviour Education Support Team has shared its Anti Bullying practice with Dinnington. It is on the work plan to jointly work with MIND on training for school councils.</p> <p><b>Anti Bullying Development Officer working closely with Rotherham Youth Cabinet to advise on how school councils can best inform school management and Governing Body. Also links in to the Anti Bullying Standard/requirement for School Council reporting to Governing Bodies.</b></p>

	<p><b>Anti Bullying Officer working closely with Clifton, Wingfield, Thrybergh and Maltby Secondary Schools – currently looking at developing their anti bullying policy with emphasis on student voice.</b></p> <p><b>Standard beginning to address this in schools that are working towards the award. Anti bullying Governors will be encouraged to link in with School Councils. A toolkit for Anti Bullying Governors currently being developed and in the interim Anti Bullying Governors can refer to terms of reference for anti bullying governors.</b></p>
<p><b>5)</b> That a single definition of bullying is developed and communicated in Rotherham MBC policies and guidance</p>	<p>Completed. We also emphasise this on the Sentinel training. Once we are able to pull off reports from the database we will carryout an audit in order to measure consistency of reporting. This will influence future training developments.</p> <p><b>Completed</b></p>
<p><b>6)</b> That schools governing bodies are encourage to nominate a ‘designated governor’ for bullying</p>	<p>Still at the planning stage; the remit is often embedded in the Discipline arrangements in schools and is currently held as a collective responsibility by some Governing Bodies. The Anti Bullying Steering Group recognise that the issue of a designated governor may be easier to achieve on larger Governing Bodies, but may need to be seen as part of related duties on smaller Governing Bodies. Opportunities are being arranged to promote the Designated Governor through Chairs and Vice Chairs meetings.</p> <p><b>Linked in to the Anti Bullying Standard. Information to be cascaded to Governing Bodies through the next Governors Newsletter. It will also be an agenda item on the next Chair and Vice-Chair Forum in November. Head Teachers will also be informed.</b></p> <p><b>Letter has been sent out to all Chairs of Governing Bodies encouraging a nomination for a designated governing. Governing Bodies representative will be asked to ensure Policies/Guidance and relevant initiatives are implemented.</b></p> <p><b>48 Schools have now nominated an Anti Bullying Governor.</b></p> <p><b>Toolkit being developed for Anti Bullying Governors – Terms of Reference has been issued in the interim.</b></p>
<p><b>7)</b> School councils should be encouraged to report annually to governing bodies on the</p>	<p>Linked as above and to the Standard.</p>

<p>effectiveness of their school policy.</p>	<p><b>Linked to the Standard – also linked to the nomination of a designated Governor for Anti Bullying</b></p> <p><b>Standard now beginning to address this through the schools that have signed up.</b></p> <p><b>Toolkit for Anti Bullying Governors will strengthen this process.</b></p>
<p><b>8)</b> That consideration be given to the funding of the Sentinel System beyond the initial development stage to ensure that its implementation and maintenance is supported.</p>	<p>There were originally 20 schools engaged in the development of the Sentinel system. This has now increased to 43 schools. Funding is secure for the next financial year; however as in the case with all Rotherham MBC priorities further funding will be subject to future bidding processes.</p> <p><b>Evaluation of Sentinel with 43 pilot schools carried out in Summer 2007. Very disappointing return – schools finding system difficult to use. Need to review how we collect information on bullying in the future. Current work looking at a SIMs compatible system.</b></p> <p><b>The interest in Sentinel has increased particularly from schools who are working towards the Standard.</b></p> <p><b>Although the interest in Sentinel initially increased the system was only used by 2 schools. Because of such a disappointing return further funding for Sentinel could not be justified. Future plans are now to look at using SIMs as an alternative and a meeting is to be arranged with Capita. National picture likely to affect future decisions regarding recording and monitoring of incidents as the Government have announced plans to make the recording analysis of Anti Bullying incidents a mandatory requirement. It is important to note that should this become a mandatory requirement then there may be future cost implications.</b></p>
<p><b>9)</b> That a survey of Children &amp; Young People’s perceptions and attitudes towards bullying be conducted on an annual basis.</p>	<p>Bullying Survey document has been prepared by Anti Bullying Strategy Steering Group. This to be used to develop more detailed information than currently collected by other surveys</p> <p><b>The Lifestyle Survey questions on bullying to be brought into line with the national Tell Us 2 survey. This will provide Rotherham with an opportunity to baseline against a national baseline.</b></p> <p><b>The Lifestyle Survey question around bullying has been brought into line with the</b></p>

	<p><b>national Tellus3 survey as this now asks if pupils have been bullied in the last 4 weeks and a comparable question is asked in the Tellus3 survey.</b></p> <p><b>The Tellus3 survey covers the following year groups Year 6, Year 8 and Year 10 and enables comparisons to be made with national data. Rotherham’s Lifestyle survey covers Year 5, Year 7 and Year 10 pupils; and is a local survey and has a bigger sample. The number of pupils who completed the Rotherham secondary survey is over 2,000 pupils and over 500 completed the primary survey. Over 1,000 Rotherham pupils completed the Tellus3 survey.</b></p>
<p><b>10)</b> Based on the findings of the pilot evaluation, that consideration is given to encouraging all schools to utilise the missDorothy.com resources, distributed to all schools in S Yorkshire as part of a coordinated approach to addressing bullying.</p>	<p>South Yorkshire Police and Fire Service have been working regionally with missDorothy.com and a further presentation to Rotherham schools was made in March.</p> <p><b>Anti Bullying Development Officer asking School Councils to feedback regarding if their schools are using Miss Dorothy.com. Early indications from pilot schools not showing the impact expected.</b></p> <ul style="list-style-type: none"> <li>• <b>68 Rotherham Schools have attended training.</b></li> <li>• <b>No clarity about how many schools are actually using the materials.</b></li> <li>• <b>PCSO’s have been told to contact the school in their patch regarding Miss Dorothy.</b></li> </ul> <p><b>Plans to send out an audit document to all schools will give a better picture of how many schools are currently using Miss Dorothy.com resources</b></p>
<p><b>11)</b> That a coordinated approach is given to the purchasing of resources on an authority wide basis to ensure that they complement current initiatives, such as SEAL</p>	<p>The Anti Bullying Steering Group recognises that there are a number of approaches and subsequently materials promoting Anti Bullying strategies. A sub group of the ABSG focuses on the promotion of curriculum materials. The Anti Bullying Steering Group will promote those materials most closely supporting the definition and the strategy to ensure consistency of materials. It is proposed to circulate information on these materials through the school mail system.</p> <p><b>Anti Bullying Strategy Group has identified key approaches that partners have identified as effective e.g. restorative justice where victims are supported by the perpetrators. Materials supporting this approach circulated to partners with recommendations for use.</b></p>

	<b>Ongoing</b>
<b>12)</b> That the learning from the BEST project and partnership with Rotherham Mind is rolled out across the Borough and consideration is given to how this partnership can be supported beyond 2008 when the funding of Behaviour Improvement Project ceases	<p>Best practice is being shared across the Behaviour Education Support Team partnership schools as well as in those schools outside of the partnership area e.g. Dinnington (see 4).</p> <p><b>BEST currently funded until April 2009.</b></p>
<b>13)</b> That clear pathways for addressing bullying are developed, understood and communicated to children, parents, teachers and other relevant agencies across the Borough	<p>A pathway has been identified and piloted in the Maltby and Dinnington areas through the Behaviour Education Support Team. This identifies sources of counselling support where necessary for victims of bullying.</p> <p><b>The Pathway Project is on target for dissemination into all schools during Spring Term 2008</b></p> <p><b>Maltby are now working in partnership with Clifton Comprehensive with a view to Clifton setting up a pathway for anti bullying.</b></p> <p><b>Clifton now have a pathway working in school.</b></p> <p><b>The Pathway Project is now completed in Maltby and the model is ready for other schools to use. Anti Bullying Development Officer to meet with Maltby Best to discuss the best way forward for dissemination to schools.</b></p>
<b>15)</b> That links are made with neighbourhood champions (where appropriate) to ensure that a co-ordinated approach is taken to bullying both inside and outside schools	<p>Future work planning will continue to support this recommendation through the core work of the Anti Bullying Development Officer. Members of the Joint Leadership Team attending the Safer Rotherham Partnership do champion the Anti Bullying Strategy. Protocols currently exist that propose that such incidents are dealt with through the school's discipline policy.</p> <p><b>Anti Bullying Development Officer linking with Neighbourhood Champions across Rotherham. The Neighbourhood Champions now able to report incidents in communities as part of auditing process.</b></p> <p><b>Anti Bullying Officer has worked with individual Neighbourhood Champions but is still trying to make links with Neighbourhood Champion Managers.</b></p>

	<p><b>Safer Schools Partnership Steering group has been formed incorporating PYPO's, Healthy Schools, Anti Bullying Development Officer, Healthy Schools and representatives from secondary schools.</b></p>
<p><b>16)</b> That links are made with youth organisations such as the scouts and guides to ensure that a co-ordinated approach is taken to addressing bullying</p>	<p>This constitutes core work for the Anti Bullying Development Officer. Invitation has been sought to scout and guide leaders meetings.</p> <p><b>Anti Bullying Development Officer meets with Scout and Guide Leaders. Anti Bullying Development Officer visiting individual Scouts/Guides Groups across the Borough to promote the Anti-bullying Strategy.</b></p> <p><b>Meetings to be set up.</b></p> <p><b>ABO has had meetings with Guide Leaders with plans to offer Anti Bullying information sessions to Leaders</b></p> <p><b>Youth Organisations have their own anti bullying policies in place and include anti bullying is covered in their handbooks for young people.</b></p>
<p><b>17)</b> That consideration is given to extending the role of the Council's Health, Safety and Welfare Panel to incorporate the monitoring of bullying incidents in schools where there are widespread concerns or significant issues.</p>	<p>Discussion has taken place with Health and Safety colleagues in Children &amp; Young Peoples Service. Currently physical injuries are recorded, but not necessarily sourced as due to bullying. The key source of bullying incidents will in due course be through Sentinel, whereby trends and incidence will provide opportunities for further targeting of resources to areas of concern.</p> <p><b>Difficulties with Sentinel identified above. Main monitoring of coming through Stage 2 Complaints to CYPS. Reliance on schools to report specific types of bullying through other reporting systems e.g. Racial harassment reporting.</b></p> <p><b>Anti Bullying to attend the CYPS Health and Safety group meeting.</b></p> <p><b>Anti Bullying Officer has attended CYPS Health &amp; Safety group meetings and will be invited to future meetings to form a collaboration with group members.</b></p> <p><b>Anti Bullying Development Officer to attend the next CYPS Health and Safety group meeting to discuss future developments for the recording of bullying incidents in schools</b></p>

## Other developments

- The Anti Bullying Development Officer has been involved in supporting 20 schools in reviewing their Anti Bullying policy. This has enabled advice to be provided against our model policy bench mark. A further 12 schools have utilised the Healthy Schools policy day to review their Anti Bullying Policy.
- Very positive partnership has developed with Rotherham United. They are represented on the Anti Bullying Steering Group. An anti-bullying initiative was held recently on a match day promoting the Anti Bullying Strategy. They have given considerable publicity to our partnership in their community newsletter.
- South Yorkshire Members of Parliament have been brokering future regional partnerships with national charities involved in anti-bullying around the development of resources.
- **Anti Bullying Week programme of events circulated involving schools, services and partners. . Communications Team have provided press statements to ensure high profile in national and local media.**
- **The Anti Bullying Development Officer is currently working with Thrybergh Comprehensive on a 4 week anti bullying project. The project is a pilot being run with year 8 pupils with a view to expanding the project from September to include whole school. The project will start with an anti bullying assembly followed by work in form time and 4 weeks of PSHE. At the end of the project the year 8's will hold a performance for parents to include role play, poems and posters. If this has a positive impact it could then be used as a model of good practice for other schools.**
- **Clifton Comprehensive have now appointed an Anti Bullying Officer who will be dedicated to Anti Bullying duties.**
- **Both Rawmarsh Community School and Dinnington Comprehensive are both working with CRESST (Conflict Resolution Education in Sheffield Schools Training), CRESST offer training in Peer Mediation techniques and Restorative Practice.**
- **Wingfield School and Clifton School both held events during Anti Bullying week and worked with their feeder school and partnership schools to bring together a sharing of good practice.**
- **Winterhill School and Wickersley School are both engaging in a peer mentoring**



**training programme.**

- **Anti Bullying Model Guidance currently being updated.**
- **Audit of anti bullying good practice in schools to be completed by June 2009 in order to set up a good practice database.**

<b>ROTHERHAM BOROUGH COUNCIL – REPORT</b>
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<b>1.</b>	<b>Meeting:</b>	<b>Children and Young People's Scrutiny Panel</b>
<b>2.</b>	<b>Date:</b>	<b>Tuesday 26 April 2011</b>
<b>3.</b>	<b>Title:</b>	<b>Education Bill Update - presentation</b>
<b>4.</b>	<b>Directorate:</b>	<b>Chief Executive's All wards</b>

**5. Summary**

This is an opportunity for the Scrutiny Panel to consider the implications of the Education Bill for schools and Rotherham children and young people. Dorothy Smith, Senior Director for Schools and Lifelong Learning will give a presentation outlining the challenges and the response of schools and the Local Authority.

There are three papers supporting this item:

1. A summary of "The Importance of Teaching. The Schools White Paper 2010"
2. Sustaining School Improvement in Rotherham from April 2011
3. **School Improvement Partnership Model, April 2011**
4. Draft Memorandum of Understanding between RMBC and Schools.

