

STOCKTON-ON-TEES BSF DRAFT STRATEGY FOR CHANGE PART 1

STRATEGIC OVERVIEW OF THE EDUCATION STRATEGY

Executive summary

Our vision of Stockton-on-Tees as a vibrant learning borough is based on the principle that every student matters and none is left behind. BSF will support our aim to maximise the potential of all students, equipping them to be:

- confident and motivated with strong self-belief
- clear and effective communicators expertly using modern technology
- competent in the essential learning skills for their future economic well-being
- self-directed and independent learners with high aspirations and a love of learning that will outlast their formal years of education
- creative, resourceful problem-solvers who can face the challenges of the future
- enterprising team players who work well in collaboration
- responsible and involved citizens with respect for the well-being of others.

We have a clear view of the challenges facing the Authority – raising standards further and closing attainment gaps, personalising learning, reorganising schools to meet changing needs within the geography of the borough, and improving choice and diversity. Our strategy to meet these challenges is based on effective collaboration and involving the student voice. Young people will be engaged by a relevant curriculum which they co-construct. Disengagement from learning will be eliminated and our ICT Strategy will support learning at any time, in any place. Safe, welcoming and sustainable learning environments will offer the flexibility for diverse learning experiences. The Council's strategy for integrated service areas will place schools at the centre of services for children, families and communities as inspirational focal points for learning.

Preferred options for school organisation have arisen from consultation with schools, parents and community partners. Subject to statutory consultation and decision-making procedures, four schools will be closed, two schools plan to federate, and two new Academies will be established to increase diversity and tackle underperformance. A popular faith school will be enlarged. Provision for students with special needs will be reorganised. Overall 1,814 surplus places will be removed.

Local context

Stockton-on-Tees is a compact borough made up of four main towns (Billingham, Stockton, Thornaby and Yarm) and a number of villages. The borough includes areas of acute deprivation: using the Index of Multiple Deprivation, 40 of our 117 Super Output Areas (SOAs) are among the worst 20% nationally and 20 are within the most deprived 10%. The Audit Commission rated Stockton Council in its 2007 CPA at the maximum 4-star level and 'improving strongly' with the highest all-round performance of any council achieving this rating.

The Stockton-on-Tees BSF programme will be delivered in two waves (wave 6 and band D) chosen on the basis of the national BSF prioritisation criteria.

Area	Schools	BSF Wave
North Stockton	Abbey Hill (CS, Fed); Bishopsgarth (C); Blakeston (C);	6
	The Norton (C)	6
Central Stockton	Grangefield (C); Ian Ramsey (CE VA);	6
	Our Lady & St Bede's (RC VA)	6
Billingham	Billingham Campus (C); Northfield (C);	band D
	St Michael's (RC VA)	band D
Thornaby	Westlands (CS, Fed); Thornaby Community School (C);	6
	St Patrick's (RC VA);	band D
Ingleby Barwick	All Saints (CE VA, PFI)	band D
Yarm-Eaglescliffe	Conyers (C); Egglecliffe (C)	band D

C=community school CS= community special VA= voluntary aided Fed=federated

Where is the authority now in terms of educational outcomes, diversity of provision, fair access and choice, and sustainable development?

The Authority currently maintains 14 mainstream schools and 3 special schools for students of secondary age, and 1 all-age PRU. There are two Church of England VA schools, three Catholic VA and nine community schools. Thirteen specialist schools, four of them high-performing schools with two specialisms, offer a complementary spread of specialisms. Two mainstream schools and one special school offer provision to age 19. Post-16 provision is also offered by one sixth form college and one general FE college. Two of our special schools formed a federation in 2006.

At LA level, performance at the GCSE level 2 threshold with English and maths, and on KS2-4 CVA is broadly in line with the national average. Three schools are below the GCSE level 2 EM target figure of 30%: Blakeston, The Norton and Thornaby Community School. Four schools had KS2-3 CVA scores below 99.0 (Ian Ramsey CE, Billingham Campus, Conyers and Thornaby) and four scored below 990 at KS2-4 (Conyers, Billingham Campus, Thornaby and St Patrick's RC).

Under the equal ranking system for admission to secondary schools in 2008, 98.1% of parents were able to access a preferred school and 93.3% their school of first preference. Sufficient places exist to meet demand in all areas except Ingleby Barwick. Overall student numbers will fall by around 1,500 in the next ten years. Seven schools currently have fewer than 750 students on roll.

The Council's Cabinet agreed a Carbon Management Plan in 2007. The Council is committed to minimising negative impacts and to maximising improvements to the environment, both directly and indirectly through its position of leadership within the community.

Our key challenges are to:

- continue to raise achievement and address underperformance at KS3 and KS4
- narrow the gaps in attainment between areas of affluence and those of deprivation
- reorganise school provision to rationalise school sizes and match demand more closely
- increase diversity and opportunities for parental choice.

