Leicester's Primary Strategy for Change

Every Child Matters:
Primary Capital Programme

June 2008
Version 2.0

Leicester
City Council

one passion
one leicester

Foreword

The Council and our partners have recently launched our vision to transform Leicester into Britain's sustainable city over the next 25 years. This Primary Strategy for Change is one important element of our delivery plan. It sets out our vision for our Primary schools and our plans for investment over the next 15 years.

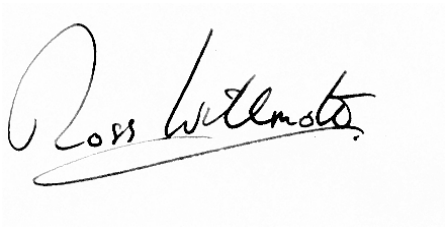
We will drive up quality and raise attainment for all children whilst driving out inequality and prioritising resources where they are needed most. Neighbourhood groups of schools, strengthened through collaborative working and partnerships with their communities will be at the heart of achieving excellence. Achieving excellence for Leicester's children is a widely shared ambition. We want to harness the skills and talent of our parents, children's workforce, employers, partners in the public and voluntary sectors, colleges and universities to help us to realise our ambition.

We speak in our 25-year vision of an ambitious and progressive city with renewed prosperity where everyone meets their potential; where our schools and colleges are of an excellent quality, ensuring that all children reach their potential and where people are equipped with the skills they need to play the role they want in society. We will see investment in our pre-school facilities, primary schools, secondary schools and colleges well in excess of £500 million over the next 5 -10 years. This will give us a once in a lifetime opportunity to drive forward our ambitions.

The principles underpinning our strategy for transforming learning in the City have been widely consulted upon and endorsed by schools and teaching unions. The Catholic and Anglican dioceses have approved our Strategy for Change.

Climate change is probably the biggest challenge our young people will face. Schools have a special role to play. They should help young people understand the consequences of our actions and demonstrate sustainable living and working. We will prioritise investment to ensure that schools are models of sustainable development and ensure that every new school is carbon neutral from 2013.

This Primary Strategy for Change sets out our ideas for transforming primary education in the City, from the principles through to our first detailed proposals. This is the start of a lengthy journey. We will value your feedback, comments and suggestions for improvement; plans can and will change as time passes.



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Glossary

LEICESTER CITY COUNCIL - PRIMARY STRATEGY FOR CHANGE GLOSSARY	
Acronym	Description
ASD	**Autistic Spectrum Disorders**
BREEAM	**Building Research Establishment Environmental Assessment Method**
BSF	**Building Schools for the Future**
CAF	**Common Assessment Framework**
CHS	**Children's Hospital School**
CLLD	**Communication, Language and Literacy Development**
CMF	**Central Maintenance Fund**
CYPS	**Children and Young People's Services**
DCSF	**Department for Children, Schools and Families**
DfES	**Department for Education and Skills (now DCSF)**
EAL	**English as an Additional Language**
ECM	**Every Child Matters**
EIP	**Education Improvement Partnership**
FAB	**Fit Active Buddy**
ICT	**Information Communication Technology**
KS	**Key Stage**
LCVAP	**Local Authority Coordinated Voluntary Aided Programme**
LEP	**Local Education Partnership**
MLE	**Managed Learning Environment**
PCP	**Primary Capital Programme**
PESSCL	**Physical Education, School Sports and Club Links**
PFI	**Private Finance Initiative**
PfS	**Partnerships for Schools**
PSA	**Public Service Agreement**
PSfC	**Primary Strategy for Change**
SDSA	**School Development Support Agency**
SEBD	**Social, Emotional and Behavioural Difficulties**
TLB	**Teenage Lifestyle Buddies**
FAB	**Fit and Active Buddies**
TLL	**Transforming Leicester's Learning**
VLE	**Virtual Learning Environment**

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1.0 The Local Perspective

1.1 0-19 Strategy for Change

Now is the right time for Leicester to consider a joined-up strategy for the transformation of Children's Services. Concurrently, we are revisiting our plans underpinning our BSF programme, we are considering our proposals for the Primary Capital Programme and we are commencing the roll-out of our plan for integrated children and young people's services in neighbourhoods across the City. We aim to use the once in a lifetime opportunity that current levels of capital funding afford to put our schools back in the hearts of their communities where they belong.

1.2 Our Local Perspective

Leicester is the largest city in the East Midlands. We are a prosperous and flourishing city, yet not everyone shares in this prosperity. There are areas of deprivation amongst the highest in the country where children's development on entry to school is amongst the lowest in the country. Black and minority ethnic communities make up 36% of the 288,000 people who live in our City. 45% of our primary school population have a first language other than English compared to 12% across England.

Our aspiration is to be Britain's sustainable city, a city with a highly skilled workforce and a quality built environment; a city with cohesive communities built on the principles of inclusion and fairness; and a City with low carbon emissions and clean and green local environments.

The substantial challenge facing the city is how to ensure our workforce has the necessary basic skills to access employment and also advanced skills to respond to the challenges that the new knowledge based economy presents. There is an opportunity to deliver a joined up response using school facilities as a focus for continuous community learning and skills development, working in partnership with FE and HE institutions and the business community and facilitated by the underpinning ICT infrastructure. Embedded provision for ICT vocational and enterprise education can provide a bridge between schools and the workplace.

In addition to the Building Schools for the Future programme the City is undergoing major changes through physical regeneration activity together with substantial housing growth planned for at least the next 20 years. Physical change on the scale proposed provides an opportunity to physically shape new and existing communities and develop well designed central hubs offering a range of neighbourhood level services. Community facing educational and training facilities will, where appropriate, be jointly planned and integrated with other facilities such as health centres, shops and business incubation centres. We have started to implement our well-developed plan to roll out Integrated Service Hubs across the City.

1.3 Our Children and Young People

Our vision for children and young people in Leicester is to create 'A brighter Future for Leicester's Children and Young People' so that they are:

- Physically and emotionally healthy;
- Safeguarded from harm, neglect and abuse;
- Enabled to enjoy life and achieve their best;
- Encouraged to make a positive contribution to the community;
- Supported to achieve economic well-being.

As part of the Council's strategy, there will be an increased focus on personalised teaching and learning to help every child work to their full potential. In order to realise our vision, ICT will play a key part in these new teaching and learning methodologies and in connecting parents to schools, schools to the community and the community to the world. Schools will increasingly work in partnership with other agencies to actively contribute to all aspects of children's lives such as health and well-being, safety and care. We recognise the key role of parents and families in their child's development and we are determined to provide more advice, information and guidance. We also recognise the importance of prevention and early intervention.

1.4 Our Primary Schools

- Schools that are at the heart of their communities, a source of pride and a valuable resource for children, parents and local communities;
- Excellent buildings equipped for teaching and learning in the 21st Century, offering easy access and referral to a full range of services for all families, including state of the art ICT;
- Schools of differing size and character, offering varying services but always reflecting the needs of their local community.

The Council cannot deliver this vision on its own. We need to muster the skills, talent and resources of other public sector agencies, our further and higher education establishments, our partners in industry and commerce and most importantly, our parents. We hope that this Strategy for Change will herald the start of a new era of real partnership working in the City.

2.0 Baseline Analysis

2.1 Approach

2.1.1 We have considered how we can use our school level data to help us determine our investment priorities. In general terms we have devised a whole school priority list for both primary and secondary schools by considering readily available data. For clarity, schools with primary and secondary-aged pupils are included in the secondary schools programme in accordance with PfS guidance. This includes all-age special schools. DCSF provide BSF funding for primary-aged pupils attending all-age schools. Special schools with pupils of primary-age only are included in the Primary Capital Programme.

2.1.2 The detailed methodology for calculating rankings is appended. In summary, we have considered the following individually for each school:

- Floor targets;
- Performance and socio-economic factors;
- Choice, access and diversity – surplus places and oversubscription;
- Condition, suitability and accessibility;
- Suitability to deliver extended services;
- Sustainability.

It is noted here that floor targets are also embraced within the overall performance factor, hence increasing their effective weighting.

Appendix B1 describes in detail the methodology for combining the data and applying a weighting factor to produce a matrix that will give an overall priority. In essence, each factor such as condition, suitability, etc. is scored 1-4 and multiplied by a weighting of 1-3 depending on the relative importance of that factor. The following weightings have been adopted:

FACTOR	WEIGHTING
Performance	3
Floor Target	2
Social Deprivation	3
Surplus Places	3
Oversubscription	2
Condition	2
Suitability	2
Accessibility	1
Extended Services	1
Sustainability	2

The priority list gives an overall indication of relative priorities. However, it is not possible to take into account every possible factor or combination of factors and it will be necessary to amend the priority list to reflect other factors such as joining up with other programmes (such as the Children's Centre / Integrated Service Hub Programme, for example), increased demand for places from housing development readiness to participate in the programme. It is also accepted that a particular set of

circumstances may dictate that a project has a higher priority, for example, Taylor Road Primary School which needs rebuilding urgently due to inherent structural defects.

2.2 Standards and Socio-economic Factors

Refer to Appendix A1 for standards, socio-economic and pupil place planning data and refer to Appendix B2 for building-related data.

2.2.1 Foundation Stage

The Council has made good progress and exceeded its 2007 improvement target by 1.5% although the equalities target has remained the same as in the previous year at 41% FSP analysis by the Council indicates that in 9 of 13 assessment scales the gap between LA and national has narrowed. The greatest improvement at 6+ being in CLLD (LSL) and the biggest gap is in reading, (-16%), writing (-14%) and creative development (-14%) (CLLD funded LA).

2.2.2 Key Stage 1

When compared to the results for 2006, results in reading, writing and maths have fallen at all levels, with the exception of L2B+ in reading and maths and L3 in reading. The trend over time (2005-2007) shows declining results in reading writing and maths, with the exception of 2B+ in reading where results remained static. Results are below national benchmark levels.

2.2.3 Key Stage 2

The 2007 results are below national benchmark levels in all three subjects at both L4+ and L5. There are 71 schools with Key Stage 2 results below the national average in 2007. FSM are 7.1% above the national and EAL significantly above the national average. Standards in Literacy L4+ were static for the last 2 years at 72%, 8% below national, L5 8% below national. Reading has an upward trend but 7% below national. Writing, girls, L4+ 8% below national at 66% (4% gain in last 3 years). Boys Level 4+ 7% below national at 53% (7% gain over last 3 years) Results at L4 in mathematics and science were static and improved at L5 in science and dropped in mathematics.

2.2.4 Attendance and Behaviour

- Leicester City is rated amber for delivery of ES;
- Primary absence for 06/07 is down to 5.77%. The target for 07/08 will be re-aligned to 5.6%. Provisional absence data for 07/08 (HTs1-4) is 6.1%;
- There have been no permanent exclusions in primary schools over the last year.

2.2.5 PE and Sport

Leicester City is above the national average of schools delivering 2 hrs PE curriculum in KS3 and KS4, but below in KS1 and KS2. PESSCL data for Leicester City is below all national averages. The area 2 hour PSA PE and Sport average is below 80%. Measures from Year 1-11 for Competition, Club Links and Leadership and Volunteering are all beneath national averages.

The Lancaster School Strategic Sports partnership is performing well and Crown Hills is developing but currently is not predicting to attain the 2008 PSA target.

2.2.6 Healthy Eating

90% of schools are participating in the programme which is good. 63 schools (57.3%) have achieved Status which is only 3% (2 schools) short of our own step target.

Free school meals take up - Primary and Special – Steady decline in uptake 05/06 to 07/08. A two course traditional menu is still provided and there has been resistance to the healthier options from some children. This is in line with national trends. Current uptake is 79%.

Paid school meal uptake - Primary – continued decline in 07/08 (0.5%) but now seems to be levelling out, showing a 1.5% increase in uptake since September 2007. Current uptake is 25%.

2.2.7 ICT Mark

All Leicester City schools are encouraged to achieve the ICT Mark and participate in this National Award scheme. There are four school that have achieved the award and many others working towards it.

2.3 School Places – Supply and Demand

2.3.1 Forecasting

The Council maintains a 5-year pupil place projection which is updated on a regular basis. In most instances, this is satisfactory for predicting future trends and estimating demand. Capita SES has been commissioned to prepare a 10-year forecast. This will be available shortly and will supersede current forecasts. It is anticipated that the main differences will be in the areas of significant housing development, of which there are three across the city. 5-year forecasts have been used for the assessment below.

2.3.2 Surplus Places

The overall percentage of surplus places in the primary phase is 11.3%. The authority would wish to manage surplus places within the range 5-10%, bearing in mind the transient and dynamic character of the population and the often unpredictable patterns of parental preference. There are 9 schools with surplus places in excess of 25%. The Council estimates that if these 9 schools are targeted and surpluses reduced to 10% in each school, the overall percentage of primary surplus places would fall to 8.7% which would be acceptable, given that birth numbers are currently rising.

2.3.3 Oversubscribed Schools

We have analysed the number of first preference applications for school places compared to the planned admission number. There are 29 schools (36%) where demand exceeds capacity, 5 of which are oversubscribed by more than 30%. We have expansion plans for one of these schools and will consider possible expansion of others in the context of our 10-year forecast, when available.

2.4 Building Condition, Suitability and Sustainability

The Council maintains school premises data on condition, suitability, accessibility and energy consumption. When we were last able to compare with national benchmark data in April 2006, the weighed suitability impact per 100 pupils was 32, slightly better than the national average of 39. Repair backlog per pupil was £815 slightly better than the national average of £1070.

System–built schools continue to be problematic in terms of condition and performance. Older schools have suitability issues arising from changes in the ways in which schools now operate. For example, shortage of parent and community facilities, PE and sports facilities, teachers' work spaces, etc. Condition and suitability issues will need to be addressed through detailed option appraisals for each school in the Primary Capital Programme.

2.5 Extended and Community Services in Schools

2.5.1 54 % of schools in Leicester City are delivering access to the extended schools full core offer. By the end of September 2008 we expect that all schools will be able to signpost or deliver the core offer.

ICT tools are playing a key role in enabling out of hours access to learning resources.

The Council is working to ensure that the services provided are sustainable, of a high quality and meet the need of pupils and there families, especially the most vulnerable. The Council is taking steps to put arrangements on place to measure the impact of services and is encouraging schools to do likewise.

2.6 Targeted Themes – Mobile Classroom Replacement

The Council commenced a programme of replacing mobile classrooms used by primary schools on a permanent basis in 2003. The original programme targeted 69 mobile classrooms; 64 have been replaced or will be replaced as part of a wider school project, leaving a further 5 to be replaced to meet the commitment to schools. The estimated cost of completing the programme is £1.5m and it is anticipated that this will be top-sliced from the PCP in the first two years.

2.7 Conclusions

2.7.1 We have considered demographic, attainment and property data to determine where investment is most required. In general terms we can conclude that:

- Our property data tells us that there are a number of schools that are in very poor condition and/or are unsuitable that will need to be rebuilt;
- Our standards and socio-economic data tell us that our most serious challenge in terms of raising standards and closing the attainment gap lies in the outer-city estates which have a predominantly white, working class population. Refer to Appendix A which demonstrates where challenging schools are located;
- Our pupil place planning data tells us that there are a number of schools with a high level of surplus places and these correlate to the schools above with low standards. If we remodel these schools to remove surplus places, they will be at a manageable level;
- All schools will virtually make the core offer of extended services. However, schools have a number of issues around space for parents, community use, multi-agency teams, etc that we will need to address in the programme. The schools with surplus places tend to be in the more deprived areas where the need for extended services is higher. Our challenge will to be to identify and convert surplus space for community use/extended services;
- Our proposals for raising standards and tackling underperforming schools include a number of ideas for federation, infant and junior, groups of very small schools, etc. We will need to consider the property and ICT implications of these proposals as a priority;
- There are a range of suitability issues to be tackled on an individual school basis. We expect priorities to include numeracy and literacy, sport / PE, dining, staff workspaces, space for parents and communities and environmental improvements.

2.7.2 We have conducted a sense check of the priorities that our matrix produces (see Appendix B2). We conclude that our methodology is robust and produces the priorities that we intuitively expect to see. We have taken into account the work that is ongoing across each locality, through Schools' Development Groups, including the roll-out of Integrated Service Hubs. The priority projects will add value to and support this work during the early years of the programme. We also expect our capital programme, arising from the matrix and the assessment of the needs of each school to produce a sound rationale for investment.

3.0 Long Term Aims

3.1 Support for our Priorities

In the short term, the priorities that we have identified are aligned to the challenging targets for 2009 and beyond (76% L4 in English and maths). We will ensure that all schools are removed from OfSTED Category 4 and reduce the number of hard to shift schools in line with national expectations. We need to quote some timescales here.

3.2 The Principles Underpinning our Strategy for Change

We have consulted widely with stakeholders on 5 key principles underpinning our strategy for change and they have been endorsed by schools, dioceses and trades unions. The principles are expanded upon in Appendix C1

- Every child will have the opportunity to reach their full potential, make a positive contribution to their community and in adult life, enjoy economic prosperity. These opportunities will be enhanced and enabled by a robust and secure ICT infrastructure;
- A place at a good school is every child's right;

- The children's workforce is our greatest resource;
- Neighbourhood groups of schools, strengthened through collaborative working and community partnerships, are at the heart of achieving excellence and are extended by ICT approaches to teaching, learning and collaboration;
- Excellence for Leicester's children is a widely shared ambition and we need to harness the full potential of all partners.

3.3 Choice, Access and Diversity

3.3.1 Collaboration and partnership lie at the very heart of our plans for school improvement and we must ensure that a diverse system with new providers promotes collaboration and partnership rather than competition and elitism.

3.3.2 We must find an approach to new forms of governance that will promote collaboration and partnership. The Council will promote a framework of collaborative partnerships that all schools can join. What we require is partnerships with parents, local communities, business, facilitated and managed using ICT tools, that will:

- Raise standards across the board;
- Promote collaboration between schools;
- Strengthen the capacity of local communities;
- Promote community cohesion and inclusion;
- Strengthen governance and leadership;
- Make schools more accountable to parents.

3.3.3 Collaboration Through Federation

The core strengths of Leicester's education community can be summarised as follows.

- The compact nature of the city which facilitates co-working and collaboration between schools.

- The broad cohesion of its communities which means that individual schools may interchangeably serve a variety of local communities and their needs.

- The commitment of the workforce, as demonstrated by the continuing willingness of colleagues to share their good practice and the willingness of our many experienced, high quality staff to work in challenging schools when other, less demanding, options are available in geographically nearby local authorities.

- The city-wide sense of Leicester as a single, integrated local community with an identity.