**6. Recommendations****That Children and Young People's Scrutiny Panel**

- a. **Receives the presentation and comments on the proposals outlined in the supporting papers;**
- b. **Monitors the implementation of arrangements to ensure they deliver improved outcomes for children and young people in Rotherham.**

**7. Proposals and Details**

The presentation and reports supporting this agenda item detail the Coalition's plans set out in the White Paper and the subsequent Education Bill to devolve more responsibilities to schools, focus on teaching and learning and close the attainment gap between the most and least deprived children and young people. The "Sustaining School Improvement in Rotherham from April 2011" and "Memorandum of Understanding" demonstrate how schools, in partnership with the Council, intend to respond to the challenges.

Members' comments are sought on the developments.

**8. Finance**

See report: Sustaining School Improvement in Rotherham from April 2011.

**9. Risks and uncertainties**

As above

**10. Policy and performance agenda implications**

As above

**11. Background Papers and Consultation**

Sustaining School Improvement in Rotherham from April 2011: Cabinet, 6 April 2011

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## **The Importance of Teaching The Schools White Paper 2010 – Summary**

The White Paper sets out plans to make our school system successful in an international context. There are three reoccurring themes in the document: to devolve more responsibility to schools, focus on teaching and learning and close the attainment gap between the most and least deprived children and young people.

The plans to improve the school system are structured under seven headings:

- Teaching and leadership
- Behaviour
- Curriculum, assessment and qualifications
- New schools system
- Accountability
- School Improvement, and
- School Funding.

### **Teaching and Leadership**

Improving the quality of teaching is a strong focus of the overall approach to education. Much is made of the changes to initial teacher training. There is also a proposal to develop a national network of Teaching Schools, using the model of Teaching Hospitals, although these plans are less well developed.

**In summary, the planned measures are to:**

- Stop funding initial teacher training for graduates who do not have at least a 2:2 degree from September 2012.
- Expand Teach First, from 560 new teachers to 1,140 each year, covering the whole of the country for both the primary and secondary phase. Other incentives to encourage the best graduates to teach might include paying off student loans for graduates in shortage subjects and offering scholarships through university.
- Offer financial incentives to attract more of the best graduates in shortage subjects (Maths, Physics and Chemistry) into teaching.
- Develop programmes to enable career changers to become teachers, including Teach Next (to be developed by Teach First), a new employment-based route to attract high-fliers from other professions. Teach Next will begin recruiting in 2011. Other programmes will encourage Armed Forces leavers to become teachers.
- Reform initial teacher training to increase the proportion of time trainees spend in the classroom, with particular focus on teaching maths and English and managing behaviour. The operation of the 'basic skills' tests of literacy and numeracy will also be reviewed; teachers are required to pass these tests before they can practice.
- Develop a national network of Teaching Schools (using the model of teaching hospitals). ***“These will be outstanding schools, which will take a leading responsibility for providing and quality assuring initial teacher training in their area. We will also fund them to offer professional development for teachers and leaders.”*** The government will encourage schools to share and

develop good practice by increasing the numbers of National and Local Leaders of Education.

- Develop continued professional development for all teachers including lifting the limit on the amount of time a teacher can be observed and introducing competitive scholarships to allow teachers to develop their subject knowledge.
- Abolish the General Teaching Council for England and put in place new arrangements to regulate the teaching profession. The National College will become an executive agency with an expanded role, covering governor and children's centre leadership programmes as well as enabling schools to offer their own 'middle leader' development programmes.
- Give schools more freedom to reward good performance and make it easier for them to tackle poor performance by extending pay flexibilities and simplifying performance management and capability procedures.
- Reduce bureaucracy for schools, removing the duty to cooperate with Children's Trusts, removing prescription on school governing bodies, removing the expectation that schools will complete a centrally-designed self-evaluation form and ending centralised target setting.
- ***"Recognise that schools have always had good pastoral systems and understand well the connections between pupils' physical and mental health, their safety, and their educational achievement and that they are all well placed to make sure additional support is offered to those who need it."***

### Behaviour

The document emphasises the affect that poor pupil behaviour has on teaching and learning, particularly teacher morale. To tackle this it is intended that the authority of teachers will be strengthened. This additional freedom will be balanced (somewhat) by additional responsibilities, particularly for excluded pupils.

#### The planned measures are to:

- Give teachers the power to search pupils, issue same day detentions (there is currently a requirement to provide 24 hours notice) and use reasonable force where necessary (additional guidance will be published).
- Increase head teachers' authority to take action to improve behaviour in school, and on the journey to and from school, especially when this is related to bullying.
- Change the exclusions system, so that head teachers have more power in the appeals process but also have additional responsibilities to commission educational provision for excluded pupils (whose attainment will continue to be included in the overall school performance). This approach will be piloted, giving schools the power, money and responsibility to secure (commission) alternative provision for excluded pupils.
- Improve the quality of alternative provision, and encourage new providers to set up alternative provision and Free Schools. PRUs will be able to become Academies. From September 2011 all local authorities are required to provide

**full-time** education for all children and young people in alternative provision (including children who are ill and teenage mothers).

***“Alternative provision Free Schools in particular will be a route for new voluntary and private sector organisations to offer high-quality education for disruptive and excluded children and others without a mainstream school place. Local authorities will be expected to choose the best provision and replace any that is unsatisfactory. We will, if necessary, use the Secretary of State’s powers to close inadequate PRUs and specify what sort of provision will replace it. In doing so, we will use competitions to open the way for high quality new providers to enter the market.”***

- Change the response to allegations against teachers, for example, suspension will no longer be a requirement.
- Include “behaviour and safety” (especially bullying) as one of four key areas of inspection. Inspection will consider whether pupils are and feel safe in school. If parents have concerns about behaviour, and feel that the school hasn’t dealt with them properly they can ask Ofsted to carry out an inspection.

### **Curriculum, assessment and qualifications**

The broad intention is to focus the requirement on core required knowledge in key subjects, but allow schools more flexibility in terms of how to deliver this core requirement, and what to supplement it with. The assessment and qualification system will change to reflect this focus on a core requirement.

#### **The planned measures are to:**

- Reform the National Curriculum, ***“We want the National Curriculum to be a benchmark not a straitjacket, a body of knowledge against which achievement can be measured. We envisage schools and teachers taking greater control over what is taught in schools innovating in how they teach and developing new approaches to learning.”***
- Ensure there is support for schools to teach systematic synthetic phonics.
- Review the assessment system to include a basic reading test at age 6, and assess progress and achievement at the end of primary school (key stage 2) and the end of secondary school (key stage 4).
- Introduce the English Baccalaureate will be awarded to any student who gets a GCSE at grade A\*-C in English, maths, the sciences, a modern or ancient foreign language and a humanity such as history or geography. School performance tables will recognise those schools that successfully deliver this range of achievement to students. Performance tables will also recognise schools that successfully deliver physics, chemistry and biology as separate subjects.
- Follow the recommendations of the Wolf Review regarding vocational qualifications; support young people to continue in education or training to age 18 but remove the statutory nature of this requirement.
- Encourage schools to enter their students for internationally recognised qualifications so that education can be benchmarked in an international context, and legislate to ensure that Ofqual’s remit will include “securing international comparability of qualifications”.

- Reform A-levels and GCSEs to make them less modular, limit the number of A-level modules that can be re-sat, and reintroduce spelling and grammar assessments at GCSE.

### **New schools system**

The vision is for schools to have greater autonomy. The paper refers to a future in which the education landscape is populated by Academies and Free Schools and where few schools are local authority maintained.

#### **The planned measures are to:**

- ***“Dramatically extend the Academies programme”***, offering the opportunity to all schools. Schools rated outstanding or good with outstanding features by Ofsted are automatically eligible to become an Academy. All other schools – primary and secondary – are also eligible if they commit to working in partnership with a high performing school, or another sponsor. Failing schools will be asked to convert to Academies, and local authorities will have a responsibility to support this process, including finding a suitable sponsor. In January 2011 the government will invite special schools to apply to become Academies as well. It is envisaged that “Academy chains” will form that are mutually supportive and efficient. Academies will have the freedoms they were originally granted.
- Support teachers and parents to set up new Free Schools to meet parental demand, especially in areas of deprivation. Free Schools will be supported by the New Schools Network. Applications to open a Free School will be considered against criterion including educational standards, due diligence and whether the ideology of the proposer is of concern. It is envisaged that universities, colleges and businesses will set up Free Schools called University Technology Colleges (UTCs) and Studio Schools.
- Give the local authority a reduced role that will include coordinating fair admissions, managing the supply of school places and offering school improvement strategies to support local schools on a more commercial basis.

### **Accountability**

The intention is to make schools accountable, not just to the government but to the public, especially parents. To this end, additional information will be put in the public domain, including financial information as well as attainment data.

#### **The planned measures are to:**

- Change the information that is put in the public domain about each school so that it includes financial information, for example, the amount of money that is allocated to each pupil, and performance data that shows the progress that each pupil is making, especially the most deprived. To demonstrate this, a new measure will be introduced that replaces the “contextual value added” data, as well as a new measure to show how a young person does when they leave school. Success in delivering the English Baccalaureate will be highlighted in the performance data.
- Schools will also be required to publish admissions information and oversubscription criterion, the school’s curriculum, the school’s phonics and reading schemes, arrangements for setting pupils, the behaviour policy and home

school agreement, the special needs policy, information about how the school uses the Pupil Premium, and clear signposting for parents who would like more detailed information on any policies and strategies.

- Reform Ofsted inspection. A new framework will come into effect in Autumn 2011 following consultation. The proposed framework will focus on four things, pupil achievement, the quality of teaching, leadership and management and the behaviour and safety of pupils. Ofsted will also be asked to change its timetable for inspection. ***“Subject to legislation, we will exempt primary schools secondary schools and sixth form colleges which have been judged to be outstanding from routine inspection from Autumn 2011 and re-inspect only if there is evidence of decline or widening attainment gaps. We plan to extend the same principle to outstanding special schools and PRUs.”*** However, inadequate schools will be inspected termly. Satisfactory schools will also be inspected regularly if they are deemed to be “stuck”. Schools will be able to request an inspection if they feel they have improved since the last judgement.
- Change the ‘floor standard’ for primary and secondary schools. For secondary schools, a school will be below the floor if fewer than 35 per cent of pupils achieve below 5 A\*-C grade GCSEs including English and maths, and fewer pupils make good progress between key stage two and key stage four than the national average. For primary schools a school will be below the floor target if fewer than 60 per cent achieve level 4 in English and maths and fewer pupils than average make the expected levels of progress between key stage one and key stage two. ***“We will make sure that there is an appropriately differentiated approach to supporting schools below the floor to improve.”***
- Change the requirements for governance with the intention of making it clearer, more focused and more flexible. From early 2012 all schools will be able to adopt the model of a smaller governing body with appropriate skills and including at least two parent governors.

### School improvement

The vision is that the school system should be self-supporting and self-improving. It is proposed that that there will be less direction from the centre, local authorities will be able to choose the support they offer and schools will be offered incentives to support each other to improve.

#### The planned measures are to:

- Give the responsibility for improvement to governors, head teachers and teachers and end the requirement for every school to have a local authority school improvement partner (SIP). ***“We will expect schools to set their own improvement priorities. As long as schools provide a good education, we will not mandate specific approaches. Schools will determine what targets to set for themselves, choose what forms of external support they want and determine how to evaluate themselves.”***
- Develop ways to help schools support each other to improve, by increasing the number of head teachers who are National and Local Leaders of Education, developing Teaching Schools and publishing “families of schools” data so that schools can identify another school in their region that they could work with to improve.



- Provide additional support for all schools to access best practice and improvement services, and for schools below the floor target to improve.
- Local authorities will be free to provide whatever forms of improvement support they choose. The balance of how much support will be provided by the local authority, and how much will be provided directly between schools is not specified; there may be the opportunity for this to evolve differently depending on local conditions. There are some additional details that hint at the balance of school improvement delivery between central government, the local authority, other schools and other providers including the private and voluntary sector:
  - ***“As the National Strategies and other field forces come to an end, we will support a new market of school improvement services with a much wider range of providers and services available for schools to choose from. We will work with a growing number of providers to make it easier for head teachers and teachers to find out about improvement services on offer as well as making high quality research, good practice and free resources easily available.”***
  - ***“Local authorities will be free to define how they will support school improvement and will no longer be required to set local authority level targets. Local authorities might choose to offer school improvement as a traded service. This could include continuing to provide support and challenge to schools that want it, running improvement conferences, bring people together to tackle local problems and brokering support from excellent schools to support other schools.”***
  - Where schools are failing, ***“We will work directly with the schools and local authorities concerned, to make sure that there is a comprehensive plan for turning problems around. We will work with and fund local authorities to identify an experienced and effective education professional – typically a serving or recent head teacher – to act as lead adviser.”***
- Introduce a new Education Endowment Fund for funding innovative projects to raise the attainment of deprived children in underperforming schools. Local authorities and schools will be able to apply. There will be £110 million in the fund and it will aim ***“to encourage bold and innovative approaches.”***
- Introduce a collaboration incentive, worth £35 million each year, to financially reward schools that effectively support weaker schools and improve their performance.

### **School funding**

The intention is that funding is made ‘more transparent, fairer and progressive’. Increasingly the Department of Education would like to allocate funding directly to schools, and provide the public with information about how schools spend the money they receive. Funding will continue to pass through the local authority only if schools are local authority maintained.

**The planned measures are to:**

- Give each school a 'pupil premium' – additional money for each deprived pupil. ***“This will mean that head teachers have money to spend on offering an excellent education to these children: it will also make it more likely that schools will want to admit less affluent children; and it will make it more attractive to open new Free Schools in the most deprived part of the country.”***
- Consult on a new funding formula (consultation to be published in Spring 2011).
- Publish how much money schools receive and how they spend it.
- Set up a new Education Funding Agency (EFA) to replace the Young People's Learning Agency. This will be responsible for the direct funding of Academies, Free Schools and all 16-19 provision.
- Ensure there is equity in the funding of post-16 education so that school sixth forms will receive the same amount of funding as FE colleges. This will begin in 2011-12 and is planned to be complete by 2015.
- Act on the recommendations of the review of capital spending (due to be published by the end of 2010).

