



PRIMARY CAPITAL PROGRAMME STRATEGY FOR CHANGE

Foreword

Stockton on Tees Borough Council is committed to the improvement of Primary Education in the Borough and sees the newly created Primary Capital Programme as an excellent vehicle for improving the condition and suitability of all Primary Schools.

The investment of nearly £40million, in addition to funds already within the Council, will make great inroads in the remodelling of schools and, where necessary, the creation of new schools.

The Council, in partnership with Dioceses and School Governors has an excellent record in developing schools where they are needed most and keeping existing schools well maintained.

This Strategy outlines the principles by which the Council and its partners will decide where future investment should take place and what changes are necessary to ensure that standards are maintained and improved.

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STOCKTON BOROUGH COUNCIL
CHILDREN, EDUCATION & SOCIAL CARE
PRIMARY CAPITAL STRATEGY

- 1. OUR VISION FOR CHILDREN AND YOUNG PEOPLE
PROMOTING ACHIEVEMENT AND TACKLING DISADVANTAGE
EVERY CHILD MATTERS – NO CHILD LEFT BEHIND**
 - 1.1. All children and young people in Stockton on Tees should be assured of real opportunities to achieve their full potential and contribute to a fast moving, changing and independent world. They should also be assured of focused support as they pass through the various transitions from birth to adulthood expanding their capacity to make decisions about their identity, relationships, education, future careers and financial affairs. They should have the opportunity to appreciate their environment and participation in sport, music, art, drama and a variety of cultural activities of the society and community in which they live.
 - 1.2. We aim to achieve the vision outlined above (an extract from the wider vision in the Children and Young People’s Plan 2007/10) by developing integrated services, which are easily accessible and understandable by the people that use them. Schools will be a fundamental part of integrated services in their communities. The Primary Capital Programme (PCP) will allow the Council to continue and enhance its work in modernising its schools so that they are fit for purpose.
 - 1.3. The Council is committed to partnership working. “Children and Young People” is a theme within the Local Strategic Partnership (Renaissance) arrangements and the Children’s Trust Board brings together senior representatives of all statutory and voluntary agencies. The Board along with the supporting Children’s Trust Management Team drives the changes outlined in Every Child Matters
 - 1.4. The outcome of the Joint Area Review of Stockton on Tees, which took place in December 2007, confirmed that all services were, at least, good and some outstanding, placing the Borough as one of the higher performing ones in the country. The Council was rated outstanding in the overall effectiveness of children’s services within the 2007 Annual Performance Assessment (APA). It was also rated outstanding in its capacity to improve. These judgements reflect the high levels of performance across the Council and schools and the ambition to make even further improvement. The PCP will support those ambitions.

2. THE LOCAL CONTEXT

- 2.1. Stockton on Tees is a Borough of wide contrasts, a mixture of busy town centres, urban residential areas and picturesque villages. It has a population of 189,100 (mid 2006 estimates ONS), a rise of 7.6% since the 1991 Census compared with the North East average of a 1.8% fall. Projections indicate further growth to over 209,900 by 2029 though the number of children aged 0 to 19 years will fall slightly by 4% from 48,200 to 46,100.
- 2.2. The Borough has a unique social and economic mix with areas of disadvantage situated alongside areas of affluence. Using the Index of Multiple Deprivation, 33 of our 117 Super Output Areas (SOAs) are among the worst 20% nationally; 12 within the most deprived 10%. However 26 SOAs fall within the top 20% most affluent wards nationally, 6 within the top 10%. Encouragingly there are 7 less SOAs in the 20% most deprived and 9 more in the 20% most affluent nationally when compared with 2004. The number of residents from black and minority ethnic communities has grown from 1.6% in 1991 to 2.8% in 2001 and we expect this trend to continue.
- 2.3. There are 61 Primary Schools in Stockton on Tees including 1 Junior and 1 Infant School, 14 Secondary Schools and 4 Special Schools including one primary and one for ages 7 to 16 years. There are 2 Pupil Referral Units, 15 Children's Centres with 3 further ones being developed in the next two years. Of the 61 Primary Schools, 40 are community schools, 4 voluntary controlled and 17 voluntary aided; of these 12 are Roman Catholic and 9 Church of England.
- 2.4. To deliver the aims of the Children and Young People's Plan and develop comprehensive accessible services the Children's Trust has created Integrated Service Areas effectively matching Area Partnerships. The four areas have appointed managers who manage those services that are devolved to local level including health services (such as health visiting and school nursing), Surestart and youth services including Connexions.
- 2.5. The new arrangements will facilitate the growth of the school at the centre of services for children and young people. They will also be supported by initiatives such as Common Assessment Framework and the use of technology across the Council and its partners.
- 2.6. During 2008 the Council will be implementing the actions resulting from a substantial review of services for children with complex needs. Changes to the configuration of special schools will take place alongside this.