- The diverse talents of leaders and classroom practitioners which provides an enormous resource for change and improvement.

- The creativity of schools and local teachers in addressing the diverse needs of children, especially those who come from socially deprived and/or minority community backgrounds.

- The instinct for collaboration of local stakeholders, as demonstrated by the initiative of local secondary Headteachers and Principals in developing the Education Inclusion Partnership as a jointly funded enabling body that enhanced the collective capacity of all secondary schools.

We need to mobilise these in a dynamic way so that educational professionals feel empowered, communities feel engaged and the cohesive, collective talent of the city can be deployed to the maximum effect and for the benefit of all.

This means developing, supporting and promoting a diversity of collaborative structures across the city.

A sustainable collaborative model for the future of education in our city must of necessity incorporate both the maximum flexibility with the most systematic accountability. This means looking at the variety of ways in which collaboration between schools and also between schools and the Local Authority can take place.

The following as flexible examples of cooperative, collective working:

- Hard federations – two or more schools working in tandem under the leadership of a single headteacher and with a single governing body with the capacity for flexible inter-staffing of the schools,

- Soft federations – multiple schools facing similar challenges working collectively to address identified issues and with the capacity to draw on funding to support co-appointed intervention staff.

- School partnerships – individual schools in challenging circumstances teamed to work with up to two other schools that a) do not face similar challenges b) have resources/expertise that could be shared with the 'partner' school.

- Curriculum partnerships – the sharing of expertise between schools either a) across the city, or b) within neighbourhoods, or c) within types of schools in individual curriculum specialisms e.g., literacy. The Hub and Spoke model for secondary GCSE English/Maths /Science would be a successful example of such a partnership in practice.

- Collaborative Networks – groups of schools with similar challenges supported by Local Authority intervention teams. (eg outer ring schools supported by centrally employed expert teacher team or by centrally employed KS1 literacy intervention team.)

- Enabling Collaboratives – bodies established and financed collectively by groups of schools to carry out particular shared tasks or functions (e.g. the Secondary Education Improvement Partnership.

- Inclusion Partnerships – special schools linked with two or more mainstream schools for the purposes of widening inclusion through dual registration, providing a coherent structure for attached out-reach work and extending inclusive practice in mainstream schools.

It should be apparent that whilst each of these examples of collaborative working can operate independently of each other there is ample capacity for overlapping affiliations. Thus a Primary school might simultaneously be a part of a hard federation, a soft federation, a collaborative network and a curriculum partnership.

It would be the responsibility of each collaborative/network/partnership to monitor and evaluate the quality of delivery and performance of their joint working, in conjunction with the Learning Services department of the Local Authority.

There is an ethos within Leicester's schools of shared responsibility for all children in the City. Collaboration between schools is central to achieving our aim of raising standards and closing attainment gaps. There are currently two loose and broad federations that schools belong to. The Education Improvement Partnership (EIP) promotes collaborative working between all secondary schools (including special schools). Development Groups embrace all secondary, primary and special schools within a geographical area. Many of the recent successful initiatives were founded in these collaborative arrangements and supported by ICT.

Our key objective will be to strengthen these existing collaborative arrangements. At secondary level, we need to engage more closely and include the post-16 sector in the federation. The secondary collaborative will increasingly take more responsibility for a defined range of responsibilities including 14-19 curriculum planning, vocational training provision (including specialised diplomas), links with employers and support for improved behaviour and attendance through alternative curriculum provision. At neighbourhood level, the model for the roll-out of our integrated services is built around our School Development Groups. Increasingly, they will have greater influence over the coordination of integrated, extended and community services in their local area, planning the curriculum offer to support personalised learning, transfer from primary to secondary school and shared responsibility and accountability for the performance of schools in their group. The Council and schools will together need to consider how the effectiveness of Development Groups can be increased. At secondary level, the establishment of a small secretariat has increased the effectiveness of the EIP and similar resources are planned for Development Groups.

The tangible benefits of federation are:

- Improved teaching and learning

- A structured way for schools to collaborate, learn from each other and share best practice
- Improved senior and middle management, joint appointment of staff and coherent training
- Joint staffing opportunities including Specialist Teachers and wider career opportunities across the federation
- Governance support and development
- A cost effective and coherent curriculum, increasing the opportunity to fulfil individual students' needs, extending curriculum entitlement
- Models of good practice to improve teaching and learning and inclusion
- A basis for further partnerships, including cross-phase and with other providers (eg 14-19, community services etc)
- Saving on planning and administrative time
- Strategic planning, for example through the sharing of complementary specialisms
- Building capacity and coherence across the federation and the LA

The Council proposes to consult on a number of local federation arrangements that could co-exist. Circumstances where this might be appropriate are:

Federation of infant and junior schools, particularly where they are co-located

There are a number of separate infant and junior schools across the city that might benefit from a form of federation. Separate infant and junior schools that are performing well are unlikely to be a priority for action. Discussions have already commenced with Braunstone Frith Infant and Junior Schools and schools in the Saffron and Eyres Monsell area. In addition to the potential efficiencies and quality improvements, federation would effectively remove an additional transition point which could have a significant impact on standards.

Federation of a group of very small schools

There are likely to be a number of schools with an intake of around 1 form of entry. Federation of groups of schools could:

- Improve their financial viability;
- Improve quality of teaching and breadth of curriculum offer, with access to more staff;
- Provide opportunities to strengthen management and governance.

School Partnerships

Partnerships between strong schools and those performing less well are likely to provide solutions for a number of schools. Partnership support can take place across a number of areas including supplementing management capacity, governance and providing guidance on classroom practice.

Potential Co-location

The Council is currently investigating opportunities to co-locate primary and special schools with mainstream secondary schools. The opportunities that this might create include access to a better range of facilities, opportunities for early progression to KS3 in some subject areas for more able pupils, sharing of specialist facilities and staff expertise and smoothing of transition from primary to secondary.

3.3.5 A role for all-age academies

Within the active discussions already taking place within the City regarding academies, there are at least two possible further academies, one of which may be an all-age school. The Council would wish to be a co-sponsor of any new academy.

3.3.6 Meeting the needs of people of different faiths

There are no grounds for a common response to requests for new faith schools. The Council has a statutory duty under the 2006 Education and Inspections Act to advise potential promoters of new schools. We have received a number of approaches from different faith organisations and small

independent schools and we are providing them with advice as to how they should take their proposals forward.

In order to gain support from the Council, promoters would be required to:

- Show that they were acting in the best interest of children and young people and that their proposal would raise standards of education and support ECM outcomes;
- Show that they are meeting parental preference, taking into account the views of parents, including those who might be adversely affected by the proposals;
- Demonstrate that the proposal would make a positive contribution to community cohesion;
- Show that their proposal would make a positive contribution to raising standards in other schools;
- Improve facilities and services for local communities.

3.3.7 Trust Schools

We understand the context within which trust schools are being discussed nationally and we recognise that there may be schools in Leicester that may wish to explore trust status. The Council has a statutory duty to support schools that wish to explore trust status and will provide guidance. The Council is committed to further developing the collaborative relationships between all schools and ensure that new partners share our values, ethos and ambition. Support from our best-performing schools is an essential part of the ethos whereby all schools accept shared responsibility for the well-being of all children and young people in the City. We think that this challenge can best be met by supporting and guiding those schools or groups of schools that decide to explore the benefits of establishing a trust.

Our secondary schools have started to explore, together, the potential benefit of a trust to provide governance to a 'virtual college' (a city-wide collective of facilities such as vocational training centres, city learning centres and centres for alternative curriculum provision). In this arrangement, governance would be limited to those functions undertaken by the 'virtual college'.

In terms of primary schools working in partnership with secondary and special schools, we would prefer any new models of governance to develop from the existing Development Group arrangements, offering the flexibility for individual schools and groups of schools to form different relationships with a trust, depending on their individual circumstances and needs.

3.4 Raising Standards and Tackling Underperformance

3.4.1. The prioritisation matrix has identified those schools which will benefit from the programme in the first four years as well as those schools which will be included over the 14 year period. In order to raise standards and tackle underperformance using new ICT tools and techniques, the Council may, in consultation with parents, pupils and key stakeholders, consider and agree options that include the development of a number of federations.

ICT will provide the underpinning technology to facilitate the federative approach and to ensure consistency in management, process and reporting for all students as well as the sharing of good classroom practice and excellence in teaching and learning.

3.4.2. The Council is committed to developing a neighbourhood approach to service delivery through the Integrated Service Hub roll out. In order to ensure higher standards and performance, Primary Capital planning with targeted schools will also include whenever possible, opportunities to develop an entitlement offer to all children and young people that provides integrated neighbourhood services that are accessible, inclusive, sustainable, evidence-based where funding follows need and results in measurable improvement of outcomes.

3.4.3 Transforming Leicester's Learning (TLL) programme provides effective intervention strategies for key Stages 1 and 2. For example:

- There is a team of 40 academic coaches working across primary schools in the City, managed by the SDSA;
- There is targeted consultancy support for Year 6 pupils in English and maths;

- There is specific support for planning and target setting for those schools with significant numbers of under-performing pupils from minority ethnic community backgrounds.

3.4.4 Creative Partnerships in Leicester

Creative Partnership is the government's flagship creative learning programme. The aims of the programme are to develop:

- The creativity and enterprise of young people, raising their aspirations and achievements;
- The skills of teachers and their ability to work with creative practitioners;
- Schools' approaches to culture, creativity and partnership working; and
- The skills, capacity and sustainability of the creative industries and other partners who wish to work with schools

Creative partnerships have designed a new national framework, to be applied consistently across the country that includes three distinct programme strands.

In Leicester the Council will have school involvement in two of the programmes. The Change Schools Programme which will enable schools in areas with significant challenges to engage in an intensive three-year programme that supports the creative development of the whole school and the Enquiry Schools Programme which will enable any school to engage in a three-term creative learning programme targeted at a specific group of pupils and teachers.

The Council has funding for 19 Change Schools and 36 Enquiry Schools. A second round of Enquiry school recruitment will take place in the autumn term 08.

3.5 Progression to and Collaboration with Secondary Schools

3.5.1. By adopting a collaborative approach, modelled on the current secondary EIP approach and the Integrated Services Hub pilot in New Parks and facilitated by a secure ICT infrastructure, the Council will be able to develop systematic approaches to sharing and developing good practice. Paragraph 3.7 describes our Integrated Service Hub programme in more detail. As a further example, the Hub and Spoke model is currently working well for the core subjects, English, maths, science and ICT as part of TLL and can be developed to encompass primary schools with similar needs. This would ensure targeted support on a group of schools that needed it and avoid replication.

3.5.2. The principle of viewing pupils as the common beneficiary by all schools and thereby linking services to support progression and continuity can be further developed through the work of the current Development Groups across the City. These Development Groups are a key factor in ensuring effective collaboration and federation arrangements.

3.5.3. Linkages to the Secondary BSF Strategy for Change and the consideration of options such as all- age schools, working closely with the FE Sector will also ensure seamless transition arrangements are delivered in those schools and areas where all-age schools are planned. For example, two secondary schools are already working with Year 7 pupils they receive on a competence based curriculum which mirrors that primary experience and provides a bridge between Key Stages 2 and 3.

3.6 Increasing Personalisation

3.6.1 In Leicester we are committed to tailoring education to the individual needs, interests and aptitudes of all learners, so as to ensure that all achieve and reach the highest standards possible. Whilst mindful that this is an entitlement for all, our Children and Young People's Plan provides an analysis of the groups of young people with particular barriers to learning that impact on their achievement, safety, health and well-being. System-wide personalised learning, accessed via the VLE and managed by a secure ICT approach, will not only generate excellence in our education system, but by putting the learner at the centre, will be a key contributor to reducing the equity gap and promoting social justice. Using new approaches to teaching and learning facilitated by technology will allow our learners to access their curriculum anywhere, anytime.

3.6.2 Our belief is that there are five key components, all managed and underpinned by a functional and reliable ICT infrastructure, that can help to deepen and extend this personalisation of education:

- Assessment for learning;

- Effective teaching and learning strategies;
- Curriculum entitlement and choice;
- School organisation;
- Strong partnerships beyond the classroom and beyond the school.

3.6.3. These five key components offer a framework for implementation: a set of tools to employ contextually so as to respond to the challenges we face in our city. They are founded on shared principles, although the practices that emanate from them may well look different in different schools and colleges. We need to develop a system-wide commitment and response to personalisation that is palpable, but schools and colleges will need to be able to shape the ingredients of personalisation in ways that are appropriate for their own situation. If, through practical responses to the strategic challenges, we can collectively build this offer for every learner, then we will secure our vision of personalised learning running right through the system.

3.6.4 A personalised approach to learning continues to be developed successfully. An effective approach can be seen in the Academic Coaching Programme delivered through the Transforming Leicester's Learning strategy.

3.7 Childcare, Surestart, Extended Schools, Youth and Community

3.7.1 Leicester has well-developed plans for integrated and extended services in and around schools. The proposals are described in detail in Appendix D1 and consist of 4 core components:

- Community governance;

- Integrated service hubs;
- Integrated neighbourhood teams;
- Integrated Processes (CAF L/P).

3.7.2 The initial proposals for the 8 geographical areas of the City to be serviced by Integrated Service Hubs roll out are shown in Appendix D2.

3.8 Inclusion

3.8.1. The Local Authority's Education Inclusion Strategy defines effective inclusion as:

The process of removing barriers to participation and learning so that all children and young people benefit fully from learning opportunities.

The Council aims to provide opportunities for all children and young people to learn and achieve within their local communities. This will be done through personalised learning, promoting attainment, achievement and progression throughout their learning careers. The continuum of provision will be further developed to meet the needs of the growing number of pupils with highly complex needs within the City.

All schools and settings should have the capacity to meet the needs of the majority of children and young people with special educational needs. Therefore, although much of the continuum of provision will be located in mainstream schools, special schools and other specialist provision will continue to play an important role in both providing and leading on developments in their particular area of specialism.

The key principles for ensuring an inclusive approach are:

- A commitment to raising educational standards for all pupils regardless of settings through early identification, assessment, intervention, progress monitoring and responsiveness to pupils' changing needs. By encouraging specialisms within schools to offer a range of choice and diversity;

- Transforming and modernising provision across the City dovetailing with the roll out of the Integrated Service Hubs, implementation of the Children's Centre Strategy and the development of the 13-19 curriculum;
- Improving outcomes for children and young people – Leicester City culture is based on valuing individuals and responding to their diversity. This means that all educational provision will be organised and developed in a manner that provides maximum access for all pupils regardless of their different cultural backgrounds and experiences, different learning styles and patterns of attainment;
- Widening Participation - the education process in Leicester will involve children and young people and their parents/carers fully in identifying and developing ways of planning and supporting individual needs;
- Strengthening organisational capacity within schools and settings through comprehensive continuing professional development and opportunities for staff to experience different settings and styles of teaching and learning as well as meeting the needs of the growing numbers and complexities of children with disabilities;
- ICT - Continue to use and expand provision for digital and assistive technologies in order to access and enhance the curriculum.

3.8.2. In addition, an overarching Inclusion Strategy will provide leadership and direction for this area and will embrace existing and developing policy and protocol. This will include:

- The Meeting Individual Needs Strategy and Behaviour Support Plan;
- The establishment of city behaviour and attendance policies and strategies;
- Hard to place and Managed move protocols, which are currently being developed into a protocol for the operation of a Student Placement Panel;
- Exclusion and re-integration protocol;
- Workforce development strategy to build teams within schools to address the range of learning and support systems including new teaching and learning approaches required with the further integration of technology as a tool and an enabler of learning;
- The further integration of digital assisted technologies for all aspects of inclusion.

3.9 Sport and Exercise

3.9.1 It is widely recognised that Sport and regular participation in physical activity makes a valued contribution to the development and learning of young people. There is evidence to suggest that sport and physical activity can have a positive impact on attendance, behaviour, health and learning abilities of young people. There are current governmental concerns over the "health of the nation" and recent evidence is suggesting that obesity among young people is growing. A greater focus on delivering high quality PE and school sport will have a positive impact on dealing with all of these issues.

3.9.2 Leicester is currently the European City of Sport and next year will host the 2009 Special Olympics. There is a strong PESSCL strategy, strong leadership through the Partnership Development Officers and strong support from headteachers for the physical and wellbeing needs of their pupils. The place of out of hours learning, study support and extended services also has a bearing on the development of facilities. The national PESSCL Strategy has received significant investment and with success of the London Olympics 2012 bid, the provision of high quality PE and school sport will ensure we make a significant contribution to the legacy of the 2012 Games.

3.9.3. The Council is committed to contributing to the development of physically active and healthy young people and the provision of high quality physical education is an essential element to that commitment and the related key outcomes of "Every Child Matters".

3.9.4 The provision of high quality PE and school sport will engage and stimulate young people and promote habitual participation in physical activity for life. There will be opportunities within the school environment that allow young people to engage in physical activity and sport at their chosen level with the encouragement to sustain participation and progress, testing their abilities and skills.

3.9.5 Provision for PE and school sport will not be limited to core curricular hours or subjects. Key tuition and delivery of PE could be extended through specialised, regulated coaches, Sports Governing Body sessions, and other physical activity providers outside of core hours to meet the needs of individual children. This could include non core activities that meet the fundamental principles of being physically active.

3.9.6 Future provision of high quality PE and sport could be enhanced through specialised facilities that provide both sports specialist environments and the core indoor and outdoor curriculum requirements. Partnerships with Governing Bodies of Sport and other organisations in developing dual use facilities could create new physical education / player pathways and sporting exit routes to enhance further learning.

3.9.7 Formal links with Children's Centres, primary schools and FE Colleges will be considered in the planning for PE and school sport delivery to effect transition and maximise PE related volunteering and vocational course opportunities.

3.9.8 Extending partnerships (from the current PESSCL Strategy outputs) is essential to maximising the pupil experience and benefits of PE. Formal partnerships with accredited sports clubs, coaches, Governing Bodies of Sport and other organisations are necessary in developing pathways for further leaning and progression.

3.9.9 Access to school sports facilities for organised and planned community use, outside school hours, will be encouraged to foster community sport links and provide out of school opportunities linked to the curriculum.

3.9.10 Opportunities for linking / integrating Physical Education with other core subjects eg sciences, maths, performing arts etc will be encouraged to extend the engagement of young people in physical activity.

3.10 Healthy Eating

Healthy Eating in Leicester.

There are a multitude of projects tackling obesity across the city, aimed at a wide age range from young children in Sure Start nurseries, to older pupils participating in TLB (Teenage lifestyle buddies), and FAB (Fit and Active Buddies). Other initiatives are available within the community to focus on healthy eating and lifestyle, through which many parents can have the opportunity for learning to cook, grow their own food, healthy lifestyle club with an emphasis on gentle exercise and routes for safe walking.