#### **Ongoing and planned reviews**

Wolf Review	Review of vocational education and qualifications
Bew Review	Effectiveness of KS2 testing and assessment
Henley Review	Improving music education
Tickell Review	Early Years Foundation Stage curriculum review
Independent review of education capital	
Ofsted review of alternative provision	
Internal review to improve the quality of PSHE teaching	

#### **Forthcoming publications**

Green paper on special educational needs and disability  
Consultation on school funding (published Spring 2011)

#### **Forthcoming additional guidance**

“We will issue a short, clear, robust guide on teachers' powers to use reasonable force and we will give schools greater discretion to decide on the most appropriate approach to monitoring the exercise of these powers”

“We will issue statutory guidance to extend head teachers' powers to punish school pupils who misbehave on their way to or from school”

“We will rationalise and simplify” guidance on bullying.

<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO CABINET</b>
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1.	<b>Meeting:</b>	<b>Cabinet</b>
2.	<b>Date:</b>	<b>6<sup>th</sup> April, 2011</b>
3.	<b>Title:</b>	<b>Sustaining School Improvement in Rotherham from April 2011</b>
4.	<b>Directorate:</b>	<b>Children and Young People’s Services: School Effectiveness Service</b>

### 5. Summary

The Local Authority is working intensively with Rotherham schools to design and deliver a new ‘school improvement partnership’ with effect from April 2011. At that point, fundamental shifts in government policy on schools and local education provision will combine with stringent financial cuts to Local Authorities to make current practice unsustainable. We will need to establish a new settlement with schools and new approaches to individual and collective school improvement to ensure our children and young people continue to progress as they should. This proposed partnership builds on the considerable successes of Transforming Rotherham Learning (TRL) over the last five years but will require a step-change in system leadership, support structures and resourcing to be effective.

### 6. Recommendations

- **That Cabinet endorse the proposals for a new Rotherham school improvement partnership.**
- **That Cabinet request a further report on the new proposed governance structures.**
- **That Cabinet seek to enter into a minimum of a two-year agreement with the Partnership, ensuring a period of relative stability with the new governance arrangements.**

## 7. **Proposals and Details**

The coalition government has published a White Paper, 'The Importance of Teaching', (December 2010), which promises an unprecedented change in national education policy and provision at local level across Local Authorities and schools. Many of the cornerstones of previous government policy over twenty years are rapidly being dismantled and the funding streams which supported them significantly reduced or terminated. Particularly significant is the disappearance of the National Strategies apparatus and the extensive loss of employment in the workforce dependent on it. Other considerable national programmes have been cancelled and funding to support Local Authority school improvement teams severely reduced. The previously dominant model, therefore, of Local Authority support to local schools through a central workforce is no longer sustainable, even if it were to be desirable.

In its place, government anticipates a free market of school improvement support, determined and funded by schools themselves to meet their specific needs, and provided by strong schools (Academies, Outstanding schools, Academy chains), locally and nationally accredited lead Headteachers (National Leaders of Education: NLE – Local Leaders: LLE) and commercial organisations. Local Authorities may well retain responsibility for their most vulnerable schools (Ofsted categories, below or close to KS2/ GCSE floor targets) and may choose to operate in the commercial market but their near monopoly on the supply of 'school improvement' will be broken and their influence on local schools potentially much weakened unless they adapt - and adapt quickly.

Government is actively dismantling familiar systems and deliberately challenging established cultures and expectations. Its aspiration is that every school becomes an Academy and it will use Free Schools and Training Schools to disturb and redraw local landscapes. Funding mechanisms which bypass Councils will increase the financial power of schools in a competitive school improvement market and further reduce the capacity and influence of Local Authorities. Schools choosing to become Academies take significant sums out of the collective Local Authority budget, threatening local government employment and the capacity of the Local Authority to sustain strategic activity, notably in areas of high vulnerability, such as Special Educational Needs. However, the Local Authority is in no position to obstruct schools seeking Academy or Trust status and should not try to: the real issue is the behaviour of schools and the quality of their contribution not their titles.

Extensive discussions with Headteachers and Chairs/Vice Chairs of Governors since summer 2010 have confirmed that educational leaders in Rotherham want to work collectively for a different future where schools enjoy the 'freedoms' offered by the coalition government but within a sustained collaborative approach informed by the TRL core values and collective mission. For example, the 3 secondary Academies have all reaffirmed their commitment to TRL and continue to behave as genuine partners in that endeavour. Schools overwhelmingly wish to exercise their new powers responsibly on behalf of all learners, not 'go it alone' or 'opt out' of the Rotherham professional community. There are exciting opportunities here to sustain the gains of the last five years in Rotherham and ensure the goals of TRL remain achievable despite the shifts in national policy.

What this requires is a fundamentally new settlement and relationship between schools and the Local Authority which recognises the changes required by national government but integrates them into the local professional culture which is markedly different from that in most other Local Authorities. Such a settlement will be based on partnerships in Learning Communities 0-19, which are Headteacher led and supported by a smaller but still valued Local Authority. School improvement energy, expertise and resources will increasingly be provided by lead schools and Headteachers rather than a central School Effectiveness Service team. Headteachers and other leaders, working through representative structures, will take responsibility for commissioning school support, financing it and evaluating its impact.

The governance of this activity is critical because it must model the relationships, leadership and accountability which underpin it. A 'Transforming Rotherham Learning Partnership Executive' would combine the functions of the current TRL Executive (which authorises the Partnership Plan and commissions work in Leadership, Inclusion and Learning) with new responsibilities appropriate to the changed environment. This body would be closely connected, through Headteacher representation to both the Schools' Forum (which contracts use of the Dedicated Schools Grant within the Local Authority) and the new School Improvement Partnership. Policy and financial governance would, therefore, be invested in a single body made up primarily of school leaders, using the Schools Forum constitution as a legal core. There is the potential to develop such an organisation into a formal Trust, if desired/needed, but it would begin in the voluntary contracting of schools and the LA around the core TRL values, the deployment of the central workforce and school change-makers to improve Standards and the investment of the funding made available to the Partnership from the DSG, school budgets and government grants (notably the new 'Endowment Fund').

Two Working Parties, Primary/Special and Special/Secondary have met several times with the support of Consultant Headteachers. The groups will come together to produce a joint proposal that will go to all Heads and Governors and to the CYPs Strategic Director and Cabinet. The proposal will be underpinned by the TRL principles and a clear Mission Statement:

Any emerging partnership must be more effective and successful in promoting the outcomes of all children and young people and will need to address underperformance, particularly in KS2, and the variable standards in the secondary phase. The Local Authority is determined to improve its practice to support Heads and Governors in our joint commitment to accelerate progress. In summary, the partnership will be tested against its ability to accelerate progress at a series of levels:

- all students making at least good progress
- no underperforming cohorts
- all teachers delivering at least good learning and
- all schools moving to at least the next level of successful performance

The Partnership would place a Teaching School structure at the heart of the school improvement strategy. Discussions have already begun across primary, special and the secondary school, Wickersley, that meet the exacting criteria for Teaching

School status with the ambition of submitting a cross-phase partnership bid in April 2011. The Partnership could adopt the principles of a Social Enterprise organisation without the bureaucracy of more formal entities. Representation would be based on Learning Communities and embrace other partners crucial to the shared endeavour e.g. 14-19, P&V Providers 0-3. There would be the potential to market services beyond Rotherham's borders: examples of this already exist and the monies generated would increase the collective resource to promote local capacity and sustainability.

In summary, then, the Partnership proposal is designed to:

- i. ensure the sustainability of the TRL mission in the new political and financial context
- ii. recognise school leaders' aspirations to combine individual freedoms with a strong collaborative culture
- iii. mobilise the expertise of strong schools and school leaders on behalf of the whole community, especially the most vulnerable
- iv. secure continued local control over the Rotherham agenda
- v. sustain the relevance of the LA as a partner in provision for children and young people, albeit in a more 'junior' role

Within this new settlement, the role of a smaller but high quality SES will be to:

- i. manage a challenging transition period between the old world of school improvement and the new, retaining Headteachers' confidence in a period of unprecedented disturbance
- ii. support the most vulnerable schools, not least those in Ofsted categories
- iii. champion the progress and wellbeing of the most vulnerable learners across the local system
- iv. build the capacity of the new leaders of school improvement, through targeted professional development and the brokering of networks and collaborations
- v. broker entrepreneurial activity beyond Rotherham in the sub-region and beyond
- vi. ensure the alignment of the new school improvement profile with broader CYPS and RMBC priorities

### 8. **Risks and Uncertainties:**

If the LA and schools fail to establish a new settlement, the risks of damage to local provision are fundamental and urgent. They include

- i. an increase in schools electing to become Academies, including in the Primary and Special phases
- ii. atomisation of the local system where schools choose to 'go it alone', competing for resources and position

- iii. significant reductions in the DSG and, therefore, the capacity to operate collectively, if Academies and Trusts increase
- iv. commercial activity by external providers – private companies and Academy chains – working to their own agendas in Rotherham
- v. a breakdown in relationships – in effect, the end of the local school system serving the local community

**9. Finance**

Funding for LAs and schools remains unclear until both budgets are confirmed later this term. What is already evident is that the Local Authority's capacity to support local school improvement will be significantly reduced by losses from revenue and grant funding and staffing; much of that responsibility will, therefore, pass to schools who, it is promised, will have sufficient resources to purchase support. Schools may be persuaded to contribute to a collective Partnership budget to secure services of the quality and range they require; there are precedents for this within and beyond the SLA model. Heads are currently working with the Local Authority to review the DSG which has earmarked £750,000 funding for Partnership activity. Government is currently out to tender on management of an 'Endowment Fund' (£110m initially) to resource innovative school improvement practice, to which we intend to bid. Creating the collective capital to fund local school-led improvement activity will be vital to the improvement of Standards and in ensuring Rotherham is not to become the playground of Academy chains and commercial predators.

**10. Policy and Performance Agenda Implications**

This is, in essence, a fundamental redefinition of school/Local Authority relationships with significant shifts in power, responsibility and accountability. These will need to be fully explored and secured as the Partnership is built. However, the voluntary nature of the endeavour and its organic development will allow that exploration to occur before commitments on each side become irreversible.

This may well demand an apparent surrender of Local Authority power to collaborative structures but is the only way to secure continued relevance and respect. Headteachers will expect any future financial model to be independent of the LA and be governed within the Partnership system. That is crucial to ensure financial credibility and integrity and to drive the social entrepreneurship necessary for the medium-term. Only that approach will command Heads' confidence and encourage schools to contribute their own resources for the collective good.

**11. Background Papers and Consultation**

The White Paper 'The Importance of Teaching' DfE 2010 'Sustaining a local school improvement resource', 'Developing Support for School Improvement in Rotherham' and 'An example of school-led school improvement activity' - papers presented by SES to Headteachers and CYPS DLT January 2011. Performance Clinic 17<sup>th</sup> February, 2011. Strategic Management Team 21<sup>st</sup> March, 2011.

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**Transforming Rotherham Learning**

# **A School Improvement Partnership Model**

**March 2011**

## **Our Commitment**

- All students making at least good progress
- No underperforming cohorts
- All teachers delivering at least good learning
- All schools moving to at least the next level of successful performance



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**Transforming Rotherham Learning (TRL)  
A School Improvement Partnership Model  
March 2011**

**1. Context**

Whilst much of the detail of the policy contained within the recent White Paper is still just emerging, it would seem clear that there will be:

- An increased emphasis upon school – on – school support in a more commercial 'school improvement' market
- A reduced resource for centrally and LA provided support to schools
- The use of 'new' Academies and outstanding support schools to deliver school improvement support for other partners
- The development of Academy 'chains' to deliver support and help run schools that are deemed to be 'failing' or 'merely satisfactory'
- A reduced role for LAs that will focus on light touch monitoring/challenge, an broad oversight of school improvement and the championing the progress and well being of vulnerable learners
- The continued existence of Ofsted, floor targets and 'categories' and 'schools at risk'.
- Other factors such as Free Schools, University Technical Colleges etc that will de-stabilise the local system

It is clear from discussions with Headteachers and Governors that within this broader context there is still a considerable appetite from leaders across all phases in Rotherham to continue to work in partnership to better deliver improved provision and outcomes for all of Rotherham's children and young people. Further, Headteachers on the Working Parties believe there is a moral and professional imperative to attempt to construct a better local system for all of our educational community.

Two groups of Headteachers, representing all phases met to discuss the above issues and suggest ways in which it might progress. To this end we recommend the proposal set out below.

## **A Rotherham School Improvement Partnership**

### **2. Principles**

All present thought that the TRL principles still hold good:

- We are all responsible for all Rotherham's children and young people.
- All Rotherham learners will achieve; no one will be left behind.
- Learning is the core business: investment, policy and strategy must be driven by opportunities for learners.
- Learning Communities (LC) will be rooted in and responsive to the needs of local people.

### **3. The Mission**

The clear view was that any emerging partnership must be more effective and successful in promoting the outcomes of all children and young people and will need to address underperformance, particularly in KS2, and the variable standards in the secondary phase. In summary, the partnership will be tested against its ability to accelerate progress at a series of levels:

- all students making at least good progress
- no underperforming cohorts
- all teachers delivering at least good learning and
- all schools moving to at least the next level of successful performance

Essentially, the partnership will be school led, will be driven by the need to ensure student progress and well-being and will be independent of short term political expediency. It should focus on building excellence and addressing underperformance in equal measure.