3. PRIMARY SCHOOLS

3.1. Progress So Far

Over the last ten years £70million has been invested in developing or maintaining the 61 schools in Stockton on Tees. This has created 6 new primary schools and a further two are being built in 2008/9 which replace 3 schools in deprived areas. In terms of educational achievement Stockton on Tees is ranked as the most consistently improved Local Authority over time in the country using KS2 results; overall results in 2007 are examined in 3.3 below.

3.2. Existing Position

- There are presently 14,390 children in the 61 schools which have 16,428 places, with 12.4% surplus places across the Borough
- It is predicted that 14 schools may be oversubscribed over the next five years but in 8 cases it is marginal.
- Because of the demography of the Borough some 30 schools are located in communities with high or very high levels of deprivation, 3 of which are currently being replaced
- Of the seven schools with more than 25% surplus places, three are being replaced, one has recently opened and is expected to become full and three are in isolated locations where alternative provision is not easily accessible
- 200 children receive free school transport to 12 primary schools daily. In the main the schools involved are either village located or faith schools
- Although there has been a modest decline in the number of primary children, the distribution across the Borough is variable with parts of the Borough seeing some increases which might in time impact on increased places for a specific community. The largest growth area has been Ingleby Barwick where 6 new schools have been built
- In the last 10 years one school has closed, seven have been created by amalgamating 14 infant and junior schools and one by amalgamating 2 primary schools

3.3. Standards

- In 2007 results achieved at Foundation Stage placed Stockton on Tees as the second highest performing authority in the country

- Key Stage 1 results are high and provide a good basis for development at Key Stage 2. In all subjects, at all levels, we are above national averages and hold a strong position compared to the other North East Local Authorities and our statistical neighbours
- At Key Stage 2 performance also continues to be high and above national averages. Over the period 2002/07 performance in English at Level (L)4+ has improved by 6.7% and at L5 by 7.3% moving us from being below national averages to above at both levels. In maths in the period 2002/07 there has been a 6.7% improvement at L4+ and a 7.1% improvement at L5 again moving us to a strong position above national averages at both levels. We continue to compare favourably in all subjects and at all levels compared with other North Eastern Authorities and with our statistical neighbours.
- Progress has been made against our objective of closing the gap between the performance of boys and girls. In English at L4+ the gap closed from 11% in 2006 to 9% in 2007. In maths in 2007 the performance of boys at L4+ equalled that of girls at 81% (2006 there was a 1% gap in favour of girls) and in science at L4+ the gap narrowed from 2% in 2006 to 1% in 2007. We focused in 2006/07 on the use of a Visual Literacy Programme and promoted creativity through the Apple Project. Positive results were particularly seen in L4+ reading and writing. The gap between boys and girls at this level in reading narrowed from 10% in 2006 to 7% in 2007, whilst in writing the gap narrowed from 20% in 2006 to 17% in 2007.
- In English 8 schools remain below the 65% floor target and in maths 5 schools. However, the percentage below was in some cases less than one child and amongst these schools many were performing between Fischer Family Trust (FFT)'B' and FFT'D' predictions and in the case of one school above FFT'D' predictions.
- A range of solutions will continue to be employed to support schools with poor standards and achievement. These will include collaborative working, support and use of focussed intervention strategies and consideration of appropriate reorganisation of school provision.
- Progress of ethnic minority pupils continues a positive trend at L4+. In English 78% attained L4+ in 2007 compared with 75% in 2006, whilst in maths improvement was seen from 76% in 2006 to 80% in 2007. The gap in performance between White British children and those from an Ethnic Minority from 2005 to 2007 narrowed in English from 7% to 3.8%, in maths from 4% to 0.7% and in science from 6% to 4.8%.