What added value will BSF investment provide to local educational outcomes - within and beyond the school day, including how learning will be transformed by BSF?

We are fiercely aspirational for our young people, and in consultation with headteachers, college principals and the local LSC we have developed a shared vision based on these principles:

- every school to be a good school
- transforming learning opportunities through a personalised curriculum, flexible learning environments and new technologies
- schools at the heart of communities offering integrated service provision.

We are determined that BSF investment will make a measurable difference for young people in Stockton-on-Tees. Personalised learning and a creative curriculum supported by extensive use of ICT will close attainment gaps and ensure improved performance by all students, including those with learning difficulty and disability. At LA level Stockton will exceed national averages and significantly increase our performance compared to statistical neighbours. KPIs will be based on those in our Children and Young People's Plan and Local Area Agreement:

- increase in the % achieving 5+ A*-Cs or equivalent with English and maths
- improve performance at Key Stage 3
- decrease the achievement gap between pupils eligible for free school meals and their peers at Key Stage 4
- reduce the proportion of 16-18 year olds who are NEET
- reduce the % of persistent absence in the secondary sector
- increase the % of schools graded good or better at inspection
- sustain already low levels of exclusion.

All our secondary schools already meet the extended schools core offer. Our strategy for integrated service areas places schools at the centre of services for children, families and communities. New and refurbished buildings will provide inspirational focal points for lifelong learning in the community.

How does the authority propose to increase choice, diversity and access for parents and pupils in its schools?

Proposals for school organisation take account of views expressed in consultation, including a strong desire to retain the existing faith schools. Discussions are ongoing with the RC dioceses with the aim of retaining Catholic education on the three existing sites. The popular All Saints CE School in Ingleby Barwick will be enlarged to increase access. Four community schools will be closed, and two others may be federated under a Trust. Two new Academies will be established. These changes, which are all subject to statutory consultation and decision-making procedures, will increase diversity and tackle underperformance. As far as possible all schools will be of an appropriate size to match local demand for places and reduce the need for travel. 1,814 surplus places will be removed. The Authority will support any governing bodies considering federation or trust status. Further consultation, including statutory consultation on specific proposals, will take place later in the year with a view to completing all the necessary approvals by spring 2009.

These changes will offer students a choice of learning institution from a diverse range of schools, each with a distinctive character based on ethos, faith, specialism and curriculum offer. There will also be choice within the institution. A collegiate, collaborative approach across schools and colleges, maximising opportunities for e-learning, will ensure access to a personalised offer that meets the needs of all young people as individual learners regardless of their base location. Schools will be co-located on campuses alongside post-16 provision.

In Billingham we propose to rebuild St Michael's RC VA School adjacent to Bede Sixth Form College. Radical changes to governance are under consideration at Northfield School and Billingham Campus School. Both schools will be refurbished on their existing sites.

In Stockton, Blakeston and The Norton are proposed for closure and replacement by a single Academy in the Norton area. Bishopsgarth will be refurbished and enlarged, retaining its special unit for students with physical disability. The three diverse schools in central Stockton will be refurbished: Ian Ramsey CE VA on its own site, and Grangefield and Our Lady & St Bede's RC VA on their shared site adjacent to Stockton Sixth Form College.

Secondary capacity in Ingleby Barwick will be increased by enlarging All Saints CE VA School to 900 places. Egglecliffe, the most popular and successful school in the borough, will move from its cramped site into new premises half a mile away.

Thornaby Community School is proposed for closure and replacement by an Academy. Ongoing discussions with the two Catholic dioceses aim to ensure that Catholic education is retained on the three existing sites in Billingham, Stockton and Thornaby.

These changes have been discussed and agreed in principle with the Office of the Schools Commissioner.

We propose two 11-16 academies supported by a consortium of sponsors including colleges, universities, high performing schools, business partners, the PCT and the local authority. Partners from different backgrounds will share a common agenda of delivering transformed learning for every young person. Each Academy will benefit from specific input from its lead sponsor, while all schools will benefit from the expertise of the consortium through effective collaboration.

How will the authority ensure robust challenge to schools including strategies for early intervention in the case of underperforming or failing schools, and ensure BSF investment plays a part in addressing under performance?

Our procedure for Schools Causing Concern (revised to conform to DCSF May 2007 guidance) sets out five categories, two triggered by Ofsted inspection and three by local assessment: 1 - placed in special measures; 2 - Ofsted notice to improve; 3 - designated by LA as having serious weaknesses that have become a cause of concern since the last inspection; 4 - additional focus as a result of concern in one or more areas, change of headteacher or school reorganisation; 5 - self-sustaining school requiring no additional support. Schools are categorised through the single

conversation based on data analysis. A school-specific task group is established for any school in categories 1 to 3 to implement and monitor an action plan to secure improvement.