### **4. Organisational Principles**

The partnership must build the necessary, sustainable capacity and capability required with which it can deliver the above. A range of case studies have been developed that model and illustrate the above. These feature elements including addressing severe institutional underperformance, improving an already good school, developing strategic activity across a phase, using Headteachers and other leaders in a consultancy capacity and creating cross-phase improvement.

All colleagues were adamant that any commissioning or contracting of support would begin with very clear success criteria that identified the gains for children and young people, the Teaching and Learning gains and the benefits to whole school performance. The group identified a range of resources that could be put in place for the Academic Year 2011/12 that would help deliver the above agenda. These included:

- i. Dedicated Schools Grant (DSG) Funding (£750,000 min for 2011/12)

- ii. The Endowment Fund
- iii. Teaching Schools (at least one in each of primary, special and secondary phases)
- iv. SES personnel in place 2011/12 e.g. Secondary and Primary Consultant Heads, Data Manager, Business Manager
- v. Contributions from schools additional to the above
- vi. Income generation

## 5. Operational Considerations

In determining the scope of the Partnership's activity it was clear that a distinction needed to be drawn between the contribution and relationship with the Local Authority (admissions, appeals, SEN administration, payroll etc) and the School Effectiveness Service. It is the latter that will be the key operational partner to schools and Headteachers. Further, it needs to be emphasised that the partnership will focus exclusively on **improvement and transformation** and leave the vast majority of the LA's statutory duties in their current location. The Strategic Group (see below) will liaise closely with the LA through the Consultant Headteachers and the CYPS Strategic Director. The Consultant Headteachers will be the critical link between the SES and the Improvement Partnership

The SES Director is currently consulting Headteachers and others about a broader Partnership Executive that will connect and oversee the variety of Headteacher and school related activities such as The Improvement Partnership, Schools Forum, Learning Community Representatives, the leadership of PRUs and so forth.

## 6. What has worked and what should we retain moving forward?

- i. There was a strong feeling that the SIP programme at its best had improved outcomes, providing challenge and support to schools. Central to the success was an experienced Head as SIP with a careful match of school to SIP. Regular and connected dialogue with an external colleague was seen as vital. At its best such a process had helped share good practice and effective strategies.
- ii. School reviews commissioned and involving school leaders
- iii. Elements of targeted support have helped impose focus and structure to school improvement activities.
- iv. 'Pairing/Sharing' – Primary Partnerships, Executive/Consultant Heads and Zones were given as positive examples of a shared drive for improvement.
- v. New Headteacher, NQT and other induction programmes were seen as worth retaining across the Partnership
- vi. Leadership Programmes at all levels were seen as necessary and successful.

The focus must remain on improving leadership, provision and children and young people's outcomes.

## **7. What requires improvement and remodelling?**

- i. If a SIP/Consultant Head/Peer Head type programme is continued it should focus less on monitoring and more on challenging accurate self evaluation, identifying need and brokering support.
- ii. The above allied to SPGs need to provide a better analysis of progress and a clearer audit of need across LCs. This will then provide a firmer foundation for improvement activities. Currently the view is partial.
- iii. Where programmes and projects were successful e.g. stronger management systems, then access should not be limited to targeted schools – it should be a universal offer. These and other activities need to be carefully evaluated by Heads/Consultant Heads/LLEs
- iv. Specialist and Special school expertise should be used more widely, particularly to intervene early in a child's learning journey
- v. The LC offers a real opportunity to provide peer support and challenge with an 'external, critical friend' alongside. The LC also offers significant opportunities to share resources and gain better value for money that can release resource and expertise for T&L
- vi. Develop more cross phase leadership work. License leaders to innovate and run projects on behalf of others.
- vii. Use a Partnership to develop better CPD for Associate/Support Staff. This could be commissioned by Heads across LCs and the wider Partnership
- viii. There needs to be a more rigorous evaluation of the impact of Behaviour Support Services and SEN provision. The use of our Special Schools and their expertise and specialisms offer real opportunities here.

## **8. How do we build capacity within our schools?**

- i. Develop a better audit and understanding of both need and ability across both SES and The Improvement Partnership.
- ii. Create a more accurate performance picture across schools. Use the processes identified above to broker and signpost schools/LCs
- iii. Involve practitioners in scrutinising each other's practice to support improvement. Utilise Local Leaders of Education (LLEs).
- iv. Facilitate support networks (e.g. through middle leadership programmes and new head teacher opportunities etc)
- v. Use our very best Headteachers/LLEs to coach and mentor other Heads and leaders. Promote their work with other schools.

## **9. And within our Learning Communities?**

- i. Explore joint staffing/new appointments – should/could these be made by an individual school (i.e. overstaffing) or as a joint LC appointment? What would these roles 'look like' (i.e. development of job descriptions to reflect new collaborative roles?)

- ii. Share resources to realise economies of scale, releasing resources for T&L
- iii. Given a more accurate understanding of performance, develop 'smart partnering' of 2-3 schools within a LC around a core issue e.g. boys writing. These activities should promote 'deeper and quicker' improvement.
- iv. Look to have a Consultant Head or Local Leader in Education (LLE) in each Learning Community.

## 10. Facilitating Learning Community and School-to-School Support

- i. A thorough **audit** at individual school level would be necessary to develop an accurate picture of performance, expertise, strengths and areas to develop. In addition to aspects of leadership, teaching and learning, the audit could include practice linked to administration/finance/site management/pastoral care/family and parental engagement etc.
- ii. **Quality Assurance** processes for the audit activity would be vital in ensuring judgements were accurate and current. Heads working alongside Consultant Heads would quality assure in the first instance, testing out theories where data or other evidence gave an indication of the practice in relation to delivering the Mission.
- iii. **A Record of Strengths and Areas for Development** – given the possible transience of some circumstances, the way in which the audit findings were recorded would need to be kept "live" and updated on a regular basis as further quality assurance within individual schools and across learning communities took place.
- iv. Schools' individual strengths could be recorded alongside others within an LC overview. A bank of Learning Community "directories" could be constructed to form a "live" overview/ framework of strengths / expertise across the partnership which was quality assured on a regular basis.
- v. This "live" record could then form the basis of **the resource** available to all schools to facilitate school on school support, providing individual schools with a tool to look within their LC in the first instance to meet their needs, and then wider across other learning communities, the LA and beyond for support.
- vi. Given the above it would be the role of the two Consultant Heads supporting the Strategic Group to provide a summary of the analysis/audit and the consequent need for investment to secure improvement and transformation.

## 11. Co-ordination and management of Learning Communities

Different learning community leadership models are beginning to emerge. Some learning communities are planning to buy in the services of a member of staff external to the schools to drive the work of the learning community (sustaining a model employed by the EAZ). Other models included a colleague from the secondary school having dedicated time to lead on the work of the learning community. A third model was also

discussed where a primary head teacher/LLE may take a lead in driving the learning community work (although it was acknowledged that this would not suit every learning community due to pressures on head teacher time and workload). Some learning communities might also benefit from some front loading support from the authority via the consultant head teachers. It is clear, however, that if Learning Communities are to be a central theme in developing policy and practice we will need to give thought to how they are managed and led.

## **12 The Role of Teaching Schools**

The DfE see an increasing role for Teaching Schools within the improvement process.

“A national network of outstanding schools, which will take a leading responsibility for providing and quality assuring initial teacher training (ITT) in their area and offering professional development for teachers and leaders” (National College March 2011)

We are fortunate in Rotherham to have several primary schools, two special schools and one secondary who meet the Ofsted criteria of outstanding in Leadership, achievement and teaching/learning. These schools are currently discussing ways in which Rotherham can submit either a connected 0-19 bid or connected phase bids. The relevant elements of Teaching School status for the Improvement Partnership include:

- i. Initial Teacher Training
- ii. Graduate Teacher Training
- iii. CPD
- iv. Designating and managing Specialist Leaders in Education (SLEs)
- v. Leadership Development and Talent Management
- vi. Support for schools, including those in Challenging Circumstances

## **13. Leadership and Governance of the Improvement Partnership**

This links to the points outlined above

### **The Short Term (2011/12/13)**

- i. Partners would be expected to contribute so as to drive both their own improvement and that of the other members. The broader partnership group would commission schools, staff and students to develop excellence to promote further improvement in and across all schools.
- ii. Consultant Headteachers/LLEs working with schools will audit current strengths and areas for development across each phase, each Learning Community and the Partnership as a whole. This ‘intelligence gathering’ would be supported by the SES Data Team and would include Heads indicating their willingness to further

- develop excellence on behalf of the wider partnership. This may come from individual institutions, Learning Communities or other collaborations e.g. Teaching Schools
- iii. Recommendations for priorities will be presented to A Strategic Group (6 - 8 Heads including Teaching School Head(s), CYPS Director and two Consultant Heads). The priorities will be costed, timed and funded through Partnership monies. Each priority will have success criteria related to the Mission Statement and The Strategic Group will use these to monitor and evaluate progress.
  - iv. In the first year, because of tight timescales some current activity e.g. core subject support in Secondary might have to be rolled forward (in that for a September start some appointments to schools would need to take place in the early Summer Term.)
  - v. Any appointments would be to schools and all investment would be through schools. Much challenge and support could take place, as now, directly between schools or within Learning Communities. The Partnership should only fund the priority activities in the main. If other work in and across schools needs to happen other than the core priorities, the Consultant Heads will help broker and arrange that but funding will be minimal
  - vi. The Consultant Heads will be the critical link between the SES and the Improvement Partnership. Both groups will use the analysis of performance and audit of capacity and capability to inform their work. For example, analysis of live data will inform SES of schools that are likely to under-perform or fall below floor targets. The SES will look to the Improvement Partnership for strategies and support to address such issues. The SES and Improvement Partnership will both drive to deliver the Mission set out above and issues such as KS2 performance will be central to their activities.
  - vii. The Consultant Heads will work with The Teaching School(s) directly to broker their activities to support capacity building (ITT, GTP, recruitment, succession planning, and leadership development) and improvement. They would ensure linkage and coherence with the rest of the system through the membership of The Teaching School(s)' Headteacher on the Strategic (Governance) Group.
  - viii. The Improvement Partnership will not be exclusive to Rotherham. It will accept partners and providers from other LAs after careful consideration of the value they could add and the contribution they could make. Further, the Improvement Partnership and SES will consider income generating opportunities from work with schools and partners in other LAs and institutions. The Strategic Group will be the decision making authority in these cases.
  - ix. Critically, Heads from across the phases, along with Consultant Heads, would have a shared responsibility for the Quality Assurance and Evaluation of the overall strategy, the individual activities and the effectiveness of the partnership.
  - x. Progress will be presented to the other Headteacher Meetings, the School Forum and any other appropriate groups



### **Medium Term (2012 onwards)**

- i. The Strategic Group and other Heads QA work of Partnership.
- ii. The Group and other Heads will research other sources of increased funding.
- iii. On basis of a successful first year(s) and the prospect of direct funding to schools then the Partnership will consider:
  - a. Funding Consultant Heads and a Partnership Team similar to above. This may also include the Partnership's own HR Group
  - b. Locating all in schools, most likely Teaching Schools and carry out their work from there.
  - c. The Partnership will fund the team and QA its work and impact

### **14. Governance**

This needs to be 'light touch', agile and representative without being too large. It must not become too complex and bureaucratic. Heads thought that in the first instance the Partnership Strategic Group should consist of a small, representative group of Heads (6-8) licensed by and delegated from each phase along with a Consultant Headteacher from each phase and the CYPs Strategic Director. The group should include a Head or Leader from a school that meets Teaching School criteria in each Phase. Their focused remit should include:

- ✓ Commissioning an audit of improvement needs and capacity
- ✓ Confirming key priorities and determining annual resource commitments
- ✓ Ensuring on-going Quality Assurance and Evaluation
- ✓ Ensuring communication and consultation with other groups e.g. Headteachers (in Phase, Learning Communities or Joint Meetings), FE, HE, other providers
- ✓ Shaping the work of Consultant Heads/LLEs and other personnel

It is clear that the group should not become routinely involved in other LA type activities. It will need to liaise with other Headteacher activities e.g. Partnership Executive, Phase Headteacher Groups, School Forum, Appeals etc but can be separate from them to retain focus and drive.

### **15. Improvement Examples**

The Working Parties have developed examples of how current and new school – to - school support and challenge can transform the life chances of learners. These examples will illustrate practically how the Mission, principles and organisational elements can come together in a very practical and effective manner. They will identify the value added of a new way of working and the means of ensuring the Partnership sustainability.

## **MEMORANDUM OF UNDERSTANDING**

**THIS MEMORANDUM OF UNDERSTANDING** is made between the schools listed in the Appendix (“the Schools”) (1) and Rotherham Borough Council of Council Offices, Doncaster Gate, Rotherham S1 1DJ (“the Council”) (2).

In this memorandum of understanding, the Schools and the Council are collectively referred to as the School Improvement Partnership or “SIP”.

**The Schools and the Council** agree as follows –

1. The School Improvement Partnership will continue to adhere to the Transforming Rotherham Learning principles and endeavour to achieve the following core objectives (“the Objectives”), namely –
  - a. all students making at least good progress;
  - b. no underperforming cohorts; and
  - c. all teachers delivering at least good learning; and all schools moving to at least the next level of successful performance.
2. The SIP will focus exclusively on improvement and transformation and work together to build the necessary sustainable capacity and capability required to achieve the Objectives.
3. The Council’s contribution to the SIP and the achievement of the Objectives will primarily be through the School Effectiveness Service.
4. The Schools will pool certain of their resources for the purpose of delivering the Objectives, which for the 2011/12 academic year will include –
  - a. DSG Funding (£750,000 minimum);
  - b. the Endowment Fund;
  - c. Teaching Schools (at least one in each of primary, special and secondary phases);
  - d. SES personnel, e.g. secondary and primary consultant headteachers, data manager and business manager;
  - e. additional contributions from Schools; and
  - f. income generation.
5. A strategic governance group (“the SGG”) shall be formed, comprised of 6 – 8 headteachers, including a Teaching School headteacher or headteachers, 2 Consultant headteachers and the Strategic Director of Children and Young People’s Services.
6. The SGG will consider and approve or reject recommendations from the Schools for priorities linked to the Objectives, and the SGG will monitor and evaluate progress on achievement of approved priorities.