- In English 5.4% of children failed to attain L3 at the end of KS2 compared with 5.7% in 2006. In maths there was a decrease of 0.3% from 5.4% in 2006 to 5.1% in 2007. There has been further improvement for pupils identified as SEN in 2007 with the KS1 to KS2 value added Actual Performance Score improving from 12.2 in 2006 to 13.2 in 2007. This demonstrates an increasing number of pupils achieving L1 at KS1 achieving L4+ at KS2.

3.4. Extended Schools

39 Schools or 67% have achieved extended school full core status. The rest are aiming to achieve this by 2009. All schools offer or signpost to childcare provision and all schools are able to offer community use, though some are inhibited by the availability or design of buildings. The Council has 15 children's centres in place with a further three in 2008/09.

3.5. Special Educational Needs (SEN) Provision

There are 339 primary aged pupils with statements though the number is reducing. The prime reason for this is the availability of easy to access specialist services or additional resources that removes the need for a formal statement. Funding for high incidence/low level SEN has been delegated to Primary schools. The number of youngsters with SEN supported in their local schools has increased and 173 places are available in Primary Schools throughout the Borough.

Specialist provision for a small number of youngsters with complex needs is available in several settings. A review of these services has given rise to significant changes in configuration of services including Stockton's first federation of two special schools. Further change is envisaged involving all special schools.

The Council will be realigning some of the primary support base provision to reflect the increase in the proportion of children with SEN who have a primary diagnosis of Autistic Spectrum Disorder and a greater emphasis on high functioning/high challenge primary aged pupils.

These changes will be facilitated by the adaptation of schools, which might include closures and/or amalgamations.

4. OUR VISION FOR THE DEVELOPMENT OF PRIMARY EDUCATION

- 4.1. In support of the Every Child Matters theme of 'Enjoy and Achieve' the Council aims to deliver first class educational provision across the Borough of Stockton on Tees, which entails improved educational achievement and outcomes for all children and young people. These outcomes, in the case of primary education, are improved key stage results and school value added scores. In particular we would wish to raise achievement for all children in hard to reach or vulnerable groups.
- 4.2. The ability to make further strides in developing the configuration and physical environment of schools through the new Primary Capital Programme will support innovative ways of delivering education as well as extended and related services in communities.
- 4.3. In considering where investment should occur the Council has placed an emphasis on schools with the highest need as established from close examination of a number of factors
- the condition of existing buildings
 - the suitability of buildings to provide modern educational standards and extended services
 - the existence of surplus places or oversubscribed schools
 - the attainment and achievement of individual schools
 - deprivation as measured using tax credit uptake
 - the size of a school and its relationship with the community as a whole and with adjacent schools

Each school has been evaluated using these factors and full comparative tables have been prepared as well as summaries for each school.

- 4.4. In considering the content of the Programme the following have also been recognised :
- the School Organisation Plan
 - plans for extended schools and children's centres
 - the Accessibility Strategy, increasing access to education for disabled pupils
 - the School Improvement Strategy