This procedure identified two schools now in Ofsted categories of concern and two others that have not reached the benchmark of 30% 5+ A*-C including maths and English. Subject to statutory procedures, BSF will enable us to replace three of these schools with two Academies.

A modified form of this system of categorisation and support will continue in the future, reflecting the autonomy of self-governing schools and the LA responsibility for standards overall. The strong partnership of secondary schools, local colleges and the local authority will build further leadership capacity to improve self-categorisation and collaborative support.

How will the authority deliver personalised learning to ensure that every pupil is fully stretched and can access a broad curriculum that best suits their needs and talents?

Young people will be engaged by a creative curriculum which they co-construct, providing learning that is deep, authentic and motivational. Disengagement from learning will be eliminated by pedagogies that recognise and support individual learning styles and remove boundaries to learning. A Transforming Education Task Group has been established including two headteachers, one college principal, senior LA adviser, e-learning co-ordinator and manager of specialist provision. Building on the established consensus around the Council's strategic 2020 Vision, the role of the group is to lead schools (individually and collectively) in implementing personalised learning in terms of:

- an inclusive curriculum offer that balances competences/skills and knowledge/understanding
- maximising the use of new technologies and pedagogies for anywhere-anytime learning
- assessment for learning embedded in daily practice
- ongoing CPD with a focus on teaching & learning, assessment and interpreting data.

The group will challenge and support school teams to implement and embed:

- a wider range of learning styles
- involving young people as partners in planning their individual learning journey
- using ICT throughout the school and at home,

to explore the implications for structures, e.g:

- flexible timetabling and flexible staff teams
- mixing year groups – “stage not age” models
- subject-based faculties or year-based integrated curriculum,

and to consider and plan to address the implications for learning environments:

- clusters of ICT-rich learning spaces with a versatile range of room sizes
- spaces designed to share a joint cluster identity and be visible to others in that cluster
- furniture to suit adults as well as students (including LDD) and a wide range of layouts
- welcoming but secure design, allowing facilities to be used by the community during the school day as well as outside it.

The Transforming Education Task Group is leading school teams in identifying current activity and what is possible within present structures and environments so that personalised learning is further enhanced by BSF, not dependent upon it.

How will the authority ensure the effective delivery of the 14-19 entitlement in partnership with LLSC teams and local FE providers?

Ofsted has found existing provision in our 11-18 schools and colleges to be good, with good capacity to improve. This provision is founded on:

- joint planning and co-ordinated provision through a 14-19 Partnership supported by all local schools and colleges, LSC, the local authority and the two universities
- clear and natural progression routes into further and higher education
- a centrally managed transport arrangement that enables young people to access courses from across the borough cost-effectively

- an electronic borough-wide prospectus detailing provision across all providers of 14+ opportunities and enabling students to study in each other's schools
- use of a common learning platform across all providers.

The partnership was recognised as high performing in the 2007 Joint Area Review, and collaborative activities were rated 'green' in the 2007 Government Office 14-19 Progress Check. From this position of strength the 14-19 Partnership is well placed to achieve its key objectives:

- to increase the percentage of students accessing post-16 education and training
- to translate this into qualifications, particularly those sought by regional employers
- to deliver the 14-19 entitlement to all learners including the full range of diplomas.

Performance has risen steadily against all indicators since 2004:

- staying-on rate at 16 up from 86% to 92%
- retention at 17 up from 80% to 83%
- 19 year olds with level 2 qualifications up from 41% to 45%
- NEET down from 7.2% to 5.4%.

BSF investment will enable schools to deliver a coherent programme of diploma courses in partnership with colleges and training providers. Following a successful Gateway 2 application, the ICT and the Creative and Media Diplomas will be launched in 2009; Construction will be offered in 2010.

The proposed 11-16 Academies will adopt one or more specialisms to complement the even spread of specialism achieved so far. The expertise of the lead sponsors in particular and the consortium in general will add diversity and choice to the range of opportunities offered to students across the borough at 14+, allowing them to design pathways that meet their needs.

LSC investment of £78 million since 2003 has resulted in significantly improved post-16 facilities. The merger of Bede College with the beacon status Riverside College will further raise standards and provide a new-build Bede on the Billingham Campus site in 2009. Plans to move St Michael's alongside Billingham Campus will further enhance opportunities for flexible, personalised learning across 11-19+ in Billingham. A complete rebuild of Stockton Sixth Form College on the shared campus in central Stockton is due to start in autumn 2008. LSC involvement in the BSF Project Board ensures joint strategic planning, and alignment of LSC and BSF resources maximises value for money across the 14-19 phase.

In the coming academic year at least 4,863 post-16 places will be available in schools, colleges and with training providers across the borough. Falling rolls will see significant reduction in future demand, with 1,904 16 year olds entering the post 16 system in 2018, against 2,453 in 2008. On grounds of quality and sufficiency of provision there is no case for any additional school-based post-16 places.