In October 2006 Community Health Development Workers drew on their local networks and knowledge of their communities to develop Health Improvement Networks and Health Improvement Plans. Initiatives included within this are the Healthy Schools Programme, the Exercise Alliance, and Local Sports Alliance. There are dietary projects involving community food workers in some deprived communities and locally available dieticians.

There are high levels of coronary heart disease and obesity across the city. Research has highlighted areas where there is very low consumption of fresh fruit and vegetables and take away meals are the food of choice by families. Programmes to tackle health inequalities such as Braunstone Community Food Project aims to improve food access, provide knowledge for healthy eating and develop food preparation skills.

Healthy Schools.

Since 2001, the local healthy schools programme has been successful in recruiting schools for accreditation. At the end of the summer term 2006, 96 schools were registered. Of these 45 have received accreditation, 33 have achieved the former Healthy Schools Standard. 12 schools are currently accredited to the National Healthy Schools Status, and therefore have met the requirements of the current healthy eating and physical activity themes.

A community dietician has been employed from the Leicester, Leicestershire and Rutland Dietetic Services to work specifically within the local programme. This has taken many forms such as encouraging healthier eating by choosing healthy options at lunchtime or during the school day and working with parents to provide healthier packed lunches.

Local secondary schools have been invited to participate over the last two years in a competition 'Student Chef of the Year' which encourages students to produce a healthy meal on a fixed sum; this has proved popular and successful. For the past two years catering staff have been invited to enter a competition to find the School Chef of the Year, with our local heat and subsequent participation in a regional heat.

The Leicester Tigers Rugby Football Club are also linked with the healthy schools programme and work with a healthy eating / physical activity programme for primary schools in the city.

Links have also been established with the School Sports Co-ordinator Scheme and training is being developed to ensure that healthy eating, physical activity and consistent healthy lifestyle messages are an integral part of each school's ethos.

School Meals

The school environment is crucial for modelling healthier choices and a healthier life-style. A school meal can only contribute to 18% of a child's diet. A registered dietician works one a day each week with City Education Catering, to monitor menus and ensure they comply with the Government's nutritional standards. Following the introduction of Government standards, menus were reviewed and a healthier menu of mainly kitchen-prepared dishes using more fresh produce has been introduced. City Catering are working in partnership with all stakeholders to encourage children to make healthier choices, and to increase both the profile and uptake of school meals across the city. The menus are tested through a nutritional software package, to ensure they are providing at least the minimum nutritional standards.

City Catering are holding taster sessions for parents when open evenings / parent evening opportunities arise, to let them taste dishes and see menus and other promotional material. Pupils also take part in food tasting sessions, which has increased the take up of fruit particularly, and helped to encourage them to try new dishes with less familiar ingredients.

During the past year with the financial support of capital money and devolved capital from the schools, we have provided onsite kitchen facilities to three schools that previously had a hot meal transported in from another school. In each case the schools were very supportive there has been an increased take up of meals. Many primary schools continue to receive a hot meal transferred form another site due to the lack of space and facilities to expand.

Dining facilities are in most cases poor with few sites offer a dining room; it is usually a general purpose hall with time constraints and limited space to store furniture. Attractive furniture is usually more expensive and not designed for daily movement into a furniture store. Most of our separate dining rooms are in buildings which were originally a temporary provision – Horsa-Style, they are challenging to heat, and have lots of windows which are difficult to secure and frequently the target for vandalism.

The City will use the Primary Capital Programme to continue to consolidate and develop Healthy Eating policies and practice and develop some of the good practice that already exists as described above whilst addressing the key challenges for all infant, junior and primary schools.

3.11 ICT

3.11.1 The Council is committed to developing ICT as a powerful tool and underlying infrastructure to support the achievement of all young people in the City. The most recent Leicester Labour Party Manifesto commits to ensuring that every primary school child has access to a laptop computer and so to address the current digital divide.

3.11.2 The Council's aim is to create an online learning city at the forefront of harnessing the power of developing technologies for the benefit of our learners. We will build upon our diversity and create an inclusive, appropriate and accessible learning environment. We will utilise ICT to reduce risk and raise opportunity for all learners who confidently, successfully and routinely exploit ICT. To support this, we will create the infrastructure, systems and security to enable the business change processes which will underpin and support the aim.

3.11.3 The Council will use appropriate technologies to achieve a more personalised approach within all areas of education and children's services. The strategy covers these overarching objectives:

- Transforming teaching, learning and child development, enabling children and learners of all ages to meet their highest expectations;
- Transforming the way we work, including multi-agency approaches to extended and community services, mobile working models, facilitating parental access and connecting with hard-to-reach groups in new ways;
- Accessing safe and secure digital resources, including learning how to stay safe on line;

- Efficient and effective business processes enabling the flow of data; Investing in people, including leadership training for Heads in visioning, technology assisted teaching and learning pedagogies and developing strategies for collaboration through ICT
- Access to a common digital infrastructure underpinning all business and people processes through corporate services, school broadband services and BSF.

3.11.4. Investment through the Primary Capital Programme will enable a step change in the level of ICT provision in primary schools. ICT touches all areas of school management and is used by learners, and all staff. It should be considered in all elements of the educational environment, including lifelong learning opportunities for the community as a whole. Collaboration between learning establishments and other agencies will be invigorated and supported increasing the range of opportunities for learning at all ages.

3.11.5 All primary schools have a filtered, broadband internet connection and access to a city-wide Virtual Learning Environment. Work is already underway to further develop the VLE building on current strategies to support achievement in Key Stage 2 SATs as well as personalised learning and collaboration.

3.11.6 Translating Our Vision into Reality

- The learning experience will be varied and more personalised for the individual, leading to higher standards of attainment and the acquisition of essential skills to fit learners for the increasingly ICT rich society in which we live;
- The learning process will be engaging, exciting and enjoyable with increased opportunities for creative expression and greater flexibility regarding the location and time it takes place;
- There will be wider access to learning and participation. ICT will facilitate the inclusion of learners with special educational needs, those with long term illness and the disaffected;
- Learners will develop ICT capability, able to adapt to and make sensible choices about new technologies and to reflect upon their use. Each learner will have their own personalised space with 'anytime, anywhere' access to learning resources and teaching programmes. This will enable them to broaden their horizons and participate in local, regional and global communications and collaborations;
- Teaching and learning will take account of prior and current experiences through smooth transition between phases and the sophisticated use of data assessment and tracking tools;
- Collaboration between learning establishments and other agencies will be invigorated and supported increasing the range of opportunities for learners of all ages and enriching the variety of pedagogies employed;
- Routine tasks will be automated, allowing the talents of the workforce to be better directed to support the learning experience;
- Technology will be one tool in the teacher's armoury and should be an integral part of the environment, ubiquitous and reliable. To achieve this position, teachers will receive both training and time to develop new and innovative teaching and learning methodologies;
- The learning community, including parents and governors, will be better informed and involved through easier communications and access to information.

3.12 Sustainability

3.12.1 Ethos and Ambition

Leicester was Britain's first 'Environment City' and we have established a reputation for our international contribution to tackling climate change. Sustainability is central to our ethos and way of working. Our 25 year vision is to be Britain's most sustainable city. We have reduced our carbon emission by 25% since 1990 and aim to reduce them by 50% by 2025.

15% of all public sector carbon emissions come from schools. Young people are at the heart of our plans to tackle climate change. 50 of our schools have achieved EMAS accreditation with a further 30 working towards it (over 2/3 of our schools).

Our Approach to Sustainable Schools seeks to:

- Ensure that schools are places where children and young people can learn about sustainability issues by experiencing what happens in their own school buildings;

- Use schools' capital funding to lever in further match funding such as Carbon Trust grants, prudential borrowing, etc. to make schools exemplary models of sustainable development.

3.12.2 Achievements to date

Over recent years we have developed a number of school projects that demonstrate exemplary practice. These have enabled good teaching to be developed, raised awareness of environmental issues and inspired other schools. However, we realise that sustainable schools must become the norm rather the exception.

In 2006 we developed a new approach to making schools more sustainable in response to the DfES year of Action on Sustainable Development for schools. We set aside £1m from our schools capital programme for a project to promote sustainable schools. We invited schools to work with pupils and students to look at environmental improvements they could make and submit ideas. Over 25% of our primary schools have, or will benefit from projects to reduce energy and generate renewable energy.

Improving the sustainability of the first phase of our BSF project has been problematic. We have reviewed this and identified that opportunities were lost because of the procurement process and the need to strictly control engagement with bidders during the design and procurement process. This resulted in limited engagement with students and staff and limited opportunities to introduce third- party funding due to the complexities of the PFI and FM contracts. Even so, our three new schools will achieve BREEAM 'Excellent' and our refurbished school BREAM 'Very Good'. 24% of energy will be from renewable sources compared to the target of 10%. We also secured carbon trust funding for a 50KW wind turbine at one of our BSF schools.

3.12.3 Exploiting Future Opportunities

To ensure that we make the most of the opportunities that BSF and the Primary capital programme present we have taken or propose to take the following actions:

Members' Scrutiny Committee

The Council has established a Member's scrutiny committee, specifically to ensure that we make the most of the opportunity to reduce carbon emissions in schools and promote sustainable behaviours among children and young people and communities. Children and young people will be represented on the group which will oversee the strategic direction with regard to sustainable schools.

School engagement in design

The Council and the LEP will work together to further develop the engagement programme that commenced in phase 1 of BSF. The engagement will be integral to the design development process and starts with some learning about sustainability, climate change and building design, including a site visit to a sustainable building, to prepare teachers and students. They will then attend workshops as part of the design process, develop and present their ideas and then challenge the designers on proposed solutions. They are thus able to direct the design so that the building meets their aspirations and also becomes a teaching and learning resource.

School as a learning resource

Once operational, schools will be curriculum tools for teaching and learning. All schools will have building services metered and monitored remotely. Data will be accessible via the web. Schools will also have high visibility metering in a prominent position in school.

Funding

We will work with the LEP to secure additional third party funding to pay for sustainable technologies. Key to this will be to devise robust mechanisms whereby the financial savings from energy reduction or for using green energy are directed towards the investor. We want to make additional investment an attractive proposition for the LEP.

Carbon neutral schools

We aspire to make our schools carbon neutral. We are considering a potential collaborative project with Leicestershire County Council, DeMontfort University, the LEP and its supply chain to:

- Define a carbon neutral school;
- Identify existing projects;
- Analyse our Phase 1 school designs and identify measures that would have made them Carbon Neutral;
- Identify the additional costs;
- Identify potential funding mechanisms for investment and payback.

4.0 Approach to Change

4.1 Overall Funding, Scope and Affordability

4.1.1 Funding

We have conducted an assessment of the overall funding that is likely to be available to the programme including PCP, Surestart, modernisation, LCVAP, devolved capital, Section 106, capital receipts, CMF, etc. The assessment of funding is set out in Appendix D1 and the assumptions that we have made are set out in Appendix D2. In summary:

- The funding available for rebuilding and refurbishing existing schools is assessed at £124.7m over the life of the programme;
- New provision to meet increased demand for school places arising from new housing development, etc., is assessed at £22.5m. It is anticipated that this will be funded from a combination of Basic Need and Section 106 developers' contributions;
- Funding specifically for children's centres is assessed at £2.6m;
- Funding for the total programme is assessed at £149.8m. All of the above funds are expected to be used as part of a joined-up development programme. However, we are mindful of DCSF advice that PCP should not be a substitute for new growth funding and have sought to differentiate this in our assessment.

4.1.2 Scope

Appendix E sets out our assessment of what we think is an affordable aspiration for the programme.

Our starting point has been to include at least half of our primary schools in the PCP, noting that this is still a programme for all schools and those not in the top half of the priority list will continue to receive significant devolved capital funds. We will continue to work with these schools to develop an estate plan that will inform their on-going capital investment decisions.

The minimum national out-put is to rebuild or take out of commission the 5% of schools in the worst physical condition. As we do not anticipate any school closures, we have a minimum 5% replacement target. DCSF suggest that we might be able to replace up to 20% of our schools. The first part of our modelling exercise has been to look at the cost of replacing various percentages of the primary stock and look at the impact that this would have on the remaining schools in the programme. We have used our own benchmark data for the cost of each type of building work. The total cost of the four models are comparable, the outputs are summarised below.

% Schools to be rebuilt	No. schools to be rebuilt	Residual no. of schools in PCP	% of each residual school floor area that can		
			Rebuilt	Refurbished	Do nothing
5	4	37	30	30	40
10	**8**	**33**	**25**	**25**	**50**
15	12	29	20	20	60
20	16	25	10	20	70

Based on the knowledge of our schools in the worst condition and the extent to which our schools are in need of modernisation, we believe that the initial DCSF target of 20% would leave insufficient funding in the programme to tackle the remaining schools effectively. Therefore, our initial proposal is that we will

target a complete replacement of 10% (8no.) of schools. Of the remaining 33 schools that we expect to be in the programme, we expect that, on average, we will be able to replace 25% of the floor area and remodel 25%. This is a guide for planning purposes, not a target for individual schools; schools with greater building need will require higher levels of expenditure.

4.2 Prioritisation Criteria

As noted at Paragraph 2.1.4, the priority list is only a guide, taking into account those common factors that can be used to judge relative priority. Priority may be driven by building condition or suitability but it may also be driven by factors that have little or no property implications such as performance or management and governance. Whilst, in general terms, we might expect those schools near the top of the priority list to have the greatest need for investment, there will be exceptions. We have separated out and considered a matrix with the building-related factors only, e.g. condition, suitability, accessibility, sustainability, etc., to give us an indication of those schools most likely to require rebuilding. Again this is not definitive; other issue such as school reorganisation may lead to different priorities. It is noted in paragraph 2.1.4 that a prioritisation matrix cannot take into account every factor in every school and there will be extenuating factors that require some schools to have a higher priority. For example, there may be serious maintenance issues or factors such as the rate and timing of population change, or a project may need to link in with other programmes, where partners have different timescales. It should also be noted that special schools do not readily fit into a matrix that compares one school with another; a degree of subjective judgement is required to judge their place in the programme. Finally, we need to take into account the residue of programmes commenced before the PCP. In particular, in Leicester, we are almost at the end of a programme to replace all primary school mobile classrooms with permanent buildings and we need to top-slice approximately £3.5m from the main PCP over its first two years in order to meet this outstanding commitment to schools.

4.3 Project Management

4.3.1 It is envisaged that the Primary Capital Programme will be managed within the 'Transforming the Learning Environment' Team (Planning and Property Team). The Department has a significant capital programme and is in Wave 1 of BSF. The resources required to deliver the PCP have been taken into account in establishing the future requirements of the team.

4.3.2 Individual projects will require specific project management arrangements, commensurate with size and complexity of each project and compliant with PRINCE 2 methodology. They will have a project board comprising of Project Director, Senior User, Senior Supplier, a Project manager and multi-disciplinary project team.

4.3.3 The Council has recently undertaken a major review of how it will manage projects into the future. The existing BSF project board has become a '0-19 Transforming the Learning Environment Programme Board'. The board will establish the strategic direction and oversee the capital programme to transform the learning environment, including BSF and the PCP. The Board will be responsible to the Cabinet of the Council and membership will reflect the strategic importance and value of the programme, comprising of the Leader of the Council, Cabinet Lead Member for Children and Young People, Chief Executive, Corporate Directors of CYPS and Regeneration and Culture, spokespersons from other parties, Partnerships for Schools, school representatives, including primary, secondary and special and other stakeholders by invitation.

4.4 Engagement and Consultation Proposals

4.4.1. The Council has a range of consultation and engagement mechanisms in place. These include the Development Group arrangements across all the City areas – each Development Group area including a mix of Primary, Secondary and SEN schools. In order to ensure that everyone is kept informed on progress of the programme, there is a communications strategy which is designed to ensure that the communication and engagement process remains user-friendly, timely and interactive.

4.4.2. To date, consultation around the Primary Capital Programme has included head teacher meetings, consultation papers with written/electronic feedback, writing groups and individual meetings with key stakeholders and parties of interest including Senior Members and the Anglican and Catholic Diocese. Please refer to Appendix I for letters of support and Appendix J for consultation details.

4.4.3 As the programme progresses there will be further engagement at the local level with Members, Governors, parents, schools and pupils. This will take the form of local meetings, EIP meetings,

student voice activities, ongoing discussions and consultations at Development Group Meetings along with regular newsletters and updates to ensure everybody is consulted and engaged in shaping the design and purpose of schools in the programme. Consultation will also involve the work of the Participation Officer and the team, whose role it is to work with young people to ensure that they are meaningfully engaged. The principles of openness and transparency are at the heart of this and will form the basis of empowerment and local decision- making where appropriate to strengthen the collaborative approach the City has adopted.

4.5 Managing Educational Transformation

4.5.1. The Council is involved in a partnership with DCSF to raise standards of achievement in all primary and secondary schools. With support and encouragement from DCSF, we have developed, in partnership with primary head teachers, local authority officers and DCSF officials, a transformational plan to raise standards of achievement. In the short terms, this programme is aimed at Key Stage 2 pupils but is intended to transform learning opportunities and standards of achievement across all the Key Stages in the long term. Alongside this is a determination to sustain the improvement by an exciting programme of professional development and challenge for all teachers.

4.5.2. This transformational agenda has catalysed new relationships with schools. In partnership with local authority officers and the DCSF, a range of strategies are being rigorously implemented which includes an innovative approach to academic coaching for 1200 Year 6 pupils.

4.5.3. Over the last six months, 50 members of staff have been recruited and trained to give personal and academic support to Year 6 pupils on a fortnightly basis. These additional staff share their experiences with teachers in the school on a regular basis as well as having professional development opportunities every fortnight where experiences and learning are shared.

4.5.4. In addition, there is a well developed and successful programme of school improvement – Supported School Improvement Strategy (SSIS) which has been implemented in over 40 of our primary school. There are very stringent targets set and regular monitoring is carried out.

4.5.5. Overall, this transformation strategy has been extremely well received by head teachers, teachers, parents and other partners. It is an example of whole system transformation based on agreed and shared objectives and a clear determination to improve the academic achievement of primary school pupils in Leicester.

4.5.6. Two enormous benefits are emerging from this exciting initiative. The first is the positive response by pupils to a more personalised approach to their learning needs. The second is the benefits to teachers of working in a collaborative way and the learning they share from each other's experiences. These two factors are pre-requisites for improvements in educational outcomes, attainment and achievement for all our young people which we will achieve in the short term and increase in the medium and longer term as part of our sustainable improvement plans.