4.5. Long Term Aims of the Strategy

- 4.5.1. All Primary schools should be located within the community they serve where they can contribute to the wider opportunities for children and extended services can be co-located
- 4.5.2. Primary schools should be within walking distance of the children's homes. Only where children live in isolated areas or wish to access a specific faith school should they have to travel further
- 4.5.3. The Council will not set a minimum size for a primary school but will consider each school in the context of the community it serves and the surrounding schools. This may in due course lead to proposals, within some communities, for reconfiguring schools. In these circumstances there may be a need for significant investment from the Programme.
- 4.5.4. The Council will consider the current denominational balance of Primary schools with the four dioceses involved. Where there are other factors, which place high priority for change on a specific school, there will be shared plans.
- 4.5.5. The Council will aim to combine the remaining infant and junior schools into a single Primary School.
- 4.5.6. All schools that are in poor condition and, in particular, have high levels of Priority 1 investment need, will form part of the Programme, subject to further work on what solution might be best in each case. The Council will concentrate initially on those schools in the worst 20%.
- 4.5.7. The Council will aim for all schools to have modern facilities for
- indoor and outdoor recreation
 - ICT infrastructure
 - extended services to facilitate community involvement
 - kitchen and dining facilities
 - accessibility by disabled pupils and the public as a whole
- 4.5.8. All new and refurbished buildings will be designed to support energy efficiency and have a minimal impact on the environment.
- 4.5.9. Any land released by the Programme will be used to support the financial model of the Programme, the regeneration of the community or the provision of playing fields.

4.5.10. Plans are already in place to improve the provision of 3 schools in deprived areas. The aim will be to ensure that those remaining schools in the worst 5% of deprived areas are replaced or refurbished within the first five years and those in the next 15% are included for future years.

4.6. Curriculum

4.6.1. Primary schools across Stockton on Tees have embraced both the Primary National Strategy and the Excellence and Enjoyment agenda, with practice of Assessment for Learning and Personalised Learning ensuring individual pupil needs are met. Schools promote use of a creative curriculum to engage pupils, enhance their confidence, self esteem and ambition and raise standards.

4.6.2. Throughout all primary schools there is a strong commitment to collaborative working promoted by a variety of networks which develops and shares good practice.

4.6.3. All primary schools are fully engaged in the Apple Creativity Programme and ICT is used throughout Stockton-on-Tees' schools to encourage imaginative and innovative learning. Its use has transformed curriculum delivery and has had positive impact on raising standards and achievement, encouraging a variety of learning and teaching styles and specifically supporting curriculum access for children with learning or physical difficulties

4.6.4. ICT provision will continue to meet the needs of the Every Child Matters agenda, effectively supporting personalisation of the curriculum. Initiatives are planned and delivered at Authority wide level e.g. development of a single log on to all services which ensures good value for money, effective sharing of information and the integration of services into the wider community.

4.6.5. As new technologies are developed the Local Authority will, as now, assess their contribution to the curriculum and management and will appropriately incorporate them into new build and refurbishment projects. The Local Authority will continue its leading role with schools in enabling headteachers and governors to make good investment decisions with regard to ICT hardware, software and staff training.

4.6.6. Whilst there is a range of IT equipment available in schools, constant challenges remain to keep pace with technology to enable schools to take full advantage of products such as video conferencing and remote learning as well as updating and augmenting equipment to match the opportunities offered by the Learning Platform. All pupils have access to a Learning Platform and this has facilitated a transformation in teaching and learning.

4.7. Extended Schools Strategy and Core Offer

The Council has in place a progressive Strategy for the development of extended schools in clusters that also match the newly established Integrated Service areas. The Council will work in partnership with schools to develop even further the core offer both for extended schools and children's centres. The opportunities of creating more imaginative services in conjunction with other Council services in the community and with health and other public services will be exploited. The Programme will be augmented in both a delivery and financial sense by such an approach.

5. APPROACH TO CHANGE

5.1. Consultation

5.1.1. Following consultation on the overall Strategy for Change the Council will undertake extensive consultation on any specific plans or proposals relating to individual schools or groups of schools. It will build on consultation protocols that facilitate the involvement of communities, parents and carers, children and staff. It will also include other interested parties.

5.2. Communications

5.2.1. The Council will establish a consistent and regular programme of communication with all interested parties. This will augment the specific consultations and aim to ensure that governors, parents, staff and children are kept well informed about progress.