7. The SIP may invite persons, organisations and bodies to join the SIP where the SIP considers their membership would assist in the achievement of the Objectives.
8. The work of the SGG will be presented to headteacher meetings, the School Forum and other groups as the SGG consider appropriate.

Dated \_\_\_\_\_

SIGNATURES

THE APPENDIX

THE SCHOOLS

DRAFT

<b>ROTHERHAM BOROUGH COUNCIL – REPORT</b>
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<b>1.</b>	<b>Meeting:</b>	<b>Children and Young People's Scrutiny Panel</b>
<b>2.</b>	<b>Date:</b>	<b>Tuesday 26 April 2011</b>
<b>3.</b>	<b>Title:</b>	<b>Update: specialist children's heart surgery; consultation</b>
<b>4.</b>	<b>Directorate:</b>	<b>Chief Executive's All wards</b>

**5. Summary**

Safe and Sustainable – the NHS review into the future of children's congenital heart services in England has made recommendations to change the current service model. Health Overview and Scrutiny Committees are being consulted as part of the statutory consultation process. This report updates Members of developments.

**6. Recommendations****That Children and Young People's Scrutiny Panel**

- a. Notes the report;**
- b. Receives further updates of progress.**

**7. Proposals and Details**

The proposals set out in Safe and Sustainable - A New Vision for Children's Congenital Heart Services in England consultation document, are the outcome of a national review process. The consultation runs until July 1<sup>st</sup> 2011.

In summary, it is proposed that the reconfigured Congenital Heart Networks across England that would comprise all of the NHS services that provide care to children with Congenital Heart Disease and their families, from antenatal screening through to the transition to adult services. However, in doing this there will be a reduction in the number of NHS hospitals in England that provide heart surgery for children from the current 11 hospitals to 6 or 7 hospitals in the belief that only larger surgical centres can achieve true quality and excellence.

Safe and Sustainable is consulting on the following areas:

- Standards of care: proposed national quality standards of care to be applied consistently across the country

- Congenital heart networks: development of networks to coordinate care and ensure more local provision (e.g. assessment, ongoing care)
- The options: the number and location of hospitals that provide children heart surgical services in the future
- Better Monitoring: improvements for analysis and reporting of mortality and morbidity data

The options for the number and location of hospitals that provide children’s heart surgical services in the future are:

<p><b>Option A: Seven surgical centres at:</b></p> <ul style="list-style-type: none"> <li>• Freeman Hospital, Newcastle</li> <li>• Alder Hey Children’s Hospital, Liverpool</li> <li>• Glenfield Hospital, Leicester</li> <li>• Birmingham Children’s Hospital</li> <li>• Bristol Royal Hospital for Children</li> <li>• 2 centres in London<sup>1</sup></li> </ul>	<p><b>Option B: Seven surgical centres at:</b></p> <ul style="list-style-type: none"> <li>• Freeman Hospital, Newcastle</li> <li>• Alder Hey Children’s Hospital, Liverpool</li> <li>• Birmingham Children’s Hospital</li> <li>• Bristol Royal Hospital for Children</li> <li>• Southampton General Hospital</li> <li>• 2 centres in London<sup>1</sup></li> </ul>
<p><b>Option C: Six surgical centres at:</b></p> <ul style="list-style-type: none"> <li>• Freeman Hospital, Newcastle</li> <li>• Alder Hey Children’s Hospital, Liverpool</li> <li>• Birmingham Children’s Hospital</li> <li>• Bristol Royal Hospital for Children</li> <li>• 2 centres in London<sup>1</sup></li> </ul>	<p><b>Option D: Six surgical centres at:</b></p> <ul style="list-style-type: none"> <li>• Leeds General Infirmary</li> <li>• Alder Hey Children’s Hospital, Liverpool</li> <li>• Birmingham Children’s Hospital</li> <li>• Bristol Royal Hospital for Children</li> <li>• 2 centres in London<sup>1</sup></li> </ul>

Currently Rotherham children with serious congenital heart problems are referred to Leeds Teaching Hospital Trust for treatment, based at Leeds General Infirmary. LTHT also supports outreach clinics at Rotherham Foundation Trust (RFT). Colleagues from RFT estimate that approximately 300 children use the clinic in Rotherham per year.

Leeds only features in 1 of the four options for service configuration. If closed, it is proposed that Rotherham children and families will receive services from one of the following: Newcastle, Birmingham or Leicester. Alternative proposals for configuration of services can be put forward.

## 7.1 Health Overview and Scrutiny Committee Involvement

Health Overview and Scrutiny Committees<sup>2</sup> are being consulted as part of the statutory consultation process and because it affects more than one Local Authority area, this is being coordinated in Yorkshire and Humber through a Joint Committee (chaired by a Member from Leeds City Council). There has been two meetings of the Joint Committee to date (minutes and papers are available on-

<sup>1</sup> The preferred two London centres in the four options are Evelina Children’s Hospital and Great Ormond Street Hospital for Children

<sup>2</sup> Health scrutiny responsibilities are currently delegated to Children and Young People’s Scrutiny Panel if they relate to children’s health matters

line). Further meetings are planned with various representatives from health bodies and patients/parents groups from across the region to gather evidence to inform the Committee's formal response to the consultation.

There is one member from Rotherham Council (Cllr Shaukat Ali) who is part of this joint committee. Children and Young People's Scrutiny Panel have formed a small member working group consisting of Cllrs Ali, Falvey and Sims who will inform Rotherham's input to the process.

Given the complexity and sensitivity of the issue, the working group held an initial meeting with colleagues from RFT and NHS Rotherham to discuss how the proposals may impact upon local services. A further meeting will be held with local parents to gauge their views on the different options and how this would affect the standard of care received by their vulnerable children.

In particular, questions have been raised about the following:–

- access to facilities for Rotherham children and families, particularly in emergency or acute situations
- sustainability of local clinics
- retention and future development of specialist skills (in Rotherham and in Leeds)
- sustainability of intensive care facility at Leeds Teaching Hospital Trust should it no longer be a specialist facility

Considerable media interest has been generated both locally and nationally. In addition, a regional charity, the Children's Heart Surgery Fund is holding a number of meetings throughout the Yorkshire and Humber region, including Rotherham.

## **8. Finance**

There are no financial implications directly related to this report.

## **9. Background Papers and Consultation**

Safe and Sustainable - A New Vision for Children's Congenital Heart Services in England: Consultation Document

<http://www.specialisedservices.nhs.uk/document/safe-sustainable-a-new-vision-children-s-congenital-heart-services-in-england-consultation-document>

Joint Health Overview and Scrutiny Committee (Yorkshire and the Humber)

14th March, 2011:

<http://democracy.leeds.gov.uk/ieListDocuments.aspx?MId=5146&x=1>

29<sup>th</sup> March, 2011:

<http://democracy.leeds.gov.uk/ieListDocuments.aspx?CId=793&MId=5149&Ver=4>

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**CHILDREN AND YOUNG PEOPLE'S SERVICES SCRUTINY PANEL**  
**Friday, 18th March, 2011**

Present:- Councillor License (in the Chair); Councillors Ali, Buckley, Falvey, Fenoughty and Kaye.

Also in attendance were:- Councillor Paul Lakin (Cabinet Member for Safeguarding and Developing Learning Opportunities for Children) and co-opted members Mrs. J. Blanch-Nicholson, Mr. M. Burn and Mrs. L. Pichley.

Apologies were received from:- Councillors Dodson, Donaldson, Rushforth, G. A. Russell, Sharp and Sims and from co-opted members Father A. Hayne, Mr. C. A. Marvin, Mrs. K. Muscroft and Dr. S. Warren.

**111. DECLARATIONS OF INTEREST**

There were no declarations of interest made at this meeting.

**112. QUESTIONS FROM THE PRESS AND PUBLIC**

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

**113. MATTERS REFERRED FROM THE YOUTH CABINET**

The minutes of the meeting of the Youth Cabinet held on 8<sup>th</sup> March, 2011, had been distributed to Scrutiny Panel members by electronic mail. The Youth Cabinet has been requested to examine young people's access to library services. The outcome of this review would eventually be reported to a future meeting of the Children and Young People's Scrutiny Panel.

**114. COMMUNICATIONS**

[1] Discussion took place on the progress of the review of proposals to restructure Children's congenital cardiac services in England; a regional health scrutiny committee is meeting to discuss the proposals and to respond to the consultation; a working group comprising Councillors Ali, Falvey and Sims has been established to examine the proposals and feed into the regional committee; discussions were taking place with the three Members of Parliament for the Rotherham Borough area and with the Local Involvement Network (patients and service users' group). Further details of the review will be reported to a future meeting of this Scrutiny Panel.

[2] The Scrutiny Panel received the resignation of co-opted member of Dr. Susan Warren; it was agreed that a letter be sent to Dr. Warren thanking her for her services to this Scrutiny Panel.

**115. CONSULTATION ON THE RESHAPING OF CHILDREN'S CENTRES**

Further to Minute No. 189 of the Cabinet meeting held on 9<sup>th</sup> March, 2011, consideration was given to a report presented by the Assistant Head of School Effectiveness containing proposals for changes to the delivery of Children's Centre services in Rotherham, ensuring the Council's statutory duty to provide sufficient Children's Centres to reach under fives and their families is met and to provide a more efficient and effective service.

The recommended action was for a reshaping of the Centres in a cluster format described in Options 2 and 3 of the Cabinet report:-

- : Option 2 identifies the potential clustering of 17 lead Children's Centres with 5 Children's Centre satellites;
- : Option 3 identifies the potential clustering of 14 lead Children's Centres and 8 Children's Centre satellites.

The consultation process is to be about the preferred Option 2.

The presentation and subsequent discussion included the following salient issues:-

- the impetus provided by national reviews of children's centre provision by Frank Field and Graham Allen;
- the Council's expressed preference for option 2 (detailed in the report submitted);
- there will be no closure of children's centres; high quality care and education remains the priority;
- [option2] : 22 centres will remain, at least one located in each geographical learning community; service provision will respond to the needs of the learning community;
- Stepping Stones (Maltby) is the only children's centre not located on a school campus;
- the extension of the Children's Centre contracts with both governing bodies of schools and staff working within Children's Centres from 1st April until 31st August 2011; the proposed changes would take effect from 1st September 2011;
- use of Sure Start Children's Centre practice guidance which defines the delivery of services to families in vulnerable circumstances;
- service provision from organisations in the private and voluntary sector; the cost and extent of such provision is assessed, based upon the local authority's pricing policy;
- flexible use of children's centres to facilitate the provision of services for older children;
- consultation on the proposals (from 10th March 2011 until 5th May 2011), with a children's centre questionnaire published on the Council's Internet web site; the consultation process includes public meetings, focus group meetings and discussions with service providers;
- satellite sites (5 provided in option 2) : their role and function; opening hours and staffing levels; these buildings will be available for children's centre use for vulnerable families, although the level of need will be



assessed and the building may also be used for other purposes (eg: adult community learning; parenting courses);

- the complex needs of children newly-arrived in the Rotherham Borough area; service-levels and resource provision are being assessed as part of the review and consultation process;
- specific provision for children aged 0-2 years : day nurseries, child-minding and children's centres;
- definitions of vulnerable families and groups of people (per national guidelines); centres attempt to allocate resources according to the specific needs of the local communities they serve;
- the funding of children's centres and ensuring that the needs of vulnerable groups of people in all areas of the Borough are considered;
- the probable impact of the Payment by Results : the Early Years provision accountability framework, being introduced by the coalition Government; and being able to assess that service provision impacts in a positive way upon vulnerable communities.

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

(2) That this Scrutiny Panel expresses its support for Option 2, as detailed in the report now submitted.

(3) That this Scrutiny Panel's future work programme shall include an early review of the impact of the proposed changes in Children's Centre services.

#### **116. ROTHERHAM SAFEGUARDING CHILDREN BOARD - ANNUAL REPORT 2010/2011**

Consideration was given to the Rotherham Local Safeguarding Children Board Annual Report 2010/2011. The Scrutiny Panel welcomed Alan Hazell (Independent Chair of the Safeguarding Children Board) and Ailsa Barr (Service Manager, RMBC Safeguarding Children Unit) who presented the report. Discussion took place on:-

- the role and function of the Safeguarding Children Board and its relationship with the Children and Young People's Trust Board;
- issues arising from the primary school lifestyle survey;
- the effective use of resources in the safeguarding of children and young people;
- the importance of effective and accountable multi-agency working;
- financial arrangements, budget and the formula funding of the Safeguarding Children Board;
- the requirements of the national performance indicators;

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- the importance of prevention and early intervention in assisting children and families in deprived and vulnerable circumstances and those families which are 'hard to reach'; resources and support for ethnic minority communities and the EU migrant families;
- the Westminster family recovery model – introduced by the coalition Government, to inform and assist family intervention work.

Resolved:- That the Rotherham Local Safeguarding Children Board Annual Report 2010/2011 be received and its contents noted.