4.5.7. The primary Transforming Leicester's Learning programme will ensure that these transformational approaches are central to delivery and continue to enhance and improve the standards of achievement for all primary pupils.

4.6 Design, Procurement and Maintenance

4.6.1 Design standards

The substantial challenge that faces us is to design and build quality schools that meet the needs of today yet remain fit for purpose in the future. We are currently preparing our primary school pupils for jobs that do not exist yet and to use technologies that have not yet been invented. We cannot predict what will be required in the future; we must design our buildings so that they are flexible and readily adaptable to future needs.

We have learnt from the past that building schools for the future and developing our workforce must go hand in hand, keeping pace with each other. New ideas and pedagogies cannot be imposed upon those who work in our schools; they must be developed with them. Teaching methods and environment must be compatible.

If we are to realise our ambition to transform learning, we must:

- Harness the good practice and ideas of our best practitioners so that we can develop a strong vision for learning in the future. To do this we will need to free up school resources so that we can gather best practice. We will bring together our practitioners and designers in a forum so that we develop our own best practice solutions for school design;
- Develop a clear vision for each school, before we start designing new or remodelled buildings. This vision will build on our vision for learning noted above;
- Prepare stakeholders, particularly leaders, to engage effectively in the design process. We will then ensure that the process engages all stakeholders, particularly children and young people. We will include practitioners, other agencies and building users, builders, facilities managers, etc, in the project team, to ensure that we achieve an integrated approach. We have been developing a system of peer consultation using our young apprentices to engage with other children and young people and this shows real potential for future development as part of PCP and BSF strategies for change;
- We will set out our criteria for successful projects and review our designs before they are implemented using design quality indicators and independent advisors such as CABE;
- We will procure design and construction through long-term strategic partnerships. Effective post-occupancy evaluations will then provide opportunities so that learning and improvement are a continuous process.

4.6.2 Procurement

The Council has established a LEP, the Leicester Miller education partnership. Although there is a strong presumption from Government that procurement will be through LEPs, we are not persuaded that it would be in the Council's best interest for this to be our sole procurement route.

Miller Construction is geared to delivery of larger projects, Secondary Schools up to £20m and circa £60M p.a. turnover for the next for 4-5 years. The LEP will wind down to a smaller organisation managing ICT and FM delivery once construction of BSF schools is complete so follow on arrangements to succeed this would be required for primary schools.

It is normal practice within the construction industry for companies to gear up to a specific range of project values. This makes good economic sense - smaller companies are more adaptable to small projects, larger companies have the resources to tackle larger projects but often cannot operate economically with smaller contracts. We think that what would be likely to happen is that our smaller local contractors, with whom we enjoy a good relationship, would be relegated to the status of sub-contractors working for the LEP. In addition to the LEP overhead costs and profit, this might make our local companies less responsive to our needs.

Our proposal is to consider the LEP for some of those larger projects that are comparable in size to BSF schools, e.g., all-age schools or sites with co-located facilities. We already use a number of our own and shared framework contracts for other projects. We are currently using the SCAPE framework, with Willmott Dixon Construction, for a new primary school and we have developed our own framework contract with Mansell Construction for small to medium size school projects such as extensions. These arrangements generally work well and we would expect to continue with this approach.

The £20M threshold on PFI viability projects means that, in practice, this only becomes a viable procurement route in limited circumstances. If we achieve 10% of complete new build this equates to 1 new school every 2 years and we would need a package of 2-3 schools to make up a viable project. A new all-through school might be an option for PFI.

In considering the efficient procurement of ICT and ICT services for Primary Schools, we have considered what could be transferrable from our Secondary School model. There are some concerns around the affordability of a fully-managed service for primary schools. We aim to offer primary schools a menu of services such as the standard MLE including VLE and purchase of standardised hardware and software.

4.6.3 Risk Assessment

We have considered the risks associated with the delivery of the programme and the control measures required. These are summarised in Appendix H1.

5.0 Initial investment priorities

5.1 Overall priorities and schools in years 1- 4

5.1.1 Our initial proposals for the first four years of the Primary Capital Programme are set out in Appendix G.

5.1.2 Appendix G1 is the standard DCSF spreadsheets.

Appendix G2 is a commentary, summarising the programme for each of the first two years, a brief description of the scope of the work proposed at each school and the approximate cost.

Appendix A

School level data - demography and performance

DCSF Number	School Name (Establishment)	Draft January NOR 2008	Highest Forecast figure	Actual Net Capacity Figure	Surplus Places	% Surplus Places	Trend Analysis of Surplus Places from 2008 - 20013	School Population	% Located in one of the 20% most disadvantaged LSOA's	% from Priority Area	Children's Centre on Site Y/N	Ofsted Category	L4+ Eng Floor Target 65%	L4+Maths Floor Target 65%
2337	**Abbey Primary Community School**	444	431 in 2010/2011	525	81	15.43%		90.8% Indian	No	47.8%	**y**	**3**	78%	78%
2385	**Alderman Richard Hallam Primary School**	593	607 in 2012/13	614	21	3.24%	↓	57% White British	No	62.5%	**n**	**3**	68%	82%
2337	**Avenue PrimarySchool**	451	431 in 2010/2011	497	46	9.26%	↑	53% White British	No	49.9%	**n**	**4 NI**	84%	70%
2320	**Barley Croft Primary School**	224	401 in 2007/2008	315	91	28.89%	↑	54% White British	Yes	42.7%	**n**	**4 NI**	42%	71%
2363	**Beaumont Lodge Primary School**	173	187 in 2012/2013	243	70	28.81%	↓	68% White British	No	50.8%	**n**	**4 SM**	76%	60%
3201	**Belgrave St. Peter's C.E. Primary School**	200	195 in 2008/2009	206	6	2.91%	→	69.4% White British	Yes		**n**	**3**	81%	85%
3434	**Braunstone Community Primary**	260	303 in 2012/2013	315	122	17.46%	↓	80% White British	Yes	55.4%	**n**	***4**	60%	72%
2287	**Braunstone Frith Infant School**	189	193 in 2011/2012	225	36	16%	↑	44% White British	Yes	83.0%	**y**	**4 SM**		
2286	**Braunstone Frith Junior School**	264	275 in 2010/2011	245	-19	0%	↑	80.1 White British	Yes	85.2%	**y**	**4 SM**	49%	42%
2210	**Bridge Junior School**	345	353 in 2011/2012	360	15	4.17%	↓	65.3% Indian	Yes	54.0%	**n**	**2**	71%	79%
2306	**Buswells Lodge Primary School**	379	409 in 2012/2013	350	-29	0%	↓	57.1% White British	No	50.8%	**n**	**3**	68%	72%
2212	**Caldecote Primary School**	405	417 in 2011/12	420	15	3.57%	→	61.6% White British	Yes	42.7%	**n**	**3**	57%	57%
2213	**Catherine Infant School**	285	308 in 2012/2013	300	15	5%	↓	70.1% Indian	Yes	64.2%	**n**	**2**		
2214	**Catherine Junior School**	363	390 in 2011/12	431	68	15.78%	↑	73.1% Indian	Yes	73.0%	**n**	**2**	71%	67%
2347	**Charnwood Primary School**	390	396 in 2012/13	418	28	6.70%	↓	73.1% Indian	Yes	55.2%	**n**	**3**	88%	84%
3420	**Christ the King Catholic Primary School**	351	350 in 2011/12	328	-23	0%	→	74.6% White British	No		**n**	**3**	86%	76%
2371	**Coleman Primary School**	573	600 in 2012/13	627	54	8.61%	↓	55.6% Indian	No	41.4%	**n**	**3**	80%	72%
2387	**Dovelands Primary School**	481	484 in 2012/13	490	9	1.84%	↓	66% White British	No	49.0%	**n**	**3**	84%	75%
2222	**Evington Valley Primary School**	315	315 in 2012/13	315	0	0%	→	49.9 Indian	No	57.6%	**n**	**3**	81%	74%
2344	**Eyres Monsell Primary School**	199	164 in 2009/10	346	147	42.49%	↑	86.1%White British	Yes	66.3%	**y**	***3**	45%	41%
2297	**Folville Junior School**	350	334 in 2010/11	347	-3	0%	→	70.1% White British	Yes	50.3%	**n**	**2**	80%	72%
2366	**Forest Lodge Primary School**	318	300 in 2011/12	420	102	24.29%	↓	75.8% White British	Yes	55.9%	**n**	**3**	42%	56%
2365	**Fosse Primary School**	314	310 in 2009/10	315	36	0.32%	↑	59.7% White British	Yes	23.8%	**n**	**4**	54%	56%
2379	**Glebelands Primary School**	247	234 in 2008/9	296	49	16.55%	↑	67.5% White British	No	37.6%	**n**	**3**	76%	66%
2228	**Granby Primary School**	377	411 in 2012/13	417	40	9.59%	→	81.4% White British	No	40.7%	**n**	**3**	74%	70%
2229	**Green Lane Infant School**	259	270 in 2012/13	270	11	4.07%	↓	67% Indian	Yes	54.6%	**n**	***3**		
2346	**Hazel Primary School & Comm.Centre**	169	150 in 2009/10	302	133	44.04%	↓	22.5% White British	No	72.0%	**n**	***4**	46%	38%

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2342	**Heatherbrook Primary School**	177	204 in 2011/12	210	33	15.71%	↓	63.7% White British	Yes	54.9%	**n**	**3**	71%	71%
2377	**Herrick Primary School**	290	292 in 2008/9	350	60	17.14%	↑	50.7 Indian	No	49.8%	**n**	**2**	82%	82%
2071	**Highfields Primary School**	265	258 in 2008/9	237	-28	0%	↑	48.8% Indian	Yes	31.8%	**n**	**3**	70%	73%
3425	**Holy Cross Catholic Primary School**	196	199 in 2011/2012	252	56	22.22%	→	57.8% White British	Yes		**n**	***2**	65%	73%
3432	**Hope Hamilton C of E Primary School**	245	315 in 2010/2011	315	70	22.22%	→	42.9 Indian	No		**n**	**2**	54%	46%
2236	**Humberstone Infant School**	253	269 in 2012/2013	270	17	6.30%	↓	57.5% White British	No	45.1%	**n**	**1**		
2237	**Humberstone Junior School**	318	331 in 2010/2011	339	21	6.19%	→	49.8% White British	No	53.7%	**n**	**4 SM**	75%	69%
2238	**Imperial Avenue Infant School**	180	183 in 2011/2012	187	7	3.74%	↓	75.3% White British	No	53.7%	**y**	**3**		
2239	**Inglehurst Infant School**	201	225 in 2012/2013	237	36	15.19%	↓	77.3% White British	No	24.6%	**n**	**2**		
2240	**Inglehurst Junior School**	262	269 in 2011/2012	288	26	9.03%	↓	79.1% White British	No	36.2%	**n**	**2**	79%	76%
2381	**Kestrels' Field Primary School**	332	352 in 2012/2013	329	-3	0%	↓	46.3% Indian	No	83.3%	**n**	**3**	87%	82%
2241	**King Richard III Infant School**	179	180 in 2012/2013	179	0	0%	↓	30.5% White British	Yes	34.4%	**n**	**2**		
2340	**Knighton Fields Primary School & CC**	177	189 in 2012/2013	208	31	14.90%	↓	67.3% White British	No	51.6%	**n**	**4 SM**	75%	42%
2343	**Linden Primary School**	419	417 in 2012/2013	420	1	0.24%	→	63.9% Indian	No	54.9%	**n**	**2**	89%	77%
2352	**Marriott Primary School**	220	210 in 2008/2009	305	85	27.87%	↑	72.5% White British	Yes	58.2%	**n**	**4 SM**	44%	59%
2250	**Mayflower Primary School**	393	389 in 2008/2009	385	27	0%	→	63.6% Indian	No	44.5%	**n**	**2**	87%	83%
2386	**Medway Community Primary School**	392	413 in 2012/2013	419	27	6.44%	↓	35.7% Bangladeshi	Yes	73.7%	**n**	**3**	62%	62%
2348	**Mellor Community Primary School**	392	385 in 2008/2009	420	28	6.67%	→	63.6% Indian	No	50.4%	**y**	**3**	72%	77%
2264	**Merrydale Infant School**	222	254 in 2010/2011	270	48	17.78%	↑	44.7% White British	Yes	52.6%	**n**	**2**		
2265	**Merrydale Junior School**	308	332 in 2012/2013	352	44	12.50%	↓	48.2% White British	Yes	55.2%	**n**	**2**	67%	63%
2283	**Montrose School**	415	408 in 2011/2012	420	5	1.19%	↓	82.6% White British	Yes	46.5%	**n**	**1**	96%	96%
2353	**Mowmacre Hill Primary School**	194	240 in 2012/2013	350	156	44.57%	↓	76.6% White British	Yes	87.9%	**y**	**3**	42%	52%
2261	**Northfield House Primary School**	272	289 in 2012/2013	332	60	18.07%	↓	41.3% White British	Yes	71.9%	**y**	**3**	52%	46%
2262	**Overdale Infant School**	268	270 in 2008/2009	270	2	0.74%	→	48.3% White British	No	94.3%	**n**	**2**		
2263	**Overdale Junior School**	365	364 in 2008/2009	360	-5	0%	→	51.1% White British	No	80.6%	**n**	**3**	80%	83%
2364	**Parks Primary School**	285	264 in 2008/2009	315	30	9.52%	↓	85.1% White British	No	58.3%	**y**	**2**	77%	73%
3433	**Queensmead Community Primary School**	360	390 in 2010/2011	420	60	14.29%	↑	79.1% White British	Yes	47.3%	**n**	**4 SM**	25%	42%
2388	**Rolleston Primary School**	236	216 in 2008/2009	329	90	28.27	↓	88% White British	Yes	62.2%	**y**	**3**	40%	53%
2324	**Rowlatts Hill Primary School**	244	231 in 2008/2009	300	56	18.67%	↓	32.3% Indian	Yes	58.8%	**y**	**3**	61%	56%
2231	**Rushey Mead Primary School**	397	295 in 2008/2009	508	111	21.85%	→	79.6% Indian	Yes	55.0%	**n**	***3**	66%	71%
3422	**Sacred Heart Catholic Primary School**	319	314 in 2012/2013	329	10	3.04%	↓	20.7% White British	Yes		**y**	**3**	89%	85%
2317	**Sandfield Close Primary School**	392	369 in 2008/2009	378	-14	0%	↑	88.7% Indian	No	47.6%	**n**	**3**	90%	73%

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2361	**Scraptoft Valley Primary School**	267	247 in 2008/2009	300	33	11%	↓	77.2% White British	Yes	58.6%	**y**	**2**	73%	61%
2268	**Shaftesbury Junior School**	210	240 in 2011/2012	231	-16	9.09%	↓	38.4% White British	No	30.1%	**n**	**3**	67%	71%
2303	**Shenton Primary School**	388	377 in 2008/2009	420	32	7.62%	↑	72.5% Indian	Yes	48.8%	**n**	**3**	65%	48%
2378	**Slater Primary School**	107	133 in 2012/2013	130	23	17.69%	↓	53.8% White British	No	16.5%	**n**	**3**	small cohort	small cohort
2370	**Sparkenhoe Primary School**	405	409 in 2012/2013	380	-25	0%	→	24.3% Bangladeshi	Yes	29.3%	**n**	**3**	64%	75%
2359	**Spinney Hill Primary School & Comm Cen**	549	552 in 2012/2013	600	51	8.50%	↓	68.1% Indian	Yes	53.6%	**n**	**2**	67%	79%
3208	**St. Barnabas C.E. Primary School**	273	271 in 2012/2013	280	7	2.50%	↓	67.5% Indian	No	38.5%	**n**	**2**	79%	66%
3431	**St. John the Baptist C.E. Primary School**	446	453 in 2010/2011	435	-11	0%	→	48.3% White British	No		**n**	**3**	96%	83%
3424	**St. Joseph's Catholic Primary School**	248	253 in 2011/2012	270	22	8.15%	↓	69.7% White British	No		**n**	**3**	83%	90%
2267	**St. Mary's Fields Infant School**	128	167 in 2012/2013	176	48	27.27%	↓	45.1% White British	No	54.7%	**n**	**2**		
3423	**Saint Patrick's Catholic Primary School**	210	210 in 2008/2009	210	0	0%	→	30.4% White British	Yes		**n**	**2**	73%	69%
3426	**Saint Thomas More Catholic Primary School**	272	268 in 2008/2009	267	-5	0%	→	62.8% White British	No		**n**	**2**	94%	92%
2304	**Stokes Wood Primary School**	250	259 in 2009/2010	288	38	13.19%	↓	76.7% White British	No	32.2%	**n**	**3**	81%	84%
2339	**Taylor Road Primary School**	400	540 in 2012/2013	420	20	4.76%	↓	53.2% Black Somali	Yes	90.8%	**n**	**2**	87%	89%
2328	**Thurnby Lodge Primary School**	158	159 in 2008/2009	210	52	24.76%	↓	61.8% White British	No	50.8%	**y**	**3**	56%	44%
2299	**Uplands Infant School**	358	356 in 2008/2009	355	-3	0%	→	69.3% Indian	Yes	40.8%	**n**	**2**		
2298	**Uplands Junior School**	473	476 in 2010/2011	469	-4	0%	→	62.2% Indian	Yes	43.2%	**n**	**2**	84%	84%
2356	**Whitehall Primary School**	428	419 in 2008/2009	420	-8	0%	→	60.1% Indian	No	63.2%	**n**	**1**	95%	91%
2327	**Willowbrook Primary School**	319	382 in 2012/2013	376	57	15.16%	↓	79.9% White British	Yes	54.2%	**n**	**3**	73%	59%
2305	**Wolsey House Primary School**	398	380 in 2009/2010	360	-38	0%	→	64.7% White British	No	42.6%	**n**	**3**	73%	67%
2323	**Woodstock Primary School**	282	301 in 2012/2013	420	138	32.86%	↓	74% White British	Yes	56.7%	**y**	**3**	53%	44%
2282	**Wyvern Primary School**	404	397 in 2008/2009	399	-5	0%	↑	60% Indian	No	65.8%	**n**	***2**	85%	76%

Appendix B

School level data – prioritisation matrix

Appendix B1 Detailed methodology for scoring and ranking priority factors

1. Schools below floor targets

Guidance for both the Primary and BSF strategy for change require the Council to set out robust proposals for schools that are below floor targets. These targets are as follows:

BSF (Secondary)	KS4	30% 5A*-C GCSE including English and Maths	
	KS3	50% L5+ English, Maths and Science	
Primary / Junior	KS2	65% L4+ English and Maths	
Infant	KS1	Reading	75%
		Writing	70%
		Maths	70%

It should be noted that the form of intervention for some schools may not necessarily have significant building implications. Nevertheless, they need to be considered alongside the overall priorities. This is a factor in addition to the performance factor.