5.2.2. The programme of communication will include :

- a regular newsletter
- feedback into the established meetings between Heads, Governors and the Council
- specific initiatives where extensive change is envisaged in a particular community
- press releases
- briefing sessions for relevant people

5.3. Funding Arrangements

- 5.3.1. Within the PCP, Stockton Borough Council is due to receive £3.0million in 2009/10 £5.4million in 2010/11 and perhaps £2.5million in each of the following 12 years. The Council proposes augmenting these allocations using other education capital grants and by working in partnership with schools to utilise devolved formula capital where possible.
- 5.3.2. The Council will also develop specific proposals alongside other major projects. Not only will this ensure the more comprehensive and flexible community wide developments can take place but it will also serve to bring together resources from other funding streams such as regeneration within the Council or the NHS.
- 5.3.3. Any receipts from the disposal of education land resulting from the programme will be used to support the financial model of the Programme, the regeneration of the community or the provision of playing fields.
- 5.3.4. The Programme has been developed with the four dioceses working within Stockton on Tees and, where proposals concentrate on aided schools, funding arrangements will be agreed with the relevant diocese.
- 5.3.5. It is possible that some projects can be programmed alongside BSF developments. If this is the case the best funding arrangement would need to be considered.

5.4. Programme and Project Management

- 5.4.1. The Council has a well tested programme management mechanism in place. The recently established PCP Board will be accountable to the BSF Board, which includes all the Council's Corporate Management Team and will develop the Strategy for approval by Cabinet and then implement the Programme as a whole. Specific Project Teams will be established for the major schemes, generally using the Council's technical services for design purposes.
- 5.4.2. Membership of the PCP Board may vary but at present it includes 2 Headteachers, various technical support, Chief Advisor, Regeneration, Asset Management and Finance Officers. If necessary partners can be seconded onto the Board if the interrelationship between the PCP and other programmes becomes more extensive.

5.4.3. Each project will be managed using the Council's project management procedures. A separate technical team to oversee the delivery of projects to time within budget and to the required level of quality may well prove necessary alongside the Board.

5.4.4. The PCP Board will also facilitate the preparation of development plans for all primary schools.

5.4.5 The Council works in partnership with Dewjoc, WYG and ARUP to ensure that a high standard of technical advice and project management is secured. The Council also aims to find innovative solutions when designing buildings and the services provided within them.

5.5 Condition Surveys

5.5.1 The surveys completed in April 2008 will further inform programming and prioritisation. In addition a desktop study will inform implications of asbestos removal.

5.6 Capacity to Deliver

5.6.1 An effective system for succession planning for head teachers is developing in partnership with National College for School Leadership to ensure full capacity can be maintained in a time of national shortage. It is recognised that head teachers will require different skills and knowledge to deliver the 2020 vision and a group has already been established to explore this issue and to develop appropriate Continuing Professional Development and leadership opportunities for example through internship.

Work is also underway with governing bodies to develop their understanding of the changing nature of leadership in schools.



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INITIAL INVESTMENT PRIORITIES 2008-2013

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1. STRATEGY FOR CHANGE

1.1. The Council has supported the principles of the Strategy for Change that sets out how priorities for investment will be assessed and programmed. It has considered how the following factors have influenced decisions on which schools should be considered for the Programme as a whole and for early implementation.

- the condition of existing buildings
- the suitability of buildings to provide modern educational standards and extended services
- the existence of surplus places or oversubscribed schools
- the attainment and achievement of individual schools
- deprivation as measured using tax credit uptake
- the size of a school and its relationship with the community as a whole and with adjacent schools

1.2. The Council will also consider further the longer term configuration of schools in the various communities of the Borough. This will have an impact on the investment in later years of the programme.

2. FUNDING ARRANGEMENTS

2.1. The Council already takes opportunities to bring together funding streams both within Education, across the Council and externally. There are examples where a similar approach will be possible using the Primary Capital Programme as the instigator of investment. The Council will use Modernisation and Basic Need funding flexibly to support the Programme especially where the criteria for their use is compatible with PCP.

2.2. Over the full period of the Programme, the Council will rebuild or take out of use a minimum of 3 schools in the worst condition and remodel at least 50% in total.

