

## ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1.	<b>Meeting:</b>	<b>Children and Young People’s Scrutiny Panel</b>
2.	<b>Date:</b>	<b>Friday 19<sup>th</sup> November, 2010</b>
3.	<b>Title:</b>	<b>World Class Primary Schools</b>
4.	<b>Directorate:</b>	<b>Children and Young People’s Services</b>

### 5. **Summary:**

The purpose of this report is to inform Members of the Local Authority’s World Class Primaries action plan which will be a key strategy in accelerating pupil progress in Rotherham’s primary schools.

### 6. **Recommendations:**

- **That the report be received.**
- **That the Children and Young People’s Scrutiny Panel supports the initiatives with the World Class Primaries Action Plan and endorses the proposed actions.**

## **7. Proposals and Details:**

On December 7<sup>th</sup> 2009 the Local Authority were informed that they were required to submit a detailed action plan on how they would improve the profile of all of Rotherham's primary schools. Rotherham and eleven other authorities were required to submit these plans by January 31<sup>st</sup> 2010. All other LAs had to submit their plans by March 31<sup>st</sup> 2010. Rotherham was required to submit their action plans early because of concerns about the number of schools performing below the National floor targets at KS2 - 55% L4+ combined in English and Mathematics.

Although the initiative was later 'shelved' at a national level Rotherham's plan is seen as a key strategy in improving standards and the profile of Rotherham's primary schools. The plan also received national recognition for its quality and was used by the Department for Education with other LAs.

The main details are:

A clear individual plan of action for each of our most vulnerable primary schools was produced. The plans were for those schools performing below the national floor targets, schools in an Ofsted category of concern or those that would be vulnerable at the time of inspection.

The School Effectiveness Service strengthened the way in which in which it segments its schools into strands. The revised strands are:

- A** Outstanding Schools - with the potential to provide system leadership.
- B** Good Schools Moving to Great.
- C(i)** Satisfactory schools that need to maximise progress in order to become good schools.
- C(ii)** Satisfactory schools that perform inconsistently and would be vulnerable at an Ofsted inspection.
- D** Schools in Ofsted categories, 'hard to shift' (below combined floor targets for 4 or more consecutive years), and/or very vulnerable.

Currently 14 schools are categorised at 'A', 38 schools are categorised as 'B' schools, 26 schools are categorised as 'Ci' schools, 13 schools are categorised as 'Cii' schools and 11 schools are categorised as 'D' schools.

Whilst the SES is clearly focussing attention on the principle of providing support in inverse proportion to success, the action plans outline how the School Effectiveness Service will work in partnership with all schools in order to improve this profile.

D schools and Cii schools will participate in the Improving Schools Programme, receive intensive support from teaching and learning consultants and also increased support from their School Improvement Partner; this would also include support for the governing body.

Ci schools receive support from a consultant headteacher, access to the Maximising Progress training programme and some schools receive increased support from their School Improvement Partner.

B schools work alongside school leaders of outstanding schools within the Primary Partnership Programme and access the range of training opportunities provided within the programme.

The progress of schools within each of the strands is reviewed regularly through the World Class Schools Monitoring Board. This group is made up of the Strategic Director for Children and Young People's Services, the Senior Director for Schools and Lifelong Learning, the Senior Regional Director of the National Strategies, the Cabinet Member for Safeguarding and Developing Learning Opportunities for Children, representation from the Department for Education and key officers of the School Effectiveness Service.

### **Progress to Date**

During the first six months of delivery of the plan the key focus has been to reduce the number of schools below the national floor targets. In 2010 this fell from 13 to 10. There was also a reduction in numbers of schools classed as 'hard to shift'. These are schools that have been below the floor targets for five or more consecutive years. The figure reduced from 5 to 2.

### **8. Finance:**

Resources, within the Council, to drive the school improvement agenda are a combination of core budget, DfES grant through the Standards Fund and income generation. Identified schools received additional funding, through Standards Fund in order to accelerate pupil progress and raise standards.

### **9. Risks and Uncertainties:**

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

- An increased number of schools in Ofsted categories
- Significant numbers of children underachieving and therefore reducing their opportunities in post statutory education
- The Council's rating, in relation to the quality of services and its statutory responsibility to raise standards, will be affected through the CPA and APA systems
- The Council's intervention rating with DfE could be increased.

### **10. Policy and Performance Agenda Implications:**

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

## **11. Background Papers and Consultation:**

Summer 2009 Key Stage 2 Assessment Results – Report to Cabinet.  
Foundation Stage and Key Stage 2 Assessment Results, GCSE and A Level  
Examination Results – Strategic Leadership Team.

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