KS4	Schools below floor target school	4
	Schools above floor target school	0
KS2	(Primary and Junior Schools)	
	Schools below floor target in Maths and English	4
	Schools below floor target in Maths or English	2
	Schools above floor target in Maths and English	0
KS1	(Infant schools only)	
	Schools below floor target in 3 subjects	4
	Schools below floor target in 1 or 2 subjects	2
	Schools above floor target in all 3 subjects	0

2. Performance and Socio-economic factors

We have used the category of each school in the LAs 'schools causing concern' ranking as an indicator of performance.

There are a whole range of socio-economic factors that may affect performance such as income, health, crime, housing, English as an additional language, turbulence, proportion of specific under or high achieving groups, etc. We have used the MDI for LSOA as an indicator of social deprivation. This is based on the level of support schools receive in accordance with the Council's school improvement policy. As such, it takes into account learner progress through CAV and standards at the end of each Key Stage. Scores are allocated as follows (see school improvement policy for more detailed descriptors):

Category	Description (based on Ofsted)	Score
Level 1	Outstanding or Good with a number of outstanding fea	1
Level 2	Good or at least satisfactory with a number of good fe	2
Level 3	Overall Ofsted judgement under the new framework satisfactory	3
Level 4	Requiring special measures or given notice to improve	4

Socio-economic factor is based on deprivation index for super output area. Schools are placed in rank order, the highest 25% score 4, the next 25% score 3, the next 25% score 2 and the lowest 25% score 1.

3. Choice, access and diversity – surplus places and oversubscription

Decisions on governance and management models will not necessarily have an impact on investment priorities. However, we must use this opportunity to ensure that supply of school places matches projected demand. We have therefore considered the projected surplus of school places as a further prioritisation factor. We have also considered the degree to which schools are oversubscribed to investigate opportunities to better meet parental preference.

Surplus places

This is based on projected surplus places as a percentage of net capacity. Schools with no surplus places score zero. The remaining schools are placed in rank order, the highest 25% score 4, the next 25% score 3, the next 25% score 2 and the lowest 25% score 1.

Oversubscription

Number of first choice applications (at F2 for primary and infant, yr3 junior, yr 7 secondary divided by PAN.

All schools with factor greater than 1 placed in rank order then the highest 25% score 4, the next 25% score 3, the next 25% score 2 and the lowest 25% score 1.

4. Condition, suitability and accessibility

The condition of the building fabric and the suitability of the accommodation to deliver inclusive, 21st Century teaching and learning are further factors that we have used to assess investment priorities. Building condition has been assessed in accordance with DCSF Guidance 'Asset Management Section 3: Condition Assessment, May 2002 and January 2005 amendments and Asset management Section 3a: Getting into condition.

Condition is based on the estimated cost of the repair backlog (repairs level 1-4) calculated as the total repair cost divided by the gross internal area. Schools are placed in rank order, the highest 25% score 4, the next 25% score 3, the next 25% score 2 and the lowest 25% score 1.

Suitability has been assessed in accordance with DCSF Guidance Asset Management, Section 4: Suitability Assessment, November 2002 and January 2005 amendments.

The suitability of each block in each school is ranked A-D in accordance with DCSF guidelines. The overall score for each school is obtained by combining the scores for each block, weighted by the individual floor area of each block.

Example for a typical school:

BLOCK No.	Block Suitabil	Block suitability	Block area (sq	Score x Area
1	A	4	300	1200
2	D	1	1000	1000
3	C	2	400	800
4	B	3	500	1500
Total			2200	4500

$$\text{Aggregate score} = \frac{\text{Total (Score x area)}}{\text{Total area}} = \frac{4500}{2200} = 2.05$$

Schools are then placed in rank order, the highest 25% score 4, the next 25% score 3, the next 25% score 2 and the lowest 25% score 1.

Accessibility has been assessed using the percentage of each school accessible to wheelchair users, accepting that this is a crude measure.

We recognise that there are many different forms of additional needs to be met in building design including immobility, visual and hearing impairment, learning disabilities, etc. In order to simplify our assessment, we have considered accessibility for wheelchair users since this usually has the highest

impact and most significant cost implication for building design. Each school is ranked by the accessible floor area as a percentage of the total floor area. Schools are placed in rank order, the highest 25% score 4, the next 25% score 3, the next 25% score 2 and the lowest 25% score 1.

5. Suitability to deliver extended services

We have considered here whether school site and buildings have the basic facilities required to deliver core extended services. Some of the factors we have considered in making this assessment are described below.

This section is not concerned with Childrens' Centres, extended Service Hubs or co-location. It considers whether schools have the basic facilities to be able to provide access to the 5 core extended services, either themselves or in partnership with others. These are:

- High quality wraparound childcare in primary schools provided on the school site or through other local providers, with supervised transport arrangements where appropriate, available 8am — 6pm all year round or to reflect community demand.

- Varied menu of activities to be on offer, including homework clubs and study support, sport, music tuition, dance and drama, arts and crafts, special interest clubs such as chess and volunteering, business and enterprise activities.

- Parenting support including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents.

- Swift and easy access to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services. Some may be delivered on school sites.

- Providing wider community access to ICT, sports and arts facilities and adult learning and sign-posting to existing community facilities.

Assessment of suitability and capacity to provide access to these core extended services requires some degree of subjective judgement, particularly as different schools will provide access in different ways. In general terms, however, we have considered the following factors:

- Access and parking for visitors

- Security of reception to receive and hold visitors

- Child protection / means of segregating children and visitors requiring access to 'community' areas

- Availability of sufficient adult toilets

- Catering and dining facilities for service users

- Accommodation for advice and consultation with parents, space for family learning activities.

After considering these factors, each school is scored on a scale of 1-4 where 1 represents a school with very good facilities and 4 a school with very poor or no facilities.

6. Sustainability

There are many factors that we could use to assess how sustainable our schools are including planning considerations, school travel, flooding, gas, electricity and water consumption and waste. We have used a simple measure of energy efficiency based on total energy consumption.

The BSF guidance and procurement process for Secondary Schools requires prioritisation by whole school rather than by individual projects within schools. The same approach will generally be taken for primary schools except that funding will be top-sliced to enable the programme of temporary classroom replacement to be completed, provided that a separate project to carry out the work makes financial

and logistical sense. There may also be instances where investment in an individual school project might have a disproportionate impact such that it would be sensible to bring that element forward in the programme. However, this is expected to be an exception since we would expect schools to use their devolved capital to address any urgent, high impact issue.

We have used total energy consumption per square metre of floor area as a crude measure of environmental performance. Schools are placed in rank order, the highest 25% score 4, the next 25% score 3, the next 25% score 2 and the lowest 25% score 1.

Appendix B2 - School Prioritisation Matrix

School	Below Floor Target	Weighting	Weighted Score	Ofsted Performance	Weighting	Weighted Score	Socio-economic	Weighting	Weighted Score	Surplus places	Weighting	Weighted Score	Oversubscription	Weighting	Weighted Score	Building condition	Weighting	Weighted Score	Building suitability	Weighting	Weighted Score	Accessibilty	Weighting	Weighted Score	Extended Services	Weighting	Weighted Score	Sustainability	Weighting	Weighted Score	Total weighted score	Ranking
Marriott Primary School	4	2	8	4	3	12	4	3	12	3	3	9	0	2	0	2	2	4	3	2	6	3	1	3	4	1	4	3	2	6	64	**1**
Taylor Road Primary School	0	2	0	2	3	6	4	3	12	1	3	3	4	2	8	4	2	8	4	2	8	4	1	4	4	1	4	4	2	8	61	**2**
Barley Croft Primary School	2	2	4	4	3	12	4	3	12	3	3	9	0	2	0	1	2	2	4	2	8	2	1	2	4	1	4	3	2	6	59	**3**
Eyres Monsell Primary School	4	2	8	*3	3	9	3	3	9	4	3	12	0	2	0	4	2	8	2	2	4	2	1	2	1	1	1	3	2	6	59	**3**
Forest Lodge Primary School	4	2	8	3	3	9	4	3	12	3	3	9	0	2	0	4	2	8	1	2	2	2	1	2	4	1	4	1	2	2	56	**5**
Mowmacre Hill Primary School	4	2	8	3	3	9	3	3	9	4	3	12	0	2	0	3	2	6	2	2	4	2	1	2	4	1	4	1	2	2	56	**5**
Rolleston Primary School	4	2	8	3	3	9	3	3	9	4	3	12	0	2	0	3	2	6	1	2	2	1	1	1	3	1	3	3	2	6	56	**5**
Braunstone Community Primary	2	2	4	*4	3	12	4	3	12	2	3	6	3	2	6	1	2	2	1	2	2	1	1	1	2	1	2	4	2	8	55	**8**
Queensmead Community Primary School	4	2	8	4	3	12	4	3	12	2	3	6	0	2	0	1	2	2	2	2	4	1	1	1	2	1	2	4	2	8	55	**8**
Fosse Primary School	4	2	8	4	3	12	3	3	9	1	3	3	2	2	4	3	2	6	2	2	4	3	1	3	3	1	3	1	2	2	54	**10**
Merrydale Junior School	2	2	4	2	3	6	4	3	12	2	3	6	0	2	0	3	2	6	3	2	6	3	1	3	3	1	3	4	2	8	54	**10**
Rowlatts Hill Primary School	4	2	8	3	3	9	4	3	12	2	3	6	0	2	0	2	2	4	1	2	2	2	1	2	3	1	3	4	2	8	54	**10**
Woodstock Primary School	4	2	8	3	3	9	4	3	12	3	3	9	0	2	0	1	2	2	1	2	2	3	1	3	1	1	1	3	2	6	52	**13**
Beaumont Lodge Primary School	2	2	4	4	3	12	1	3	3	3	3	9	3	2	6	1	2	2	4	2	8	1	1	1	4	1	4	1	2	2	51	**14**
Belgrave St. Peter's C.E. Primary School	0	2	0	3	3	9	3	3	9	1	3	3	3	2	6	4	2	8	4	2	8	1	1	1	3	1	3	2	2	4	51	**14**
Caldecote Primary School	4	2	8	3	3	9	3	3	9	1	3	3	0	2	0	4	2	8	3	2	6	2	1	2	2	1	2	2	2	4	51	**14**
Hazel Primary School & Comm.Centre	4	2	8	*4	3	12	1	3	3	4	3	12	0	2	0	1	2	2	1	2	2	4	1	4	2	1	2	3	2	6	51	**14**
Montrose School	0	2	0	1	3	3	3	3	9	1	3	3	4	2	8	4	2	8	3	2	6	2	1	2	4	1	4	4	2	8	51	**14**
Humberstone Junior School	0	2	0	4	3	12	2	3	6	1	3	3	0	2	0	3	2	6	4	2	8	3	1	3	4	1	4	4	2	8	50	**19**
Heatherbrook Primary School	0	2	0	3	3	9	3	3	9	2	3	6	3	2	6	3	2	6	3	2	6	2	1	2	1	1	1	2	2	4	49	**20**
Merrydale Infant School	4	2	8	2	3	6	4	3	12	2	3	6	0	2	0	2	2	4	2	2	4	1	1	1	2	1	2	3	2	6	49	**20**
Northfield House Primary School	4	2	8	3	3	9	3	3	9	2	3	6	0	2	0	2	2	4	1	2	2	2	1	2	1	1	1	4	2	8	49	**20**
Sparkenhoe Primary School	2	2	4	3	3	9	3	3	9	0	3	0	1	2	2	3	2	6	4	2	8	4	1	4	1	1	1	3	2	6	49	**20**
Imperial Avenue Infant School	0	2	0	3	3	9	2	3	6	1	3	3	0	2	0	4	2	8	4	2	8	4	1	4	2	1	2	4	2	8	48	**24**
Shenton Primary School	2	2	4	3	3	9	4	3	12	1	3	3	0	2	0	1	2	2	4	2	8	2	1	2	2	1	2	3	2	6	48	**24**
Green Lane Infant School	2	2	4	*3	3	9	3	3	9	1	3	3	2	2	4	2	2	4	2	2	4	3	1	3	3	1	3	2	2	4	47	**26**
Inglehurst Infant School	2	2	4	2	3	6	2	3	6	2	3	6	1	2	2	3	2	6	2	2	4	3	1	3	4	1	4	3	2	6	47	**26**
St. Thomas More Catholic Primary School	0	2	0	2	3	6	1	3	3	0	3	0	4	2	8	3	2	6	4	2	8	4	1	4	4	1	4	4	2	8	47	**26**
Willowbrook Primary School	2	2	4	3	3	9	3	3	9	3	3	9	0	2	0	2	2	4	3	2	6	2	1	2	2	1	2	1	2	2	47	**26**
Christ the King Catholic Primary School	0	2	0	3	3	9	1	3	3	0	3	0	4	2	8	3	2	6	4	2	8	2	1	2	4	1	4	3	2	6	46	**30**
Knighton Fields Primary School & CC	2	2	4	4	3	12	2	3	6	2	3	6	0	2	0	1	2	2	4	2	8	2	1	2	4	1	4	1	2	2	46	**30**
Braunstone Frith Infant School	2	2	4	4	3	12	4	3	12	2	3	6	0	2	0	2	2	4	1	2	2	1	1	1	2	1	2	1	2	2	45	**32**
Braunstone Frith Junior School	4	2	8	4	3	12	4	3	12	0	3	0	0	2	0	1	2	2	1	2	2	3	1	3	4	1	4	1	2	2	45	**32**
Highfields Primary School	0	2	0	3	3	9	4	3	12	0	3	0	0	2	0	1	2	2	4	2	8	4	1	4	4	1	4	3	2	6	45	**32**
Holy Cross Catholic Primary School	0	2	0	*2	3	6	3	3	9	2	3	6	1	2	2	4	2	8	2	2	4	4	1	4	4	1	4	1	2	2	45	**32**
Shaftesbury Junior School	0	2	0	3	3	9	2	3	6	1	3	3	0	2	0	4	2	8	3	2	6	4	1	4	1	1	1	4	2	8	45	**32**
Wolsey House Primary School	0	2	0	3	3	9	2	3	6	0	3	0	2	2	4	3	2	6	4	2	8	4	1	4	4	1	4	2	2	4	45	**32**
Rushey Mead Primary School	0	2	0	*3	3	9	3	3	9	2	3	6	0	2	0	1	2	2	2	2	4	4	1	4	2	1	2	4	2	8	44	**38**
Scraptoft Valley Primary School	2	2	4	2	3	6	3	3	9	1	3	3	0	2	0	3	2	6	1	2	2	4	1	4	2	1	2	4	2	8	44	**38**
Thurnby Lodge Primary School	4	2	8	3	3	9	1	3	3	3	3	9	0	2	0	1	2	2	2	2	4	4	1	4	1	1	1	2	2	4	44	**38**
Bridge Junior School	0	2	0	2	3	6	4	3	12	1	3	3	0	2	0	2	2	4	3	2	6	4	1	4	4	1	4	2	2	4	43	**41**
Medway Community Primary School	4	2	8	3	3	9	3	3	9	1	3	3	0	2	0	1	2	2	3	2	6	1	1	1	3	1	3	1	2	2	43	**41**
Sacred Heart Catholic Primary School	0	2	0	3	3	9	4	3	12	1	3	3	0	2	0	2	2	4	3	2	6	1	1	1	4	1	4	2	2	4	43	**41**
Slater Primary School	0	2	0	3	3	9	2	3	6	2	3	6	0	2	0	1	2	2	4	2	8	4	1	4	2	1	2	3	2	6	43	**41**
St. Barnabas C.E. Primary School	0	2	0	2	3	6	2	3	6	1	3	3	3	2	6	2	2	4	4	2	8	4	1	4	2	1	2	2	2	4	43	**41**
St. Mary's Fields Infant School	0	2	0	2	3	6	1	3	3	3	3	9	0	2	0	4	2	8	4	2	8	2	1	2	1	1	1	3	2	6	43	**41**
Glebelands Primary School	0	2	0	3	3	9	1	3	3	2	3	6	0	2	0	4	2	8	4	2	8	1	1	1	3	1	3	2	2	4	42	**47**
King Richard III Infant School	0	2	0	2	3	6	3	3	9	0	3	0	3	2	6	1	2	2	4	2	8	1	1	1	4	1	4	3	2	6	42	**47**
St. Joseph's Catholic Primary School	0	2	0	3	3	9	1	3	3	1	3	3	0	2	0	4	2	8	4	2	8	4	1	4	4	1	4	1	2	2	41	**49**
Stokes Wood Primary School	0	2	0	3	3	9	2	3	6	2	3	6	0	2	0	3	2	6	2	2	4	2	1	2	4	1	4	2	2	4	41	**49**
Charnwood Primary School	0	2	0	3	3	9	4	3	12	1	3	3	0	2	0	1	2	2	2	2	4	2	1	2	4	1	4	2	2	4	40	**51**
Mellor Community Primary School	0	2	0	3	3	9	2	3	6	1	3	3	2	2	4	4	2	8	2	2	4	1	1	1	1	1	1	2	2	4	40	**51**
Overdale Junior School	0	2	0	3	3	9	1	3	3	0	3	0	0	2	0	3	2	6	3	2	6	4	1	4	4	1	4	4	2	8	40	**51**
St. Patrick's Catholic Primary School	0	2	0	2	3	6	3	3	9	0	3	0	3	2	6	3	2	6	2	2	4	1	1	1	4	1	4	2	2	4	40	**51**
Dovelands Primary School	0	2	0	3	3	9	1	3	3	1	3	3	4	2	8	2	2	4	1	2	2	4	1	4	4	1	4	1	2	2	39	**55**
Folville Junior School	0	2	0	2	3	6	3	3	9	0	3	0	0	2	0	4	2	8	3	2	6	2	1	2	2	1	2	3	2	6	39	**55**
Avenue PrimarySchool	0	2	0	4	3	12	1	3	3	1	3	3	0	2	0	1	2	2	4	2	8	4	1	4	4	1	4	1	2	2	38	**57**
Catherine Junior School	0	2	0	2	3	6	4	3	12	2	3	6	0	2	0	3	2	6	2	2	4	1	1	1	1	1	1	1	2	2	38	**57**
Granby Primary School	0	2	0	3	3	9	1	3	3	1	3	3	3	2	6	3	2	6	1	2	2	2	1	2	1	1	1	3	2	6	38	**57**
St. John the Baptist C.E. Primary School	0	2	0	3	3	9	1	3	3	0	3	0	4	2	8	2	2	4	4	2	8	1	1	1	3	1	3	1	2	2	38	**57**
Evington Valley Primary School	0	2	0	3	3	9	2	3	6	0	3	0	2	2	4	1	2	2	3	2	6	3	1	3	1	1	1	3	2	6	37	**61**
Hope Hamilton C of E Primary School	4	2	8	2	3	6	1	3	3	2	3	6	0	2	0	1	2	2	1	2	2	1	1	1	1	1	1	4	2	8	37	**61**
Sandfield Close Primary School	0	2	0	3	3	9	1	3	3	0	3	0	0	2	0	3	2	6	3	2	6	2	1	2	3	1	3	4	2	8	37	**61**
Spinney Hill Primary School & Comm Cen	0	2	0	2	3	6	3	3	9	1	3	3	0	2	0	1	2	2	4	2	8	4	1	4	1	1	1	2	2	4	37	**61**
Uplands Junior School	0	2	0	2	3	6	4	3	12	0	3	0	0	2	0	1	2	2	2	2	4	1	1	1	4	1	4	4	2	8	37	**61**
Wyvern Primary School	0	2	0	*2	3	6	2	3	6	0	3	0	2	2	4	2	2	4	3	2	6	1	1	1	2	1	2	4	2	8	37	**61**
Buswells Lodge Primary School	0	2	0	1	3	3	2	3	6	0	3	0	1	2	2	3	2	6	3	2	6	2	1	2	3	1	3	4	2	8	36	**67**
Humberstone Infant School	2	2	4	1	3	3	2	3	6	1	3	3	0	2	0	2	2	4	1	2	2	2	1	2	4	1	4	4	2	8	36	**67**
Kestrels' Field Primary School	0	2	0	3	3	9	1	3	3	0	3	0	0	2	0	1	2	2	4	2	8	2	1	2	4	1	4	4	2	8	36	**67**
Whitehall Primary School	0	2	0	1	3	3	1	3	3	0	3	0	4	2	8	2	2	4	3	2	6	2	1	2	2	1	2	4	2	8	36	**67**
Alderman Richard Hallam Primary School	0	2	0	3	3	9	1	3	3	1	3	3	1	2	2	1	2	2	3	2	6	2	1	2	4	1	4	2	2	4	35	**71**
Catherine Infant School	0	2	0	2	3	3	4	3	12	1	3	3	0	2	0	1	2	2	2	2	4	1	1	1	4	1	4	3	2	6	35	**71**
Parks Primary School	0	2	0	2	3	6	2	3	6	1	3	3	0	2	0	4	2	8	1	2	2	2	1	2	4	1	4	2	2	4	35	**71**
Uplands Infant School	0	2	0	2	3	6	4	3	12	0	3	0	1	2	2	1	2	2	2	2	4	1	1	1	2	1	2	3	2	6	35	**71**
Abbey Primary Community School	0	2	0	3	3	9	2	3	6	2	3	6	0	2	0	1	2	2	2	2	4	2	1	2	1	1	1	2	2	4	34	**75**
Linden Primary School	0	2	0	2	3	6	2	3	6	1	3	3	1	2	2	3	2	6	1	2	2	2	1	2	3	1	3	2	2	4	34	**75**
Coleman Primary School	0	2	0	3	3	9	2	3	6	1	3	3	0	2	0	2	2	4	2	2	4	2	1	2	3	1	3	1	2	2	33	**77**
Herrick Primary School	0	2	0	2	3	6	2	3	6	2	3	6	0	2	0	3	2	6	1	2	2	1	1	1	4	1	4	1	2	2	33	**77**
Inglehurst Junior School	0	2	0	2	3	6	2	3	6	1	3	3	0	2	0	2	2	4	2	2	4	2	1	2	4	1	4	1	2	2	31	**79**
Overdale Infant School	0	2	0	2	3	6	1	3	3	1	3	3	0	2	0	2	2	4	1	2	2	2	1	2	4	1	4	2	2	4	28	**80**
Mayflower Primary School	0	2	0	2	3	6	1	3	3	0	3	0	2	2	4	2	2	4	1	2	2	2	1	2	3	1	3	1	2	2	26	**81**