**117. CHILDREN AND YOUNG PEOPLE'S SERVICES - PERFORMANCE INDICATOR QUARTER 3 REPORT - 2010/2011**

Consideration was given to a report, submitted by the Service Improvement Officer outlining the performance of the Children and Young People's Services Directorate at the end of 2010/11 quarter three against targets, with direction of travel against previous year's performance and comparisons with statistical neighbour and national data. The report and the Scrutiny Panel's subsequent debate highlighted these issues:-

- the various areas of success and of under-performance;
- improving performance in core assessments for children's social care (NI59 and NI60);
- the behaviour of school pupils : NI86 (which would be the subject of further consideration by this Scrutiny Panel);
- staying safe and the prevention of young people entering the youth justice system.

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

**118. MINUTES OF A MEETING OF THE CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL HELD ON 18TH FEBRUARY, 2011**

Resolved:- That the minutes of the previous meeting of the Children and Young People's Scrutiny Panel held on 18<sup>th</sup> February, 2011 be approved as a correct record for signature by the Chairman.

**119. MINUTES OF MEETINGS OF THE CABINET MEMBER AND ADVISERS FOR SAFEGUARDING AND DEVELOPING LEARNING OPPORTUNITIES FOR CHILDREN HELD ON 23RD FEBRUARY 2011 AND ON 9TH MARCH 2011**

Resolved:- That the contents of the minutes of the meeting of the Cabinet Member and Advisers for Safeguarding and Developing Learning Opportunities for Children held on 23rd February, 2011 and on 9th March, 2011, be noted.

**120. MINUTES OF MEETINGS OF THE PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE HELD ON 11TH AND 25TH FEBRUARY 2011**

Resolved:- That the contents of the minutes of the meetings of the Performance and Scrutiny Overview Committee held on 11<sup>th</sup> February and on

25<sup>th</sup> February, 2011 be noted.

**CHILDREN AND YOUNG PEOPLE'S TRUST BOARD**  
**9th March, 2011**

Present:- Councillor Lakin (in the Chair); Gill Alton, Jackie Bird, Alan Hazell, Martin Kimber, David Polkinghorn, John Radford, S. Skalycz, Joyce Thacker, Richard Tweed, Janet Wheatley and Sarah Whittle.

In attendance: Clare Burton, John Lambert, Dorothy Smith, Julie Westwood and Howard Woolfenden.

Apologies for absence were received from Christine Boswell, Andy Buck, Tom Cray, Brian James and Shona Mcfarlane.

**D63. MINUTES OF THE PREVIOUS MEETING HELD ON 19TH JANUARY, 2011**

The minutes of the previous meeting held on 19<sup>th</sup> January, 2011 were approved as a correct record.

**D64. ISSUES AND CONCERNS:-**

NHS

Sarah Whittle reported that Andy Buck had been appointed the Cluster Chief Executive.

SOUTH YORKSHIRE POLICE

Richard Tweed reported the outcome of Operation Chard.

PARENT AND CARER FORUM

Joyce Thacker reported on expanding links with the Parent and Carer Forum.

CONSULTATION

Councillor Lakin indicated that this Board would feed into the consultation on Children's Cardiology Services.

**D65. TRANSFORMING ROTHERHAM LEARNING**

Dorothy Smith, Senior Director, Schools and Lifelong Learning, gave a brief introduction and background to Transform Rotherham Learning and John Lambert, Consultant Headteacher, gave a presentation on Transforming Rotherham Learning which drew attention to:-

- Children and Young People's Plan 2010-2013.
- Our defining principles.
- Transforming Rotherham Learning.
- The Think Family Framework.
- Better Together Leadership Programme.
- What a typical Learning Community looks like.
- What a Learning Community Response looks like.
- Examples of Collaborative Structures

- Our Current Reality.
- Critical Leadership Features: Effective leadership of multi-agency practice within Learning communities

Discussion and a question and answer session ensued and the following issues were covered:-

- implementation, management and organisation
- need to develop, but not risk losing what we are good at
- system fragmentation concerns and need to ensure the result was not fourteen 'silos'
- measuring outcomes and need to be mindful of the global community around the learning community
- essential not to concentrate on the breadth of activity at the expense of the main purpose of driving up attainment

Agreed:- That John Lambert be thanked for his informative presentation.

#### **D66. CHILDREN AND YOUNG PEOPLE'S POLICY AND COMMISSIONING ISSUES**

Consideration was given to a report presented by Joyce Thacker, Strategic Director, Children and Young People's Services, which had been previously discussed at the Executive Group to identify current work around a whole range of strategic issues impacting on children and young people in Rotherham. The report set out specific information relating to:-

- Child Poverty.
- Prevention and Early Intervention.
- Looked After Children.
- 100 Families Approach.

It was felt that the Prevention and Early Intervention Strategy, launched last April, was key to ensuring that many of the issues were addressed. Recent discussions within the LSP to merge this strategy with the Child Poverty Strategy and refresh the whole approach, together with implementing a 100 Families approach focusing initially on a Family Recovery model, were seen as key developments.

It was pointed out that this was not to be an additional resource but would be a better targeting of families already consuming resources, achieving better outcomes for them and reducing resource consumption, thereby freeing up more resources universally.

The Executive Group had been supportive of the 100 Families approach and the merging of the Prevention and Early Intervention Strategy with the Child Poverty Strategy.

Agreed:- (1) That the information, particularly regarding the local work being undertaken, be noted.

(2) That the proposals to merge the Prevention and Early Intervention Strategy with the Child Poverty Strategy be supported and progressed accordingly.

(3) That the proposal to undertake the 100 Families approach be supported and progressed accordingly.

**D67. ROTHERHAM CHILDREN AND YOUNG PEOPLE'S TRUST BOARD ANNUAL REPORT 2009/2010**

Consideration was given to the annual report presented by Julie Westwood, Director of Resources, Planning and Performance, which detailed how the Rotherham's Children and Young People's Plan (CYPP) formed the single strategic direction for the service delivery of the Every Child Matters Outcomes, across the partnership. This had been endorsed by the Children and Young People's Trust Board in the past and quarterly progress had been reported.

Following extensive consultation during 2009/10 a new Children and Young People's Plan was produced covering priorities and planned activity for 2010 to 2013.

The Trust Board monitored progress through either individual or themed reports that were made against Priorities and Areas of Focus.

The submitted report summarised the work of the Children and Young People's Trust Board during 2010 and had been reproduced in the format of a draft Annual Report. Options for publication of the Annual Report were:-

- In house in PDF format with a "glossy" front cover, and published on the website, with no cost implication (Option A)
- In a more professional looking document with photographs inside and produced by the Design Studio. This option would cost between £200 and £300 (Option B).

Discussion and a question and answer session ensued and the following issues were covered:-

- report structure, style, format and content
- audience for the report
- deadline for feedback
- need for an executive summary and clear recommendation

Agreed:- (1) That the draft Annual Report be considered further at the joint meeting of this Board and the Safeguarding Board schedule for 21st March, 2011.

(2) That any comments be forwarded to Clare Burton by noon on Wednesday, 16th March, 2011.

(3) That this Board considers that the publication of the final Annual Report should be web based.

**D68. COMMISSIONING PLAN FOR KEEPING CHILDREN AND YOUNG PEOPLE SAFE**

Consideration was given to a report presented by Clare Burton, Operational Commissioner, which set out details of how a commissioning plan was required for each of the four 'Big Things' in the Children and Young People's Plan.

This Commissioning Plan highlighted the outcomes that the Children and Young People's Trust Board were proposing as key outcomes that should be delivered through partnership working and would be monitored through the Children and Young People's Trust Board.

These outcomes were identified following a 'Commissioning for Outcomes' Workshop with the Children and Young People's Trust Board on the 19th January, 2011.

Discussion and a question and answer session ensued and the following issues were covered:-

- need to consider e-safety, children missing education, alcohol harm, drugs harm
- need to look at the work of the Local Safeguarding Children Board to avoid duplication of effort
- need to liaise with other groups e.g. the Safer Rotherham Partnership regarding work and statistics
- importance of the outcomes in that was what would be commissioned against
- outcomes seen as operational and potential need to identify a strategic outcome(s) and use commissioning to drive step change. Seen as a good opportunity to work differently

Agreed:- That this matter be considered further after the joint meeting with the Safeguarding Board on 21st March, 2011 with a view to identifying one strategic outcome and commissioning practices to drive step change.

**D69. LOCAL SAFEGUARDING CHILDREN BOARD DRAFT ANNUAL REPORT 2010/2011**

Consideration was given to the annual report presented by Alan Hazell, Independent Chair of the Rotherham Local Safeguarding Children Board, which provided details of how, in the past year, Rotherham's Local Safeguarding Children Board had strengthened its partnership and governance arrangements, building capacity to improve future outcomes for children and young people of Rotherham.

It had a new relationship arrangement with Rotherham's Children and Young People's Trust Board, providing improved mutual feedback and accountability on the effectiveness of services to children, young people and their families. This was in the context of Rotherham Children's Services now being judged to be performing "adequately" for safeguarding children and a demonstrable improvement such that the formal intervention of the Department for Education had now been lifted. The Ofsted inspection of Safeguarding and Looked after Children in 2010 appraised the Board as providing effective governance and leadership for its work, providing a good balance of support and challenge to partner agencies.

The Board continued to collaborate productively with the voluntary and community sector, schools and some faith groups, but had further work to do consulting with children, young people and their communities. The Board welcomed the inclusion to its membership of three Lay Members and it was anticipated that they would add real value to this and other areas of work of the Board.

The deadline for publication was 31st March, 2011.

Agreed:- That the contents of the Local Safeguarding Children Board Draft Annual report 2010/11 be approved and published accordingly.

**D70. CHILDREN AND YOUNG PEOPLE'S SERVICES PERFORMANCE INDICATOR REPORT 2010/2011 - QUARTER 3**

Consideration was given to the submitted report which outlined performance at the end of 2010/11 Quarter three against targets, with direction of travel against previous year's performance and comparisons with statistical neighbour and national data.

Attention was drawn to the 'Performance Assessment by Every Child Matters Outcome' which provided details of performance by each Every Child Matters theme including:-

- Performance against targets (Comparing performance against set targets).
- Direction of travel analysis (Comparing 2010/11 quarter 3 performance to 2010/11 quarter 2 performance).
- Year to Date Performance (Judged by corporate monitoring system Performance Plus).
- Performance against Statistical Neighbours average.
- Performance against National average.
- Areas of Success.
- Areas of Under-performance.

Full details of the performance and commentary at indicator level were provided as part of the report, which was referenced throughout the Performance Assessment.

Agreed:- That the Performance Report be received and the performance noted.



**D71. MINUTES OF THE MEETING OF ROTHERHAM LOCAL SAFEGUARDING CHILDREN'S BOARD (ROTHERHAM LSCB)**

Agreed:- That the minutes of the Rotherham Local Safeguarding Children's Board held on 20th December, 2010 be noted.

**D72. CHILD DEATH REVIEWS**

Consideration was given to a report presented by Dr. John Radford, Director of Public Health, which detailed the second year of work for the Child Death Overview Panel. Inevitably, all deaths during the year had not yet been reviewed as the Panel awaited the results of the Coroner's Inquest. In other cases the Panel had sought additional information from agencies involved to help it to reach a decision. The underlying message was that Rotherham was a safe place to have a baby.

Agreed:- (1) That the progress towards reducing avoidable infant mortality in Rotherham be noted.

(2) That NHS Rotherham approach Sheffield Children's Hospital to make outreach cardiac echo available in Rotherham.

(3) That the Rotherham Safe Sleeping Policy form the basis for multi-agency training.

(4) That the risk assessment tool, as now submitted, be utilised in identifying risks due to a complex mix of environmental and parental factors.

(5) That Vitamin D supplementation should be given, as a matter of routine, to all pregnant mothers and babies with a dark skin colour.

**D73. JULIE WESTWOOD**

The Chairman reported that this was Julie's last meeting of the Board pending her retirement from the Council.

The Board placed on record its thanks to Julie for her services to the Board and Children and Young People's Services and wished her all the very best for the future.

**D74. DATE AND TIME OF NEXT MEETING - 18TH MAY, 2011 AT 4.00 P.M.**

Agreed:- That the next meeting of this Board take place on Wednesday, 18<sup>th</sup> May, 2011 at 4.00 p.m.

**CABINET MEMBER FOR SAFEGUARDING AND DEVELOPING LEARNING**  
**OPPORTUNITIES FOR CHILDREN**  
**15th March, 2011**

Present:- Councillor Lakin

Apologies for absence were received from Councillors Currie and Havenhand.

**D133. EXCLUSION OF THE PRESS AND PUBLIC**

Resolved:- That, under Section 100A(4) of the Local Government Act 1972, the press and public be excluded from the meeting for the following item of business on the grounds that it involves the likely disclosure of exempt information as defined Paragraph 3 of Part 1 of Schedule 12A to the Local Government Act 1972, as amended (information relating to financial or business affairs of both the Local Authority and private sector contractors).

**D134. REQUEST FOR FINANCIAL ASSISTANCE**

Further to Minute No. 132 of the meeting of the Cabinet Member and Advisers for Safeguarding and Developing Learning Opportunities for Children held on 9<sup>th</sup> March, 2011, consideration was given to a report concerning the Council's decision to provide financial support to a Rotherham couple who are guardians of a child, enabling them to alter their home and provide a bedroom for the child referred to in the report. The report stated that a further application has been received from the couple, because they have been advised that the originally-envisaged loft conversion is not possible and that a single storey bedroom extension is required.

Details of the three quotations received for the proposed building work were appended to the report submitted.

During consideration of this item, it was noted that the local authority's procedures in respect of financial assistance for this type of building alteration were currently being reviewed and a report would be submitted to a future meeting of the Cabinet Member and Advisers for Safeguarding and Developing Learning Opportunities for Children.