2.3. The NHS locally is investing in community based services as part of development of a new hospital to replace existing ones at Stockton and Hartlepool. The Council is looking to have a shared asset plan with North Tees Primary Care Trust that optimises the resources used and the benefits attained. The impact may influence the investment in children's services generally as well as the primary schools specifically.

- 2.4. It is also possible that some schemes will be undertaken alongside the BSF programme likely to take place simultaneously. Similarly the Council will look for opportunities alongside regeneration scheme.

3. AIMS OF THE PROGRAMME

- 3.1 The Aims of the Programme are outlined in section 4.5 of the main strategy.

4. PROPOSALS FOR THE NEXT FIVE YEARS

- 4.1. In year 1 (2009/10) the Council will receive £3.0 million and £5.4 million in 2010/11. Thereafter a rough estimate is £2.5 million in each of the following years. The Council hopes that it can perhaps match this funding from various sources to maintain a momentum for change. Contributions from devolved formula capital as well as dioceses are also anticipated. Some changes to priorities may prove necessary should the condition assessments in April bring additional information forward.

4.2. Year 0 (2008/09)

There is value in showing the major developments for this year although it does not technically form part of the Programme. This is however an excellent start as two new schools are being built that replace three schools in the top twelve of the deprived list. Both have recently started on site.

Hardwick Primary School replaces the existing school as part of a major development of Hardwick. It is totally funded through regeneration monies.

A replacement for **Redbrook** and **Roseworth Primary Schools** is funded mainly from targeted capital

All three existing schools had surplus places over 25% and the condition of each building was poor.

The Council will also allocate £50,000 in 2008/9 to support the development of design solutions and briefs for a range of proposals that will follow as part of the PCP

4.3. Year 1 (2009/10)

Several smaller projects will be completed in the first year.

- Completing the upgrade of **High Clarence Primary School** which serves the most deprived area of the Borough and requires specific work to replace the school hall, renovate the kitchen and ideally improved external space

- Removal of outdated temporary buildings in the following schools and replacement with extensions to create modern foundation stage and other areas
 - Fairfield
 - Levendale
 - Preston
 - Thornaby Church of England
 - Wolviston

- In line with the Council's intentions to have asset and development plans for each building plans for each school will be prepared over years 0 and 1 to outline investment proposals that the Council, Dioceses or the schools themselves could fund.

4.4. Year 2 (2010/11)

The Council is working in Partnership with the Diocese of Hexham and Newcastle to consider the configuration of Catholic Primary Schools in Billingham. Any specific proposals that result would be subject to further consultation.

Subject to consultation the Council would wish to investigate the amalgamation of **Bewley Junior and Infants Schools** and how the site and the two separate buildings can be reconfigured to create a single Primary School. The scheme would improve links between key stages and the facilities available.

4.5. Year 3 and Beyond

The Council will investigate, using design and other preliminary, work the following developments which would commit several years of the Programme

- Replacement of **Tilery Primary School**, which is presently in poor condition, split into two buildings. It serves a deprived area but regeneration is planned near by which will generate the need for school places. It is hoped that the replacement can be alongside BSF in that a new Academy may be built on adjacent land. Consideration would need to be given to the situation with regard to the Community Centre alongside the school.

- The replacement of **Oxbridge Lane Primary School** which is now the oldest in the Borough. The size of the site is restricted and the nursery, in buildings of poor condition, is not within the school site. There are no adjoining playing fields. No options exist on the present site to provide a modern school building including foundation stage.

- Specifically the Council would wish to create design briefs for the following schools for possible action before 2013
 - Mandale Mill Primary School, Thornaby
 - Norton Primary School
 - Priors Mill Primary
 - Roseberry Primary
 - The Glebe Primary

Each of these schools has significant problems with the condition and/or suitability of buildings.

5. CONSULTATION

- 5.1. The programme is regarded as initial at present as it might be anticipated that further more detailed condition surveys being undertaken might adjust priorities or solutions might prove to be longer term for various reasons.
- 5.2. Where a significant variation in school configuration is being proposed the Council will follow its established procedures in consulting with schools, Dioceses and the community. Consultation may well also result in changes to the programme.