* Where Ofsted Category not available
local authority category has been used.

Appendix C

Principles underpinning the strategy for change

1. **Every child will have the opportunity to reach their full potential, make a positive contribution to their community and in adult life and enjoy economic prosperity.**

   This means:

   We are committed to educating the whole child, personally, socially and academically so that children develop as rounded, articulate and engaged citizens. This will require a commitment to learning in its widest sense, through play, investigation and exploration, recognizing different learning styles and the value of learning for itself. It will also require raising standards in our schools across the board. We will work to ensure that every child has the opportunity to attend a good school in their area and to maximise their learning opportunities and experiences through personalised learning that focuses on the needs, aspirations and interests of the individual. This, of necessity, will require the early identification of any individual needs.

   We see learning and the development of a skilled, self-confident workforce as being at the heart of the regeneration agenda and the Council's aspiration to become Britain's most sustainable city. We will work with our partners to ensure that we give our children the opportunity to achieve economic well-being through stimulating education and career pathways that offer the goal of fulfilling, productive adult employment alongside diverse opportunities for Lifelong Learning. A central feature of this will be a commitment to ensuring that all children during their education successfully acquire language, literacy and numeracy skills as the keys to unlocking wider achievement.

   We will look to make all our schools fully inclusive and welcoming to all. We will work with our families of schools to ensure that we have a full and effective range of properly resourced provision to meet the full continuum of needs and that the skills of our special schools are integrated into the range of provision offered to support learning in the city and in the wider region. As part of this we will seek to develop, where appropriate, local provision to cater for pupils who are currently educated outside of the city due to their complex needs.

   We will work towards achieving zero exclusions by working with schools to establish a culture that recognises the wider social and emotional needs of the child and responds to these, whilst at the same time recognizing the impact of disruptive behaviour on staff and other learners. This approach will operate within the context of a continuum of support, guidance and alternative curriculum for young people at risk of exclusion that seeks to proactively engage with the most vulnerable groups of children and young people.

2. **A place at a good school is every child's right**

   This means:

   We will commit to the principles of meeting parental choice as far as possible, providing fair access for all children to a good school place in their local neighbourhood where they can be educated alongside their peers. We will achieve this through admission procedures that are open, fair and transparent. Alongside this we will seek to develop a school system that recognizes and reflects the diversity of our local communities and offers in conjunction with our partners an appropriate range of provision to meet the needs of all of our children.

   We will close attainment gaps between children from different areas and from different ethnic and gender groups through systematic monitoring of all schools and through a programme of positive intervention. We will target support and resources to schools and groups that need them most. We will work with the parents of children at risk of underachievement to ensure their engagement with the education process.

   We will tackle school underperformance through the consistent and supportive implementation of a city wide school improvement policy. This will be premised on providing timely support at all levels to schools, the dissemination of good practice to and between schools and recognising the importance of collaboration between schools in securing this.

Alongside this we will seek to identify the systemic local barriers to learning that contribute to school underperformance and will develop intervention strategies that can help to tackle these not just in individual schools but across the city.

3. The children's workforce is our greatest resource

This means:

We believe that our greatest asset in improving the outcomes for children in our schools will be having excellent school leadership, teaching and support staff. Each of these must be fully equipped to deliver learning opportunities that capture the imagination of and motivate our young people. This also means capturing the imagination of staff too and ensuring that the whole of our children's workforce has the opportunity to extend their practice and explore new aspects of learning, both through CPD and through school based Action Research.

We will focus on providing training and support to the wider children's workforce that provides them with the necessary knowledge, skills and aptitudes to enable them to improve outcomes for the young people in their care. We will also constantly encourage and promote innovation from within schools and other settings.

4. Neighbourhood groups of schools, strengthened through collaborative working and community partnerships, are at the heart of achieving excellence.

This means:

We will look to develop families of schools that are focussed on delivering improved outcomes for all the children in their areas. The areas currently suggested will be the 8 sections of the City already identified for the rollout of the Integrated Service Hubs and we will look to work with the schools and the local communities in these areas to strengthen their ways of working together.

We will establish and strengthen the place of schools at the heart of their communities by seeking to integrate them more fully within their local communities so that those communities feel engaged with and have some sense of ownership of their schools. We will explore ways of engaging strategically with local communities so that their educational concerns and priorities can be considered and addressed. We will look to provide a full range of extended services within the areas previously identified. Schools will be a source of pride and a valuable resource to their communities.

We will look to work in partnership with others at a local level to ensure that our approaches are coherent and co-ordinated and will look to maximise opportunities for joined up working. We will continue the roll-out of our approach to Integrated Service Hubs across the City and will look to develop other joint approaches to maximise the outcomes for children, young people and their families across the whole of the Every Child Matters agenda.

5 Excellence for Leicester's children is a widely shared ambition and we need to harness the full potential of all partners.

This means:

We will look to develop and strengthen all partnerships in the city that can support children and young people. These partnerships will include those with parents, young people, the staff who support our children and young people, further and higher educational institutions, the primary care trust, the third sector and local business.

We will, through the Leicester Children and Young People's Strategic Partnership (LCYPSP), ensure that the strategic planning of services for children and young people is properly coordinated and that all available resources are targeted to our key priorities and are used effectively.

We will work with our universities and colleges to help to create more effective pathways to further and higher education and to harness their expertise both in training and in research to improve outcomes 0-19.

Our local employers will be encouraged to make a more extensive contribution to the development of local communities and the wider workforce through closer links with and support for schools and the communities they serve.

Appendix D

Integrated Services

Appendix D1 – Integrated Services Strategy

Rationale

The Council has developed a strategy for the roll out of Integrated Service Hubs (ISH) to ensure the effective implementation of the nationally required: Every Child Matters: Change for Children programme through the development of Integrated Services hubs across the city. The approach builds on the Sure Start developments for Children 0-5 and the development in the New Parks area of Leicester of the Leicester Integrated Service Trial (LIST) and aims to address our delivery targets around Integrated Youth Support, Extended Services and Children's Centres. ICT will provide the underpinning technology to facilitate this approach.

Context

D1.1 The Children Act 2004 requires Local Authorities and their partners to improve outcomes for young people. It asks authorities to review services and how they are provided, including considering the mechanism of greater integration of services as a means of achieving:

- improved outcomes
- improved service user experience
- greater organisational efficiency
- alignment with national policy

D1.2 National and international evidence has found that when services are provided in an integrated, rather than silo way, they produce better outcomes. The death of Victoria Climbié and the subsequent public enquiry found that a range of staff operated in silos and failed to communicate effectively. This enquiry led to Central Government requiring local authorities to produce an Integrated Services model that uses the nationally prescribed Common Assessment Framework.

D1.3 Nationally, organisations have found that to succeed in delivering prevention and early intervention level services requires an integrated model of delivery.

D1.4 The development of Integrated Children's Services commenced in 2000, through the establishment of Sure Start. The Government has subsequently also charged Local Authorities with establishing Integrated Youth Support (IYS) Services by 2009.

D1.5 The concept of integrating services through the use of networks has been promoted by both the statutory guidance on inter-agency co-operation and the Department of Health National Service Framework.

D1.6 The statutory guidance suggests that the benefits of using networks between people working in universal, targeted and specialist services across the public, private and voluntary sectors can:

- Strengthen inter-professional relationships
- Promote shared vision and values
- Stimulate trust
- Facilitate early intervention and prevention

D1.7 This has tended to be the experience of our local Sure Start programmes, particularly when combined with co-location.

The vision for Leicester

D1.8 To develop an entitlement offer to all children and young people that provides integrated neighbourhood services that are accessible, inclusive, sustainable, evidence-based where funding follows need and results in measurable improvement of outcomes.

D1.9 To achieve this, it is proposed to align the delivery of a number of Change for Children programmes, particularly:

- Extended Services
- Children's centres
- CAFL/P
- Youth support
- Early support

D1.10 It will also be important to ensure that the Integrated Services Hub Programme (ISH) links, or aligns, with the following

- 14-19 curriculum development
- The healthy schools programme
- The network of School Development Groups
- The programme for Building Schools for the Future/Strategy for Change
- Inclusion and Admissions policies
- Commissioning services across partners including the voluntary and community sector and private providers
- The independent consultancy in IYS (13-19), due to report April 08
- Neighbourhood Management

D1.11 Essentially the implementation of the Strategy will help support the drive for school improvement and attainment across all phases, through the early identification of need and the effective provision of timely and appropriate support.

D1.12 The model will:

- integrate a range of services within a geographical area;
- support collaboration between schools and other service providers in meeting the needs of all children and young people;
- encourage community participation in the planning and delivery of services;
- enable commissioning to be informed by local needs;
- provide a seamless service across universal, targeted and specialist services; and
- enable deployment of resources based on neighbourhood need.

Leicester Integrated Services Trial (LIST)

D1.13 The LIST pilot, in the New Parks area of the city (now known as West Leicester) and the Children's Centre strategy have developed a model of Integrated Service Hubs (ISH), based on the co-location of staff working to support the needs of children 0-12 and young people 13-19 (some service work with young people with learning difficulties and disabilities (LDD) up to the age of 25). Co-location has proved an essential ingredient in the effective delivery of integrated services, as the ability to work in partnership is often based on staff knowing each other well and understanding their role and skills set. The opportunities for informal contact help to break down professional hierarchies and help staff put the needs of the child and young person at the centre of their work.

D1.14 In New Parks, the Integrated Service Hubs were based around the Children's Centre (0-12) and around the secondary school (13-19), with the Children's Centre integrated team providing continuity of support through the difficult first year of transition to secondary school.

D1.15 The process of co-location and collaborative working has been underpinned by the introduction of Common Assessment Framework, aimed at identifying children and young people in need of additional support.

The model for rolling out Integrated Service Hubs in Leicester

D1.16 The model is one that integrates a range of services within defined communities. The proposal is for the adoption of 8 areas, based around the already developed network of Children's Centres and the School Development Group areas.

D1.17 The Children's Centre network areas were subject to wide consultation in 2004 and were developed using the principles of "natural communities", as agreed in the Cabinet approved Children's Centre Strategy 2004.

D1.18 The network areas also considered numbers of children and the concept of delivering services within "pram pushing distance".

D1.19 However, dividing the city into eight network/cluster arrangements allows a range of agencies the opportunity to achieve co-terminocity, so that all staff working in neighbourhoods share a common responsibility for a shared groups of children and young people. This will enable them to identify local need and work together to improve children's outcomes.

D1.20 The Sure Start programmes have demonstrated that when you achieve this, you improve the uptake of services and can effect change in outcomes. However, to ensure that we move away from the "post code lottery" approach that existed with Sure Start local programmes, it is intended that the neighbourhood boundaries will operate flexibly for communities. This recognises that children/young people and their families do not live their lives within a defined geographic boundary and should be able to access services wherever it is most suitable. The boundaries are, therefore, organisational in nature, but will help agencies to focus their delivery on neighbourhood need.

D1.21 Each locality will have up to three Children's Centres, around the cluster of primary provision, and with at least one secondary school. The proposed areas include the special schools as part of the area network, but recognises that these schools serve children and young people from across the city. The eight areas proposed are shown in the attached map.

D1.22 As integrated support covers the age range 0-19(25), there is a need for further work to be undertaken to establish how best to link with providers of post-16 provision.

D1.23 Within each locality, it is proposed that there will be at least 2 co-located teams making up the ISH: one based around a children's centre and focusing on the needs of those 0-12 and one based in or around a secondary school (depending on the views of the community and availability of suitable accommodation), serving the needs of those 12-19. There is a clear need to link planning for co-location to be included in thinking around future phases of BSF.

D1.24 The rationale for using 12 at the change point is that it allows 11 year olds to make the transition to secondary school prior to other services changing.

D1.25 It is not intended to be prescriptive about the location of ISHs, recognising that the best location will vary depending on the area being served. It is also recognised that not all staff will be able to be, or work most effectively, based full-time at the ISH. However the ISH should form the base for collaborative working. Indeed, the make-up of the co-located teams may vary, to some extent, depending on the deployment of resources in an area.

D1.26 The model relies on delivering core budget services alongside locally commissioned services, based on neighbourhood level need. This ensures a 'no one size fits all' approach and will provide a sustainable delivery model that is not reliant on short-term funding streams alone.

D1.27 The model integrates children and young people's services at all levels - universal, targeted and specialist and supports collaboration across all sectors (private, voluntary and statutory).

The 4 elements of the model

D1.28 The model has 4 core components, which are seen as essential to the successful roll-out across the city

1. *Community Participation*

D1.29 The LIST programme has established a Community Participation model, based on the model used by the Children's Centres (neighbourhood advisory boards), that enables service providers and the community (including young people/parents, schools) to come together to plan, deliver and evaluate the impact of a range of prevention and early intervention services that improves outcomes for all children and young people.

D1.30 Involvement of the community in this process seeks to ensure that ownership of the issues affecting the community, particularly outcomes for children and young people, ensuring that these are shared between service providers and users.

D1.31 Children's Centres Advisory Boards have found that the involvement of the community at this level has produced:

- effective solutions to issues faced by agencies;
- increased take-up of services;
- better information about what works;
- a move to a model of "no one size fits all" approach;
- increased levels of partnership between agencies; and
- a community development approach to service delivery.

D1.32 In the short term, two local advisory boards have been established, 0-12 (an extension of the Sure Start partnership) and 13-19(25), acknowledging the different stages of integrated working within the community. The longer-term vision will be to establish a single 0-19+ board.

D1.33 The advisory boards are made up of community members, service users and local providers from the statutory, voluntary and private sectors and the terms of reference underpinned by a memorandum of understanding.

D1.34 The neighbourhood advisory boards will support collaborative working and monitor the impact that services have on children and young people's outcomes at local level. The boards will be able to monitor the needs identified using CAF and ensure that services are more responsive to need at an earlier stage.

D1.35 It is proposed that the boards incrementally take responsibility for locality-based commissioning (see revenue strategy), starting with an element of the extended services grant.

D1.36 The neighbourhood advisory boards will work with other neighbourhood governing bodies to ensure effective joining up, including area committees and neighbourhood management arrangements where they exist.

2. Integrated Service Hubs

D1.37 The LIST pilot and Children's Centre strategy have developed the model of using service hubs as a place to co-locate neighbourhood level staff. The development of a hub also provides a central access and information point to all the services available for children young people and their families.

D1.38 The hub buildings will be the place that services are co-ordinated from, but will not be the only point of delivery. There should be a group of buildings in each neighbourhood, including schools, youth centres and neighbourhood centres, where services are delivered in a planned and co-ordinated way.