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

(2) That, subject to the Strategic Director of Children and Young People's Services being satisfied with the further detailed scrutiny of the quotation from the company (now identified), the quotation now submitted be accepted in respect of this proposed construction project and the necessary financial assistance be provided to the family concerned, up to a maximum amount equivalent to the value of this tender.

**CABINET MEMBER FOR SAFEGUARDING AND DEVELOPING LEARNING  
OPPORTUNITIES FOR CHILDREN  
6th April, 2011**

Present:- Councillor Lakin (in the Chair); and Councillor Sangster. (Councillors Littleboy and Sims were also present for consideration of item D139)

Apologies for absence were received from Councillors Currie and Havenhand

**D135. MINUTES OF THE PREVIOUS MEETINGS HELD ON 9TH AND 15TH MARCH, 2011**

Resolved:- That the minutes of the two previous meetings, held on 9<sup>th</sup> and on 15<sup>th</sup> March, 2011 be approved as correct records.

**D136. MINUTES OF A MEETING OF THE CHILDREN AND YOUNG PEOPLE'S TRUST BOARD HELD ON 9TH MARCH, 2011**

Resolved:- That the contents of the minutes of the meeting of the Children and Young People's Trust Board, held on 9<sup>th</sup> March, 2011, be noted.

**D137. SCHOOL ADMISSIONS CONSULTATION - ANNUAL CONSULTATION FEEDBACK REPORT FOR 2012/13 ADMISSION**

Further to Minute No. D37 of the meeting of the Cabinet Member and Advisers for Children and Young People's Services held on 21<sup>st</sup> July, 2010, consideration was given to a report presented by the School Organisation, Planning and Development Manager concerning the issues which have arisen as a result of the annual consultation exercise with and between schools, other local authorities and through this Council's Internet website. All admission authorities must determine their school admission arrangements by 15th April 2011.

Discussion took place on the possible impact upon the 2012/2013 school admission arrangements should the coalition Government introduce a revised school admissions code during 2011.

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

(2) That the proposed admission numbers contained within Annex 1 for community and controlled schools be confirmed for 2012/13, subject to the clarifications included in Annex 2.

(3) That the proposed admissions criteria for community and controlled schools for 2012/13, as now reported, be agreed and adopted.

(4) That the proposed change to the length of the time the 'Waiting List' operates for Primary Schools (ie: the list will be maintained for one term only, until 31 December) be noted.

(5) That the proposed admissions numbers and criteria for voluntary aided schools and Academies, as outlined in Annex 2, be noted.

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

(7) That a copy of this report be published on this Council's Internet website.

**D138. CHILDREN AND YOUNG PEOPLE'S SERVICES - REVENUE BUDGET MONITORING 2010/2011**

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 on 28th February 2011 and the projected year end outturn position for 2010/11. The report stated that currently the Directorate is forecasting a £68,000 underspend.

Members noted that further reports were to be submitted for consideration by Elected Members on the budgets for (i) commissioning and social work and (ii) looked after children.

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

**D139. APPOINTMENT OF LEA SCHOOL GOVERNORS**

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

Resolved:- (1) That, with the effective date of appointment as shown, the following appointments be made to school governing bodies, subject to satisfactory checks being undertaken:-

(i) New Appointments

Bramley Grange Primary	Mrs. Rachel Connor	6.4.2011
Broom Valley Community	Mrs. Shamaila Ahmed	6.4.2011
Maltby Crags Community	Mrs. Gillian Lawrence	19.3.2011
Maltby Crags Community	Mrs. Catherine Crehan	19.3.2011
Dinnington Comprehensive	Mrs. Kim Bottomley	6.4.2011
Ferham Primary	Mrs. Shamaila Ahmed	6.4.2011
Flanderwell Primary	Mr. Jon Rosling	6.4.2011
Laughton Junior and Infant	Mr. Robert Parker	6.4.2011
Laughton Junior and Infant	Mrs. Ramona Fletcher	6.4.2011
Redscope Primary	Mr. Ian Bradley	6.4.2011
Sitwell Junior	Councillor C. N. Middleton	6.4.2011
St. Ann's Junior and Infant	Mrs. Susan Mallinder	6.4.2011
St. Mary's Catholic Primary, Herringthorpe	Mr. Andrew Veal	19.3.2011
St. Mary's Catholic Primary, Maltby	Mr. Anthony Connole	6.4.2011

St. Thomas CE Primary, Kilnhurst	Mr. Jonathan Underwood	19.3.2011
Thurcroft Infant	Mrs. Sarah Blackwell	6.4.2011
Todwick Primary	Mrs. Lynn Robins	22.1.2011
Wickersley Comprehensive	Mr. Jon Rosling	6.4.2011
Our Lady and St. Joseph's Wath upon Dearne	Mrs. Clair Overton	6.4.2011

## (ii) Re-appointments

Catcliffe Primary	Mrs. Jodie Taylor	21.7.2011
Kiveton Park Meadows Junior	Mrs. Elaine Hall	21.7.2011
Maltby Manor Primary	Mr. Peter Scholey	31.3.2011
Rawmarsh Monkwood Primary	Councillor Shaun Wright	12.5.2011
Rawmarsh Rosehill Junior	Mrs. Diane Douglas	21.7.2011
Wath Victoria J & I	Mrs. Irene Hartley MBE	31.8.2011
St. Bede's Catholic Primary	Councillor Sheila Walker	3.5.2011

(2) That the remaining applications be not approved.

(3) That Councillor Littleboy be thanked for his contribution to the school governors' appointments process and wished a long and happy retirement.

**D140. EXCLUSION OF THE PRESS AND PUBLIC**

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

**D141. TRANSITIONAL PLANNING FOR THE DELIVERY OF STATUTORY REQUIREMENTS IN RELATION TO TARGETED INFORMATION, ADVICE, GUIDANCE AND SUPPORT**

Consideration was given to a report presented by the 14-19 Information, Advice and Guidance Manager stating that in November 2010, John Hayes (the Minister for Further Education, Skills and Lifelong Learning) announced the coalition Government's commitment to establish an 'all age careers service' in England by April 2012. This new service will replace the existing Connexions and Next Step services. The Education Bill 2011 proposes that schools be given a new statutory duty to secure independent career guidance from a potential range of providers.

The report stated that 2011/12 will be a transition year for local authorities, schools and colleges in terms of the legislative changes within the Education Bill and pressures in terms of both funding and the pace of change. The Council and its partners have to agree a transition timeline and delivery and funding model for targeted Information, Advice, Guidance support services.

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

(2) That approval be granted for the exemption, in accordance with Standing Order 38 (exemptions from contract standing orders), of the contract for the delivery of the Connexions Service (Part B element under the EU Directives) from the requirements of Standing Order 48 for the period 1st October 2012 until 31st March 2013.

(3) That the appropriate officers of the Children and Young People's Services' Directorate shall work with the current service provider, Prospects, to facilitate a transition during January to July 2012 so that the new service is operational alongside the schools' arrangements for the delivery of independent careers guidance from September 2012.

(4) That schools' head teachers be informed of the coalition Government's legislative changes, to alert them to the timeframe for changes in the delivery of career guidance services.

(5) That a Transitions Group shall be convened and chaired by the appropriate Service Director of Children and Young People's Services, in order to produce a partnership transition plan, as detailed in the report now submitted.

(Exempt under Paragraph 3 of the Act - information relating to financial or business affairs)

#### **D142. INSPIRE ROTHERHAM - SUSPENSION OF STANDING ORDER NO. 48**

Consideration was given to a report presented by the Head of Literacy Programme concerning Inspire Rotherham, the contract between the Borough Council and Yorkshire Forward for the provision of a range of innovative literacy services across Rotherham. The project ends in May 2011 and, as the sustainability of the most effective practices is crucial, it is necessary to secure a contract with a newly developed social enterprise to take this work forward. The report suggested that the new contract should be made with the social enterprise company (Inspire Rotherham Ltd) to enable the project to continue.

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

(2) That Standing Order No. 48 be suspended to enable the Council to enter into a contract with Inspire Rotherham Limited for the provision of the Inspire Rotherham literacy project with effect from May 2011.

(Exempt under Paragraph 3 of the Act - information relating to financial or business affairs)

#### **D143. SCHOOLS CATERING SERVICES**

Consideration was given to a report presented by the Strategic Commissioning Manager proposing a review of the Schools Catering Services.

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

(2) That a review of the Schools Catering Services be undertaken, in accordance with the details contained in the report now submitted.

(3) That a report on the outcome of the review be submitted to a future meeting of the Cabinet Member and Advisers for Safeguarding and Developing Learning Opportunities for Children.

[Exempt under Paragraph 3 of the Act - information relating to financial or business affairs]

**D144. MINUTES OF A MEETING OF THE EDUCATION CONSULTATIVE COMMITTEE HELD ON 3RD MARCH, 2011**

Resolved:- That the contents of the minutes of the meeting of the Education Consultative Committee, held on 3rd March, 2011, be noted.

[Exempt under Paragraph 4 of the Act - information relating to consultations about labour relations matters]

**PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE**  
**11th March, 2011**

Present:- Councillor Whelbourn (in the Chair); Councillors Austen, Gilding, J. Hamilton, Jack, License, P. A. Russell, Steele and Swift.

Apologies for absence were received from The Mayor (Councillor McNeely) and Councillors G. A. Russell and Whysall.

**139. COUNCILLOR G. A. RUSSELL**

The Committee wished Councillor Russell a speedy recovery following her recent operation.

**140. DECLARATIONS OF INTEREST.**

There were no declarations of interest made at this meeting.

**141. QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS.**

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

**142. CENTRAL ESTABLISHMENT CHARGES**

Joe Johnson, Principal Accountant, presented the submitted paper updating the Committee on progress regarding the review of central establishment charges.

The paper covered:-

- explanation of central establishment charges
- need, under the Best Value Accounting Code of Practice, for the charges to be allocated to services in order for them to reflect the true cost of a service
- scope of the review
- review objectives
- current central establishment charges recording/processing systems and their application
- timescales for completion of the review

Discussion and a question and answer session ensued and the following issues covered:-

- implications for contract/tender bids
- consultation with directorates
- IKEN system



- potential for a scrutiny review of central establishment charges
- need to widen the scope of the review
- funding options instead of applying charges

Resolved:- (1) That the information be noted.

(2) That Cath Saltis and Joe Johnston liaise regarding the possible need to widen the scope of the review.

(3) That a further report be submitted in August/September upon completion of the outstanding work, such report to include options, where possible, for better ways of working.

### **143. OVERVIEW AND SCRUTINY - NATIONAL PERSPECTIVE**

The Chairman welcomed Jessica Crowe, Executive Director, Centre for Public Scrutiny, who gave a presentation entitled "Overview and Scrutiny in Rotherham – Setting the Scene".

The presentation covered:-

- the changing landscape for local government
  - there's no money
  - Big Society
  - Self Regulation
  - web of accountability
  - what does it all mean for scrutiny?
- there's no money : it's all about the cuts
- levels of public trust are key
- "Big Society" – what does it mean
- What does it all mean for councillors and democracy
- Self-Regulation : who will be shining light on poor performance
- LGG self-regulation framework : key role for scrutiny
- Scrutiny – part of a wider web of accountability
- What does it all mean for scrutiny?
- essentially scrutiny needs to move from the committee room to the wider network
- innovative scrutiny works! – Warrington cemetery scrutiny review

Discussion and a question and answer session ensued and the following issues were covered:-

- financing, staffing and costs of the Centre for Public Scrutiny
- cuts programme not generally supported by the public
- concerns regarding the costs of involving the wider community at a time when cuts were being made
- “Big Society” and the role for Scrutiny
- scrutiny of big business
- elected members as an untapped resource gaining knowledge from others
- awareness of what was going on in the Council and need to be focused/organised in choosing what to look at
- value for money

Resolved:- That Jessica be thanked for an informative and interesting presentation.

#### **144. REVIEW OF OVERVIEW AND SCRUTINY - EMERGING FINDINGS**

Caroline Webb, Senior Scrutiny Adviser, gave a presentation entitled ‘Role and Function of Overview and Scrutiny in Rotherham – Future Arrangements’ regarding the above review undertaken by the working group.

The presentation covered:-

- Why we did the review
- Process
  - horizon scanning
  - revisiting Centre for Public Scrutiny self-evaluation
  - explore other models
  - questionnaires – all members and relevant officers
  - focus groups
  - input from University of Sheffield
- Questions
- Emerging Issues
  - scrutiny is valued but widespread view that it needs to be different
  - So what? What is impact and added value of panels?
- Recommendations
- Options for future arrangements and their benefits and risks:

- Timetable
  - Final report - PSOC 25th March, 2011
  - Cabinet - 6th April, 2011
  - Council - 20th April, 2011
  - Any new arrangements to be adopted May, 2011

Discussion and a question and answer session ensued and the following issues were covered:-

- scrutiny very successful in Rotherham and working from a good base but need to recognise the changing agenda
- essential need for increased dialogue with the Executive and partners
- essential for elected members to be active participants in the scrutiny process
- need to determine the way forward to improve the ability to scrutinise
- building on existing processes versus starting with a blank page
- possible alternative structure incorporating public accounts, public administration and scrutiny overview committees
- the model in Option 2 recommends a single health scrutiny function across all age groups
- need to plan ahead and not necessary to have the same approach for everything
- sharing resources with other local authorities
- options appraisal

Resolved:- (1) That the information be noted and the emerging recommendations be endorsed in principle;

(2) That a final report be submitted to this Committee on 25th March, 2011 based on a structure as identified in Option 2 of the presentation now received.

## 145. MINUTES

Resolved:- That the minutes of the meeting held on 25th February, 2011 be approved as a correct record for signature by the Chairman.