3. Integrated Neighbourhood Teams

D1.39 This component has two elements.

Management and Leadership

D1.40 All staff working within the integrated teams particularly those who are co-located, need to be clear about the management arrangements in place.

D1.41 A management structure has been established in the Children Centre and LIST pilot that addresses three levels of responsibilities:

- Line management
- Matrix Management
- Co-ordination

Neighbourhood Leadership

D1.42 All integrated staff remain the responsibility of their parent organisations and are subject to matrix management arrangements underpinned by a Service Level agreement.

D1.43 The Children's Centre Manager is taking responsibility for the integrated staff 0-12. They are matrix managing some staff using a service level agreement and are responsible for co-ordinating the activities of staff not subject to co-location or matrix management. The development of this model across the city will be through an organisational review.

D1.44 The Manager/Co-ordinator of the 13+ Hub in New Parks is currently a temporary arrangement. The manager is seconded from the Education Psychology Service. They currently line-manage the Behaviour Education Support Team funded by secondary schools in the area and matrix manage the other members of the integrated team.

D1.45 The future model of integrated team management for this age range remains to be developed alongside the model emanating from the Integrated Youth Support consultancy work, currently underway and due to report April 2008. The review will explore the opportunities for the integration of line management of universal and targeted youth support services and align this with the matrix management of more specialist neighbourhood-level services.

Integrated Service Delivery Teams

D1.46 The New Parks Pilot established an integrated team of core professionals, most of, but not all, working from the integrated hubs. It is envisaged that this team will look different from neighbourhood to neighbourhood depending on need and resources for each area.

D1.47 The following team profile for New Parks gives an indication of the potential services and staff involved

New Parks Integrated Team 0-12 yrs

D1.48 The integrated team has been developed from the existing Children's Centre Team. This team combines both base budget and grant funded services. The team has been extended to include services for children 5-12yrs:

- Sure Start team which consists of Health Visitors, Midwifery, Family Link Social worker, Parent linking to work coordinator, Home Start, Children in Need Provision, Early Years Support Team, Play and Learn Coordinator, Support Family and Parents worker, Child Care team, Book Start, Children Centre Teacher, Speech and Language Therapy, Toy Library & Nutritionist.

5-12 yrs extension

D1.49

- YISP Project Manager
- YISP Part time Project Worker
- YISP Administrative assistant
- Education Welfare Officer
- Extended Services co-ordinator
- Early Years Team Leader
- With links to the 4 main feeder Primary Schools in the area

New Parks Integrated Team 13-19 yrs

D1.50 The Integrated team has been established by bringing a number of existing workers together with the BEST team, who were already based at New College.

- Senior Educational Psychologist and Interim Co-ordinator of the ISH 13-19+ Team
- Team Administrator
- STAR Tenant Support Worker
- Advisory Teacher for Drugs Education
- Neighbourhood Housing Manager
- Assistant Neighbourhood Manager
- Youth Worker, New Parks Youth Centre
- Police Beat Officer
- Education Welfare Officer
- School Nurse (PCT)
- Personal Advisor (Connexions)
- BEST Team

4. Integrated Processes (CAF L/P)

D1.51 To ensure that the integration of service delivery has an impact at a preventative, early intervention level, integrated processes need to be put in place. The processes should support a culture change at a delivery level but will need to be supported by organisational culture change. All Agencies working with children, young people and their families need to be supported in considering the whole child and family needs rather than looking at the child in isolation.

D1.52 The Common Assessment Framework is a national programme which provides a key tool to achieve this however evidence indicates that it is most effectively implemented within an Integrated Services framework. CAF has been introduced in New Parks and a considerable number of children and young people are receiving support earlier as a result. The needs identifier that accompanies CAF will be an important source of information for the neighbourhood advisory boards when planning or commissioning services.

Progress towards the roll out of integrated services across the city

D1.53 Political agreement has now been secured for the proposed roll out of Integrated Service Hubs (ISH) across Leicester City.

D1.54 Work is underway to secure the infrastructure and governance and management arrangements to support the roll out. Leicester Integrated Services Programme Board has been established. It draws its membership from key services across CYPS and partner agencies and will be responsible for the planning and driving implementation of the roll out of the integrated services model across the city within the proposed timescale.

D1.55 Consultation and briefing sessions are ongoing with all key stakeholders and partners across the city. Successful stakeholder events have been held in North West Leicester in April and South Leicester in June, bringing together all partners across the locality to start to discuss what ISH will look like in that area. This is followed up by work between the Change for Children team and the key partners in the community to develop ideas further. Similar events are planned in all areas as we progress with the rollout.

D1.56 A change for Children Team have been drawn together to support the development in each locality.

Proposed timetable for roll out

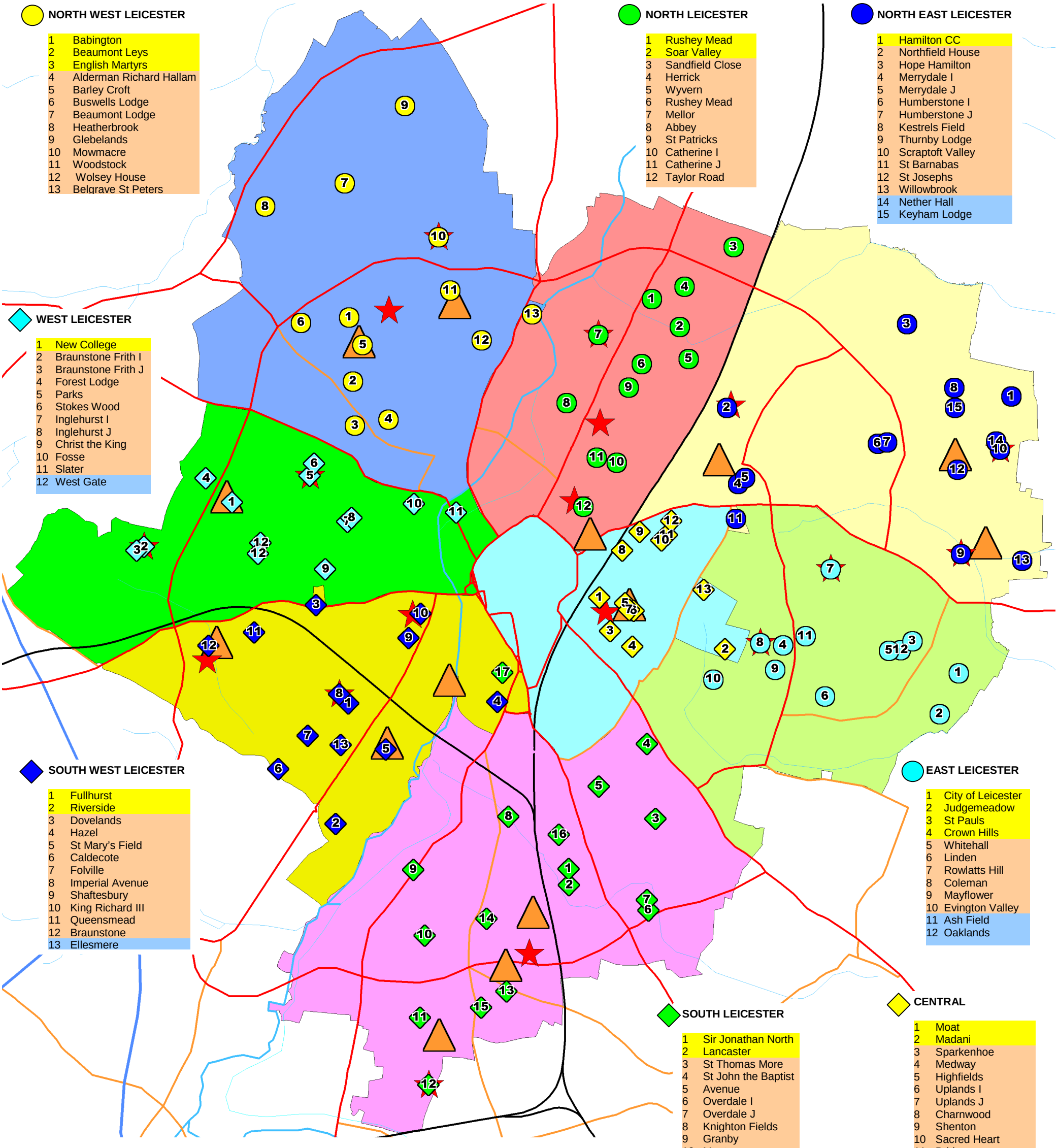
D1.57 Following an options appraisal to ascertain the priority for rolling out the model, it is proposed that we roll out the areas in the following order:

West Leicester (New Parks) - (LIST pilot)
North West Leicester - June 2008
South Leicester - September 2008
Central Leicester - October 2008
South West Leicester - February 2009

North East Leicester - 2009
North Leicester - 2009
East Leicester - 2009

It is anticipated that a full ISH roll out could be achieved by September 2009.

Geographical Areas for Integrated Service Hubs



NORTH WEST LEICESTER

1	Babington
2	Beaumont Leys
3	English Martyrs
4	Alderman Richard Hallam
5	Barley Croft
6	Buswells Lodge
7	Beaumont Lodge
8	Heatherbrook
9	Glebelands
10	Mowmacre
11	Woodstock
12	Wolsey House
13	Belgrave St Peters

NORTH LEICESTER

1	Rushey Mead
2	Soar Valley
3	Sandfield Close
4	Herrick
5	Wyvern
6	Rushey Mead
7	Mellor
8	Abbey
9	St Patricks
10	Catherine I
11	Catherine J
12	Taylor Road

NORTH EAST LEICESTER

1	Hamilton CC
2	Northfield House
3	Hope Hamilton
4	Merrydale I
5	Merrydale J
6	Humberstone I
7	Humberstone J
8	Kestrels Field
9	Thurnby Lodge
10	Scraptoft Valley
11	St Barnabas
12	St Josephs
13	Willowbrook
14	Nether Hall
15	Keyham Lodge

WEST LEICESTER

1	New College
2	Braunstone Frith I
3	Braunstone Frith J
4	Forest Lodge
5	Parks
6	Stokes Wood
7	Inglehurst I
8	Inglehurst J
9	Christ the King
10	Fosse
11	Slater
12	West Gate

SOUTH WEST LEICESTER

1	Fullhurst
2	Riverside
3	Dovelands
4	Hazel
5	St Mary's Field
6	Caldecote
7	Folville
8	Imperial Avenue
9	Shaftesbury
10	King Richard III
11	Queensmead
12	Braunstone
13	Ellesmere

EAST LEICESTER

1	City of Leicester
2	Judgemeadow
3	St Pauls
4	Crown Hills
5	Whitehall
6	Linden
7	Rowlatts Hill
8	Coleman
9	Mayflower
10	Evington Valley
11	Ash Field
12	Oaklands

SOUTH LEICESTER

1	Sir Jonathan North
2	Lancaster
3	St Thomas More
4	St John the Baptist
5	Avenue
6	Overdale I
7	Overdale J
8	Knighton Fields
9	Granby
10	Montrose
11	Eyres Monsell
12	Rolleston
13	Holy Cross
14	Marriott
15	Samworth
16	Millgate
17	Hospital School

CENTRAL

1	Moat
2	Madani
3	Sparkenhoe
4	Medway
5	Highfields
6	Uplands I
7	Uplands J
8	Charnwood
9	Shenton
10	Sacred Heart
11	Bridge
12	Green Lane
13	Spinney Hill

Key

- Children's Centres
- Youth Centres
- North East Schools
- East Schools
- Central Schools
- South West Schools
- South Schools
- North West Schools
- North Schools
- West Schools

8 Localities

- North West
- North
- North East
- Central
- East
- South
- West
- South West

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Secondary Schools
Primary Schools
Special Schools

June 2008

Appendix E

Assessment of funding envelope

APPENDIX E1 - 1

INDICATIVE FUNDING PROPOSALS

			1	2	3	4	5	6	7	8	9	10	11	12	13	14
			2009/2010 £	**2010/2011 £**	**2011/2012 £**	**2012/2013 £**	**2013/2014 £**	**2014/2015 £**	**2015/2016 £**	**2016/2017 £**	**2017/2018 £**	**2018/2019 £**	**2019/2020 £**	**2020/2021 £**	**2021/2022 £**	**2022/2023 £**
Sources of Funding																
Primary Capital			**4,954,378**	**7,332,378**	**4,338,685**	**4,338,685**	**4,338,685**	**4,338,685**	**4,338,685**	**4,338,685**	**4,338,685**	**4,338,685**	**4,338,685**	**4,338,685**	**4,338,685**	**4,338,685**
Modernisation Funding			2,053,441	2,821,032	3,385,792	3,231,902	3,078,012	2,924,122	2,770,232	2,616,342	2,462,452	2,308,562	2,154,672	2,000,782	1,846,892	1,692,896
Schools Access - improvements initiative (SAI)		Bfwd 2008/9	187,500	-	-	-	-	-	-	-	-	-	-	-	-	-
Schools Access - improvements initiative (SAI)		Ongoing	306,304	306,304	306,304	306,304	306,304	-	-	-	-	-	-	-	-	-
LC VAP Modernisation			326,919	326,919	326,919	312,059	297,199	282,339	267,479	252,619	237,759	222,899	208,039	193,179	178,319	163,459
VA 10% Funding contribution			32,692	32,692	32,692	31,206	29,720	28,234	26,748	25,262	23,776	22,290	20,804	19,318	17,832	16,346
			2,906,856	**3,486,947**	**4,051,707**	**3,881,471**	**3,711,235**	**3,234,695**	**3,064,459**	**2,894,223**	**2,723,987**	**2,553,751**	**2,383,515**	**2,213,279**	**2,043,043**	**1,872,701**
Devolved Funding Capital	LCC Primary		200,640	200,640	200,640	200,640	200,640	200,640	200,640	200,640	200,640	200,640	200,640	200,640	200,640	200,640
	Special		-	-	13,503	13,503	13,503	-	-	-	-	-	-	-	-	-
			200,640	**200,640**	**214,143**	**214,143**	**214,143**	**200,640**	**200,640**	**200,640**	**200,640**	**200,640**	**200,640**	**200,640**	**200,640**	**200,640**
ICT Technology Harness Grant			**100,000**	**100,000**	**100,000**	**100,000**	**100,000**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Extended Schools		Bfwd 2008/9	288,481	-	-	-	-	-	-	-	-	-	-	-	-	-
Extended Schools		Ongoing	305,653	319,955	319,955	319,955	319,955	319,955	319,955	319,955	319,955	319,955	319,955	319,955	319,955	319,955
			594,134	**319,955**	**319,955**	**319,955**	**319,955**	**319,955**	**319,955**	**319,955**	**319,955**	**319,955**	**319,955**	**319,955**	**319,955**	**319,955**
CMF fund	s 52	LCC Primary	7,103	7,323	7,323	7,323	7,323	7,323	7,323	7,323	7,323	7,323	7,323	7,323	7,323	7,323
	Landlord	Corporate contribution	270,000	270,000	240,000	240,000	240,000	240,000	240,000	240,000	240,000	240,000	240,000	240,000	240,000	240,000
			277,103	**277,323**	**247,323**	**247,323**	**247,323**	**247,323**	**247,323**	**247,323**	**247,323**	**247,323**	**247,323**	**247,323**	**247,323**	**247,323**
Prior Funding set aside for planned schemes																
TCF Bid Funding			-	617,921	-	-	-	-	-	-	-	-	-	-	-	-
CMF - Bfwd prior year funding			-	850,000	400,000	-	-	-	-	-	-	-	-	-	-	-
Basic Need - Bfwd prior year funding			-	1,975,000	500,000	-	-	-	-	-	-	-	-	-	-	-
New Pupil Places - Bfwd prior year funding			-	928,000	130,000	-	-	-	-	-	-	-	-	-	-	-
One off Revenue support (reserves)			-	2,310,079	-	-	-	-	-	-	-	-	-	-	-	-
			-	**6,681,000**	**1,030,000**	-	-	-	-	-	-	-	-	-	-	-
Subtotal : Capital Funding			**9,033,111**	**18,398,244**	**10,301,813**	**9,101,577**	**8,931,341**	**8,341,299**	**8,171,063**	**8,000,827**	**7,830,591**	**7,660,355**	**7,490,119**	**7,319,883**	**7,149,647**	**6,979,305**
Supplementary Funding																
Basic Need - capital funding			4,227,173	4,227,173	4,227,173	845,435	422,717	211,359	105,679	105,679	105,679	105,679	105,679	105,679	105,679	105,679
S 106 Indicative Funding			455,820	884,757	2,201,510	476,000	350,000	350,000	350,000	350,000	350,000	350,000	350,000	350,000	350,000	350,000
			4,682,993	**5,111,930**	**6,428,683**	**1,321,435**	**772,717**	**561,359**	**455,679**	**455,679**	**455,679**	**455,679**	**455,679**	**455,679**	**455,679**	**455,679**
Childrens Centre : Surestart Funding																
Surestart funding		Bfwd 2008/9	358,224	-	-	-	-	-	-	-	-	-	-	-	-	-
Surestart funding		Ongoing	767,622	414,516	-	-	-	-	-	-	-	-	-	-	-	-
Indicative Phase 4 funding		Ongoing	-	-	333,333	333,333	333,333	-	-	-	-	-	-	-	-	-
			1,125,846	**414,516**	**333,333**	**333,333**	**333,333**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Funding Available			**14,841,950**	**23,924,690**	**17,063,829**	**10,756,345**	**10,037,392**	**8,902,658**	**8,626,742**	**8,456,506**	**8,286,270**	**8,116,034**	**7,945,798**	**7,775,562**	**7,605,326**	**7,434,984**

TOTALS	149,774,088

APPENDIX E1-2

SCHOOL CAPITAL PLANNING

INDICATIVE COST ALLOCATIONS

			1	2	3	4	5	6	7	8	9	10	11	12	13	14
			2009/2010 £	2010/2011 £	2011/2012 £	2012/2013 £	2013/2014 £	2014/2015 £	2015/2016 £	2016/2017 £	2017/2018 £	2018/2019 £	2019/2020 £	2020/2021 £	2021/2022 £	2022/2023 £
Sources of Funding																
Funding Available			**14,841,950**	**23,924,690**	**17,063,829**	**10,756,345**	**10,037,392**	**8,902,658**	**8,626,742**	**8,456,506**	**8,286,270**	**8,116,034**	**7,945,798**	**7,775,562**	**7,605,326**	**7,434,984**
Funding Allocations																
PRIMARY SCHOOLS	PCP		**(9,033,111)**	**(18,398,244)**	**(10,301,813)**	**(9,101,577)**	**(8,931,341)**	**(8,341,299)**	**(8,171,063)**	**(8,000,827)**	**(7,830,591)**	**(7,660,355)**	**(7,490,119)**	**(7,319,883)**	**(7,149,647)**	**(6,979,305)**
	83.3%	**TOTALS** 124,709,175														
NEW GROWTH BUILD			**(4,682,993)**	**(5,111,930)**	**(6,428,683)**	**(1,321,435)**	**(772,717)**	**(561,359)**	**(455,679)**	**(455,679)**	**(455,679)**	**(455,679)**	**(455,679)**	**(455,679)**	**(455,679)**	**(455,679)**
	15.0%	**TOTALS** 22,524,551														
CHILDRENS CENTRES			**(1,125,846)**	**(414,516)**	**(333,333)**	**(333,333)**	**(333,333)**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
	1.7%	**TOTALS** 2,540,361														
Balance			-	-	-	-	-	-	-	-	-	-	-	-	-	-

Appendix E2 – Funding assumptions

General Funding Assumptions

1. All costs are quoted as Quarter 1 2009.

2. Funding amounts include confirmed Government funding intentions as at May 2008. Future funding forecasts follow the latest funding announcements and include specific funding assumptions referred to below.

3. All amounts affecting future year projections are indicative only at this stage, and subject to more detailed review on a case by case basis. Costs are presented as indicative only and reflect previous and recent property development undertaken within the Leicester City education sector.

4. The City Council's financial assumptions are subject to continuing review and may be amended in light of later information obtained.

5. At this stage all school build is assumed to be D&B based. No PFI evaluation has been undertaken or assumed at this stage. Any residual PFI affordability has been excluded from the indicative funding and cost tables.

6. Consequential revenue implications have been excluded at this stage. These may include elemental changes such as estate staffing levels (cleaning, site management etc) and incremental costs such as rates increases. Because of the site specific nature of such costs, these will be examined on a site by site basis when further detail becomes available.

7. Any assumed school funding contributions are subject to consultation, dialogue and consensus agreement between the City Council and the schools' governing bodies in due course. The indicative funding as quoted within this report is subject to review and possible change, accordingly.

Specific Funding Assumptions

1. Primary Capital

   Assumes Leicester obtain defined funding until 2010/11 as announced by the Government, thereafter reduced pro rata to the revised national funding levels set out by the Government for later years. This is assumed to continue at an equivalent level for each subsequent year of the programme.

2. Modernisation Funds

   The initial years to 2010/11 include announced funding for Leicester. Thereafter, reductions apply to those schools already modernised within the PCP programme, until, by the end of the programme, funding for all schools is scaled back to 50% levels of that previously applied to un-modernised schools. This follows the Government's stated objectives.

3. Schools Access Initiative (SAI)

   This consists of (a) a balance brought forward from previous years as a kick-start into this programme, plus (b) ongoing funding for the next 5 years. This source of funding is expected to become superseded in the longer term.

4. LCVAP Modernisation Funds

   It is assumed that voluntary aided schools will agree to transfer across their modernisation capital funding for the purposes of inclusion within this programme. Same funding basis as Modernisation funding (2. above)

5. LCVAP 10% additional contribution

   It is assumed that an additional contribution will be obtained to meet VA Governors' liabilities.

6. Devolved Formula Capital Funding

Funding is planned to be provided by those schools within the programme (other schools not affected will continue to receive their own Devolved Capital each year as normal). Schools are assumed to pay 50% of the Devolved Capital funding they would receive, aggregated over the 3 years up to their handover through the capital construction period. Essential and other necessary capital works would continue to be dealt with from the other 50% of funding, during this 3-year period. Schools would receive and use their Devolved Capital unaffected by this programme, for all other years within the programme as normal.

7. Special Schools Funding (Devolved Capital)

   There is one Special school currently affected by this primary proposal within Leicester. Other SEN capital requirements are dealt with within the Leicester BSF programme.

8. ICT Technology Harness Capital Funding

   Funding is provided through the Harnessing Technology capital grant. Leicester has a total allocation of £2,991,000 over 3 years. 75% of this is devolved to schools through a formula (a base amount per school plus a sum dependent on Numbers on Roll). It is proposed that a funding contribution will be made, equivalent to the delegated share of the 41 schools affected by the programme. For the purposes of this proposal, equal annual contributions have been included.

9. Extended Schools Funding

   Although the Council expects this to be a growth area for funding nationally, which the criteria set out in the Council's Strategy for Change follows, no growth funding has been allowed for at this stage in the absence of definite Government future funding plans. Amounts follow previously-announced levels of funding support. 50% is applied to this programme, to cover 41 out of 82 schools.

10. CMF Funding

    Two sources of revenue are planned: firstly from the schools, which receive an s.52 annual budget allocation for premises maintenance. The schools are expected to contribute 50% of their annual revenue allocation for the Primary building programme, over the 3 years per school after introduction into the programme. Secondly a contribution is planned from the corporate Council revenue fund, for landlord planned maintenance cycle. Rebuilding works should reduce CMF requirements in future years, following modernisation. The corporate contribution is expected to reduce after 2011 when the corporate funding is planned to become more restricted against funds allocated to schools, within the council's overall estate.

11. Prior year funding

    For long-term planning purposes, the Council has held some contingency funding in reserve until the PCP was confirmed. These contingency funds will be available in the second year of the programme.

12. Supplementary Funding

    Consists of several parts:

a) Basic Need

   May reduce after the next 3 years, subject to pupil place projections Whilst some growth may be expected, its ongoing annual effect is likely to be less dramatic

b) s.106 Funding

   This represents developer's contributions to fund community facilities in areas of new housing. The timing of developer contributions is difficult to judge but will usually match the timing of increased demand.

c) Surestart

This represents funding applied to Childrens Centres. Phase 3 funding allocations are included as announced. Phase 4 indicative is also included as an expected forecast.

Appendix F

Financial modelling

APPENDIX F1

School Build Cost Options

Basic Data

Total Schools 82
New Build based on 2fe Size
Based date of rates 1st Quarter 08

	Model 1	Quantity		Floor Area		%	Rates £ m2	£
5%	Complete New Build	4	nr	2750	m2	100%	2400	£26,400,000
45%	30% Rebuild	37	nr	2290	m2	30%	2700	£68,631,300
	30% Refurb	37	nr	2290	m2	30%	1620	£41,178,780
	40% Do Nothing							
	Total	**41**						£136,210,080

	Model 2	Quantity		Floor Area		%	Rates	£
10%	Complete New Build	8	nr	2750	m2	100%	2400	£52,800,000
40%	25% Rebuild	33	nr	2290	m2	25%	2700	£51,009,750
	25% Refurb	33	nr	2290	m2	25%	1620	£30,605,850
	50% Nothing	0	nr	0	m2	0%	0	£0
	Total	**41**						£134,415,600

	Model 3	Quantity		Floor Area		%	Rates	£
15%	Complete New Build	12	nr	2750	m2	100%	2400	£79,200,000
35%	20% Rebuild	29	nr	2290	m2	20%	2700	£35,861,400
	20% Refurb	29	nr	2290	m2	20%	1620	£21,516,840
	60% Nothing	0	nr	0	m2	0%	0	£0
	Total	**41**						£136,578,240

	Model 4	Quantity		Floor Area		%	Rates	£
20%	Complete New Build	16	nr	2750	m2	100%	2400	£105,600,000
30%	10% Rebuild	25	nr	2290	m2	10%	2700	£15,457,500
	20% Refurb	25	nr	2290	m2	20%	1620	£18,549,000
	70% Nothing	0	nr	0	m2	0%	0	£0
	Total	**41**						£139,606,500

Targetted Programmes

Classroom Replacement Programme	£3,600,000
Prior year early start projects Taylor Road Humberstone Infant & Junior Sparkenhoe Primary School	£7,700,000
Life Cycle Costings	£0
Total of Other Programmes	£11,300,000

Appendix G

Primary Capital Programme

APPENDIX G - Proposed Primary Capital Programme
Capital Projects List

School Name	Project Overview	Project Rational	Project Type	Approximate Cost £'000'	Year Project Starts	Priority Ranking	Development Group	Expected Outcomes
Taylor Road Primary School	Provide new 3 FE school including facilities for extended and community services.	**Major structural issues** and a high condition backlog of maintenance has afforded a rebuild project. In addition the school is popular and forecast numbers indicate rising births and admissions therefore an increase PAN is proposed.	New School	4,200	2009/10	2	2	Greater capacity to share good practice with local schools through formal collaborative partnerships. Improved community access to local services.
Humberstone Infant & Junior Schools	Anticipation of 20% new build and 20% refurbishment to include new teaching accommodation, specialist and staff areas and shared facilities including a new main / dining hall, admin areas and facilities for extended and community services.	**Inadequate mobile accommodation** that is in very poor condition. This is a good opportunity to provide shared accommodation. The Junior School has recently been placed in Special Measures.	Refurbishment & part new build	2,500	2009/10	19&67	3	This should create opportunities for facilitating federation. Schools are considering informal collaborative opportunities with possible Hard Federation in the future.
Sparkenhoe Community Primary School	Anticipation of 20% new build and 50% refurbishment to include new teaching accommodation, specialist and staff areas, dedicated circulation areas.	**High suitability issues** at the school due to open plan arrangement surrounding a central hall that is too small . A popular school with **insufficient classbases** to meet its current PAN.	Refurbishment & part new build	1,100	2009/10	20	4	Enhance the teaching and learning environment by the provision of dedicated curriculum accommodation. Making the building fit for purpose. Strong tradition of collaborative work with local schools and community.
Marriott Primary School	Anticipation of approx 30% refurbishment to include provision of full kitchen facilities.	**High surplus places** have lead to a proposed reduction of PAN. The school has recently been placed in special measures and is currently served by an IEB.	Refurbishment	1,000	2009/10	1	6	This should create opportunities for facilitating federation. In order to improve senior and middle leadership consideration being given to a hard federation with a local school.
Rowlatts Hill Primary School	Anticipation of 30% refurbishment to include kitchen improvements, accessibility issues.	**Community and extended services** provision needs to be developed. The school is generally good with regards to building condition and suitability issues. A children's centre is currently in construction stage on the site.	Refurbishment	800	2009/10	10	5	This should create opportunities for facilitating federation and improve access to integrated services.
Evington Valley Primary School	Anticipation of 10% new build together with 40% refurbishment to include replacement of mobile accommodation and creation of dedicated circulation areas and facilities for extended and community services.	**Inadequate mobile accommodation** is in very poor condition. The school is of open plan design and the and there is a local priority to replace all mobile accommodation in the first two years of the PCP programme.	Refurbishment & part new build	1,600	2010/11	61	5	Enhance the teaching and learning environment by the provision of dedicated curriculum accommodation and ensuring consistency of provision from 3-11.
St Barnabas C E Primary School	Proposal to consider acquiring additional land capacity adjacent to the school and for 30% new build together 20% refurbishment to include full kitchen, teaching and staff accommodation and facilities for extended and community services.	**Inadequate mobile accommodation** is in very poor condition. The school also has **high suitability issues** and there is a local priority to replace all mobile accommodation in the first two years of the PCP programme.	Refurbishment & part new build	1,600	2010/11	41	3	Enhance the teaching and learning environment by the provision of dedicated curriculum accommodation and ensuring consistency of provision from 3-11
Barley Croft Primary School	Anticipation of approx 80% refurbishment to include creation of dedicated circulation, specialist areas and flexible teaching accommodation.	**High surplus places** have lead to a proposed reduction of PAN and then to remodel the accommodation accordingly. The school has a notice to improve and has a **high number of suitability issues,** open plan arrangement making teaching difficult.	Refurbishment	2,500	2010/11	3	1	This should create opportunities for facilitating federation. This will improve access to integrated services and share learning from involvement with the first phase of ISH.
Eyres Monsell Primary School	Anticipation of consolidation into current Junior School building with 10% new build together with 30% refurbishment to accommodate existing foundation bases and Children's Centre.	**High surplus places** have lead to a proposed reduction of PAN. On completion of the works the current Infant School building will be available for alternative provision, e.g. **potential co-location** of another service user (potential base for Children's Hospital School), or decant accommodation for other projects in the Primary Capital Programme.	Refurbishment & part new build	2,500	2010/11	3	6	This should create opportunities for facilitating federation. Consideration being given to a hard federation with a local school.
Rolleston Primary School	Anticipation of approx 30% refurbishment to include specialist areas and facilities for extended and community services.	**High surplus places** have lead to a proposed reduction of PAN.	Refurbishment	1,200	2010/11	5	6	This should create opportunities for facilitating federation and improved access to integrated services. Consideration being given to a federation with a local school.
Forest Lodge Primary School	The proposal is for a new school.	**High surplus places** at present, which is also forecasted to rise, has initiated a review of the building. The school is of **poor condition**, being of aluminium framed construction.	New School	6,600	2010/11	5	7	Enhance the teaching and learning environment in order to raise standards and improve links with the local community.

Appendix H

Risk Management

Leicester City Council - Primary Capital Programme

June 2008

Risk no.	Risk Description	Probability (1 to 5)	Impact (1 - 5)	Ranking	Control Measure
1	Incorrect assuptions made regarding funding	3	5	High	Funding to be continuously assessed and proposal undated accordingly.
2	Programme fails to deliver transformation of teaching and learning	3	5	High	Engage teachers in developing educational vision and developing building designs so that they are appropraite for new ways of teaching and learning
3	Market prices too high / supply chain has insufficient capacity	2	4	Medium	Procure work through framewaork contracts with strategic partnerships. Ensure more than one supply chain.
4	Delivery of projects on time and within budget	3	3	Medium	Ensure proper project management arrangements in place, procure through strategic partnering arrangements
5	Disruption to schools and temporary downturn in acheivement	4	5	High	Carefull pre-planning and liaison with schools. Early involvement of contractors. LA officers to support school leadership during building works.
6	Changes to school SLT and change in direction	3	3	Medium	Ensure ownership of proposals by all stakeholders, including governors.
7	Changes in demography result in too many / too few places	4	4	High	Careful pupil place planning and review of forecasts on an annula basis.
8	Collateral funding not agreed	3	3	Medium	Stkakeholder engagement, particularly through schools forum. Regular review of funding assumptions.
9	Education strategy / building design not future-proof.	4	3	High	Flexible approach to design to accommodate future changes.
10	School design not suitable to users	4	4	High	Close engagement with governors, parents, teachers and pupils during eesign development.
11	Local authority has insufficient capacity to deliver	3	4	High	Adopt appropriate structure and ensure sufficient financial and humman resources.
12	ICT not embedded in building solutions	3	3	Medium	ICT strategy will be an integral part of SfC. ICT advisers part of the design team.
13	Transformation of teaching and learning fails to keep pace with transformation of buildings	4	4	High	Adopt collaborative approach and establish systems to disseminate best practice. Support change management programme with appropriate CPD for all teaching staff

Appendix I

Letters of Support

Leicester
City Council

13th June 2008

Andrew Bunyan
Director of Children and Young People's Services
Leicester City Council

Dear Andrew,

The Anglican and Catholic Diocese approve Leicester's Primary Strategy for Change on the understanding that further discussions will take place in the future regarding procurement and funding streams.

Yours Sincerely,

Edward Hayes

Edward Hayes
Diocesan Director of Education,
Nottingham Catholic Diocese

Peter Taylor.

Peter Taylor
Diocesan Director of Education,
Leicester Anglican Diocese

Leicestershire County Council

Mr John True
Interim Director
Building Schools for the Future (BSF) and
Mr John Garratt
Head of Service, Transforming the Learning Environment
Leicester City Council
Marlborough House
38 Welford Road
Leicester LE2 7AA

Date: 6 June 2008
My ref: GIW/1139/lph
Your ref:
Contact: 0116 305 6300
Phone: 0116 305 6332
Fax: jyarranton@leics.gov.uk
Email:

Dear John & John

Consultation Brief – Leicester's Strategy for Change

Thank you for sending me a copy of the consultation brief.

We welcome the approach of combining the two national initiatives for learning environments forming a holistic approach to school buildings and grounds together with the framework for a strategy for change from 0 – 19 premised on the Every Child Matters 5 outcomes. The goals envisaged are challenging and aspirational and we wish you well with the strategy.

Yours sincerely

Gareth Williams
Director of Children & Young People's Service

JG

EDUCATION & LIFELONG LEARNING
11 JUN 2008
DOCUMENT REF.
PLANNING & PROPERTY SECTION

Appendix J

Consultation

Leicester City Council - PCP Consultation to date		
	Date	**Consultation**
1	31st May 2006	A consultation document on capital investment was sent to all schools, partners and stakeholders. The document set out the key government proposals with the City Council's proposed responses. • What are the most important ways that capital investment can help primary schools play a role at the heart of the community and deliver wider services to children? • Agreement with allocating funding on a formulaic basis • Agreement with the proposed framework of national targets, planning and monitoring • Identification of barriers for joined up planning and funding • Agreement with the approach to sustainable design in the primary capital programme • Agreement with the aims and approaches for ICT In general a broad agreement with the Council's responses from a range of primary, infant and junior schools, Learning Services (CYPS), Property Services etc.
2	May-06	Committee Papers - Forward Timetable of Consultation and Meetings
3	Mar-08	The Council has a 25 year vision - One Leicester. There are 7 priorities that have been consulted on widely and agreed upon. The PCP is an important strand of this vision and its 7 priorities: 1. Invest in our children, 2. Plan for people rather than cars, 3.Reduce our carbon footprint, 4. Invest in and support communities, 5.Talk up Leicester, 6. World class public services, and 7. Invest in skills and enterprise.
4	12th June 2008	Primary Capital Strategy discussed with the Teachers Consultative Committee
5	15th May 2008	Headteacher feedback event - outcomes of Headteacher Event (2nd May) and Development Group Meetings
6	21st May 2008	SEN Heads and School Forum Event - consultation on PCP and BSF SfC
7	2nd - 30th May 2008	Development Group Meetings consultation on Leicester 5 Principles, PCP and BSF SfC.
8	2nd June 2008	Education Workshop - stakeholder engagement event held to allow stakeholders to have input into the drafting of the PSfC submission
9	2nd May 2008	Headteacher Event, Space Centre - Presentation by Place Group outlining both the Primary Capital Programme and BSF Strategy for Change
10	6th May 2008	Members Briefing.
11	7th May 2008	Members Briefing.
12	Feb - May 2008	Rolling programme of consultation in all Leicester City areas about Integrated Service Hubs. Involvement from schools, community, partners and other groups of interest