**146. WORK IN PROGRESS**

Members of the Committee reported as follows:-

(a) The Chairman on behalf of The Mayor (Councillor McNeely) reported that the latest meeting of the Sustainable Communities Scrutiny Panel had reiterated a previous request that the effects of staff changes on services should be detailed to all Council Members.

Resolved:- That service areas be requested to provide details of the effects of any staff changes on services to all Members of the Council to facilitate awareness of the overall picture and not just the area covered by the respective scrutiny panels.

(b) Councillor Jack reported that the latest meeting of the Adult Services and Health Scrutiny Panel had considered:-

- Assistive Technology Review update
- Public Health White Paper consultation
- Winter Pressures
- Diabetes testing (practical session)

The next meeting would be considering keeping warm in later life.

(c) Councillor Austen reported that the latest meeting of the Democratic Renewal Scrutiny Panel had been themed on community cohesion, connecting communities and equalities.

(d) Caroline Webb reported that the Children and Young People's Services Scrutiny Panel was involved in the consultations on reconfiguring children's cardiology services and the reshaping of children's centres.

**147. CALL-IN ISSUES**

There were no formal call-in requests.

**PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE**  
**25th March, 2011**

Present:- Councillor Whelbourn (in the Chair); Councillors Austen, Gilding, J. Hamilton, Jack, License, Steele, Swift and Whysall.

Apologies for absence were received from The Mayor (Councillor McNeely) and Councillors G. A. Russell and P. A. Russell.

**148.       DECLARATIONS OF INTEREST**

There were no declarations of interest made at this meeting.

**149.       QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS**

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

**150.       THE ROLE AND FUNCTIONS OF OVERVIEW AND SCRUTINY IN  
ROTHERHAM - FUTURE ARRANGEMENTS**

Further to Minute No. 144 of the meeting of this Committee held on 11<sup>th</sup> March, 2011, Councillor Whelbourn introduced and Caroline Webb, Senior Scrutiny Adviser, presented the submitted report which set out the findings and recommendations of the scrutiny review into the role and function of overview and scrutiny in Rotherham and its future arrangements.

Highlighted were the background to, and rationale for, the review, membership, scope, key findings and recommendations, issues emerging from the review and a different way of working. The full report of the scrutiny review group was submitted.

Discussion and a question and answer session ensued focusing on the review recommendations and the following issues were covered:-

- need for, and frequency of, regular meetings between overview and scrutiny chairs and Cabinet
- value in scrutiny chairs attending cabinet member meetings and cabinet members attending scrutiny meetings unless specifically invited for a particular item
- perception amongst some elected members that the present governance arrangements of a cabinet system was non democratic and not as inclusive for members as the old 'committee' system
- need to develop clear work programmes
- citizenship sessions and need for elected members to inform partners/public about the role of a councillor/scrutiny
- need for a co-ordinated role and work programme regarding children and young people's services

- responsibility for scrutinising the crime and disorder function
- membership and commissioning role of the proposed overview and scrutiny management board
- optimum number of scrutiny panels
- whether or not a panel needed to be dedicated exclusively to children and young people's issues
- proposed scrutiny panels not to be aligned to directorates
- involvement of statutory co-optees
- extent of review work
- titles of the scrutiny meetings going forward

Resolved:- (1) That, as far as this Committee is concerned, approval be given to the proposal to establish an Overview and Scrutiny Management Board to lead and manage the overview and scrutiny function, coordinate its workload and commission pieces of work. Underpinning this Board, four select commissions with the following remit:-

- A select commission focusing on self regulation, value for money and budget transparency
- A health scrutiny select commission
- Improving Lives select commission focusing on children and young people and the wider 'Think Family' agenda
- Improving Places select commission focusing on wider environmental/regeneration issues

(2) That the select commissions meet on a six weekly basis.

(3) That, along with the views now discussed, the review, together with the findings and recommendations, be supported.

(4) That the review and its recommendations be forwarded to Cabinet for consideration and response within two months.

#### **151. MINUTES OF THE PREVIOUS MEETING HELD ON 11TH MARCH, 2011**

Resolved:- That the minutes of the meeting held on 11<sup>th</sup> March, 2011 be approved as a correct record for signature by the Chairman.

**152. WORK IN PROGRESS**

Members of the Committee reported as follows:-

- (a) Councillor Jack reported that meetings took place last week of the Domestic Abuse Forum and also the Women's Strategy Group who received a presentation from Mana Kaur – GROW Project. A meeting with NHS Rotherham to discuss keeping warm in later life was taking place later today.
- (b) Councillor Whysall reported that the severe weather review was almost complete and the next review to be undertaken by the Regeneration Scrutiny Panel related to pedestrian crossings.
- (c) Councillor Austen reported that the next meeting of the Democratic Renewal Scrutiny Panel was scheduled for 21<sup>st</sup> April, 2011.
- (d) Councillor License reported that the latest meeting of the Children and Young People's Services Scrutiny Panel had considered:
  - restructuring of children's centres
  - first annual report from the Safeguarding Board.

**153. CALL-IN ISSUES**

There were no formal call-in requests.

**PERFORMANCE AND SCRUTINY OVERVIEW COMMITTEE**  
**Friday, 8th April, 2011**

Present:- Councillor Whelbourn (in the Chair); The Mayor (Councillor McNeely); Councillors Gilding, Jack, P. A. Russell and Whysall.

Apologies for absence were received from Councillors Austen, J. Hamilton, G. A. Russell, Steele and Swift.

**154.       DECLARATIONS OF INTEREST.**

There were no declarations of interest made at this meeting.

**155.       QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS.**

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

**156.       SELF REGULATION AND IMPROVEMENT**

Further to Minute No. C205 of the meeting of Cabinet held on 6th April, 2011, Deborah Fellowes, Policy Manager, presented the submitted report which indicated that, despite the abolition of national performance and inspection frameworks such as Comprehensive Area Assessment (CAA) and Local Area Agreements (LAA), there was still an expectation from Central Government that Councils would take responsibility both collectively and individually to manage their performance, ensure improved outcomes for their local areas and deliver services with increased accountability and transparency.

The Local Government Group (LG Group) paper 'Taking the Lead: Self Regulation and Improvement in Local Government' set out an approach to meeting these expectations which was summarised and recommendations made for its proposals to be adopted and taken forward as a Council wide project led by the Performance and Quality Team.

The report set out further information relating to:-

- The Role of Individual Authorities.
- The Role of the Local Government Group which was made up of several organisations including the LGA and IDEA and functioned as an integrated lobbying and improvement organisation for the local government sector. 'Taking the Lead' set out the means by which the group would support self regulation and improvement as follows:-
  - Local Accountability Tools – Development of web based, free of charge tools to enable Councils to work with local people, partners and communities to produce a shared assessment of current performance.
  - Peer Challenge – LG Group was offering all Councils one free of charge peer challenge over the three year period beginning April, 2011. This would require a level of commitment from participating local authorities to provide high quality peers. Peer reviews may be tailored to suit local needs but would focus on corporate capacity



and leadership. More subject specific peer challenge would be available, but these would not be free of charge.

- Knowledge Hub – A free of charge web based tool to be operational fully by September, 2011 that would enable sharing of information, knowledge, networking and collaboration.
  - Data and Transparency – A free of charge area within the Knowledge Hub where Councils may lodge and access data in particular to enable benchmarking. It was proposed that this was used to store data on a core of agreed metrics around cost efficiency and productivity, outcome and achievement and citizen satisfaction, but with the service offering the availability to go beyond these measures.
  - Leadership Support – Ongoing development support for political and managerial leaders e.g. through the Leadership Academy and Leeds Castle programmes. The LG Group would continue to provide leadership support for political leaders and would be making available one subsidised place for every Council for each of the next three years on one of the main programmes commissioned from the market.
  - Learning and Support Networks – Ongoing support of officers and councillor networks at national and sub-national levels. LG Group would seek to make use of these networks to inform its wider policy and lobbying role.
- Local Government Group Improvement Programme Board.
  - Role of Audit and Inspection.
  - Role of Central Government.
  - Next Steps - It was advised that all local authorities participate to some degree in the arrangements proposed by the LG Group in particular as a means of developing local improvement and accountability, but also as a collective means of providing assurance to Central Government and of avoiding the return of burdensome inspection regimes and intervention. For Rotherham Council it was recommended that the following initial priorities should be taken forward by the Performance and Quality Team:-
    - Submit this paper to a joint Cabinet and SLT meeting for further discussion.
    - Raise general officer and member awareness of the LG Group 'offer' e.g. via Departmental Management Team meetings, M3 Manager Briefings and for Councillors via the Members' Training and Development Panel.
    - Utilise the various LG Group improvement, self assessment and information tools as they became available.
    - Ensure local participation in data sharing systems such as the Knowledge Hub thereby contributing to the ongoing development of benchmarking information for the local government sector in the absence of any further Audit Commission quartile data.
    - Investigate local capacity for providing high quality peers to deliver challenge to other Councils.

- Explore the opportunity for a peer review for children's services as notified to the Minister when the Authority came out of Government intervention.

There were no financial issues related to this report.

Local authorities seen to be opting out of the scheme may be more vulnerable to poor performance and, more importantly, poor reputation.

Current budgetary and resource pressures may impact on the extent to which the Council was able to contribute staff to Peer Challenges of other local authorities.

Discussion and a question and answer session ensued and the following issues were covered:-

- need to begin sorting out local regulation in advance of any national regulation which could add value
- reconciling the continuing need for external audit of local authorities and the proposed abolition of the Audit Commission
- continued appeal process to the Secretary of State when challenging a regulatory decision
- need for a robust Members' Training and Development Panel
- potential to opt out of the self regulation process
- extent of the 'free of charge' offers and 'real' cost of self regulation
- need to review what was desired to be kept from the useful activity over the last decade

Resolved:- (1) That the information be noted.

(2) That further progress reports be submitted to this Committee on the work being done.

## 157. LOCALISM BILL

Steve Eling, Policy Officer, presented the submitted report indicating that the Localism Bill was introduced in the House of Commons on 13th December, 2010 and had now completed the Committee stage. A date had not been set yet for the report stage and then on to the House of Lords. It would be some months before the Bill became legislation.

The Bill was made up of:-

- 207 clauses
- 24 schedules
- 8 Parts (Part 7 only relevant to London)

The Bill took forward the Government's stated commitment to devolve power to the lowest level, enabling communities to make decisions as part of the big society. Many provisions enable this by enabling communities to challenge public service providers and for the outsourcing of public services.

It was noted that there were 142 provisions giving power to the Secretary of State.

The submitted report gave an overview of the headline provisions most relevant to the Council. Also included were the policy and performance agenda implications, an assessment of the 'community engagement' issues arising for the Council, especially where the approach taken by the Bill potentially contradicted the approach taken in Rotherham to date.

Many of the provisions provided amendments and repeals to other legislation which needed to be cross referenced to the relevant Acts to enable thorough assessment of the implications. In addition, the diverse range of issues covered by the Bill would require further in depth analysis of the various components as the Bill passed through Parliament.

The overview of provisions was as follows:-

- General power of competence
- Governance
- Predetermination
- Standards
- Pay accountability
- Repeal of duties relating to promotion of democracy
- Repeals of provisions about petitions to local authorities
- Charges for waste services
- E.U. fines
- Non-domestic rates
- Local referendums
- Council Tax
- Community right to challenge
- Assets of community value
- Plans and strategies

- Community infrastructure levy
- Neighbourhood planning
- Consultation
- Retrospective planning permission
- Nationally significant infrastructure projects
- Allocation and homelessness
- Social housing : tenure reform
- Housing finance
- Housing mobility
- Regulation and social housing
- Commencement

Discussion and a question and answer session ensued and the following issues were covered:-

- need and desire for a voluntary code of conduct
- applicability of a voluntary code of conduct for co-opted members
- duty for the Council to promote and maintain high standards of conduct
- repeal of provisions about petitions to local authorities
- repeal of charges for waste services
- conditions and procedure for requiring a Council to hold a local referendum
- clarification of assets of community value and procedure for inclusion in the Council's list of assets of community value
- clarification of issues regarding allocation and homelessness and potential need for an all member seminar or further member development sessions focusing on the implications of the Localism Bill in this area
- governance issues wider than standards considerations
- working with parish/town councils into the future bearing in mind community right to challenge, neighbourhood planning etc
- Project Steering Group

- reporting timeline

Resolved:- (1) That the information be noted.

(2) That progress reports be submitted to this Committee from the Project Steering Group.

(3) That the next report/action plan be submitted to this Committee as soon as possible.

(4) That the Sustainable Communities Scrutiny Panel be requested to consider the issues now raised relating to allocation and homelessness and the need for an all member seminar be considered further when the position was clearer.

**158. P.E. AND SPORT IN SCHOOLS REVIEW - FEEDBACK FROM CABINET**

Cath Saltis, Head of Scrutiny, outlined the background to the above review and reasons for the delay in its completion. It was noted that the review had been received constructively and positively by Cabinet at its meeting on 9th March, 2011 with the view that the review recommendations, where possible, be implemented.

**159. MINUTES**

Resolved:- That the minutes of the meeting held on 25th March, 2011 be approved as a correct record for signature by the Chairman.

**160. WORK IN PROGRESS**

Councillor Jack reported that next week's meeting of the Adult Services and Health Scrutiny Panel would be considering an update on the changes to the NHS.

The meeting last week with the NHS regarding keeping warm in later life received a fuel poverty action guide booklet and it was hoped to obtain copies for all members of the Council.

**161. CALL-IN ISSUES**

There were no formal call-in requests.

**162. DATE OF NEXT MEETING**

Resolved:- That the next meeting scheduled for 29th April be rearranged to Wednesday, 27th April, 2011 commencing at 2.00 p.m.