To what extent is the authority ensuring effective integration of education and other services through Every Child Matters?

Three senior management posts for children's services are jointly funded by the Council and PCT: Head of Strategy, Head of Operations, and Head of Children, Schools and Complex Needs. The ECM agenda is embedded in all BSF planning. Following extensive consultation, a strategy for integrated services has been agreed by the Council, the PCT and the Children's Trust. Key features of this strategy include:

- co-located multi-disciplinary teams
- area-based planning and provision of universal, targeted and specialist services where appropriate
- common processes based on CAF and the lead professional role
- an integrated workforce development strategy
- aligning services and funding from statutory voluntary, community and independent sectors.

From 1 April 2008 multi-agency teams were brought together in four Integrated Service Areas that correspond with the boundaries of the area boards of the local strategic partnership. The well-

developed children's centre programme in the borough provides a model for co-location with integrated management and governance arrangements. BSF, Primary Capital, NHS, myplace and other funding streams will combine to support co-location of ISA services on school sites and ensure schools are at the centre of services for children, families and communities.

How does the authority propose to champion the needs of all pupils, including those with SEN, underperforming groups and those who are vulnerable or at risk?

It is one of our core principles that all barriers to participation and achievement – including race, gender, poverty, language and LDD - are identified and removed to support an inclusive learning environment that meets the needs of all learners.

Focused provision for gifted and talented learners is offered through collaboration among specialist schools and colleges.

Key features of the Council's provision for LDD (judged outstanding in the recent JAR) are:

- funding for high incidence/low level SEN at primary level and all previously centrally-held SEN funds at secondary level are delegated to schools
- schools increasingly able to access specialist provision, advice or additional resources without having to follow the statementing procedure
- a highly skilled workforce motivated to continuous improvement
- effective networking and outreach between mainstream and special schools
- integrated services from health, social care and education working together under single management.

Following extensive stakeholder consultation, the outcome of a review of specialist support for those with the most complex needs is being implemented in three phases:

- the Stockton First Federation has brought Westlands School together in close partnership with Abbey Hill School; all provision for secondary aged learners with autism spectrum disorder is being re-located to the Abbey Hill site, building on the accreditation awarded to Abbey Hill by the National Autistic Society and leading to the development of a centre of expertise
- the primary and secondary PRUs have been amalgamated to improve provision for the small number of excluded students
- a statutory notice has been published to close King Edwin School so that Westlands can be developed as the single centre of excellence within the borough for students with BESD. The Westlands BSF new build will include 52-week residential provision to reduce out of area placements.

The previously separate primary and secondary PRUs were amalgamated this year under a single teacher in charge and one management board. This 66-place facility is likely to remain on its present site, offering outreach services to all mainstream schools in close partnership with the federated special schools. The PRU building requires major refurbishment.

BSF will impact on mainstream and special schools by providing creative, challenging, stimulating and supportive environments conducive to learning for all. We will ensure that all buildings are accessible and able to support pupils with a wide range of learning difficulties or disabilities. In conjunction with the development of Integrated Service Areas, building developments will facilitate the use of schools as the local hub for specialist services.

What change management strategy is in place and will be developed to achieve the authority's BSF vision (including CPD and Workforce Reform in schools)?

The Authority's experience of step-change, as opposed to incremental change, will enable us to prepare a BSF Change Management Plan that:

- assesses where we are now and has a clear vision of where we wish to be
- defines in a series of manageable steps the necessary changes to structures, systems, processes, behaviours, personnel and working practices
- identifies target groups, resource requirements, roles and timescales
- includes arrangements for monitoring and evaluation.

Two key groups reporting to the BSF Project Team will support schools in the change management process. The Workforce Strategy and Development Team has already produced effective work on:

- CPD programmes for NQTs, GTPs and school leaders
- school leadership in CPD
- changing roles of teaching and support staff.

The Transforming Education Task Group, drawn from the School Improvement Team, the 14-19 Partnership and the two CLCs, has identified these priorities for early action:

- establishing and supporting BSF change teams within schools
- developing the student voice
- supporting schools in preparing their Strategies for Change, their own change management plans and specific workforce plans.

The LA Change Management Plan will be completed for submission with SfC2.

How will the authority harness the opportunity of BSF to drive down carbon emissions and promote sustainable behaviours among schools and their communities?

The Council's Carbon Management Plan sets out our commitment to substantially reducing emissions of greenhouse gases. BSF represents a significant opportunity to help meet this target and to go further: to create innovative and sustainable learning environments with improved energy efficiency; to minimise waste, avoid the use of pollutants, protect and enhance habitats for plants and wildlife; and to embed sustainability in the school curriculum.

To ensure schools deliver on sustainability we will:-

- involve school staff, students and communities in the design of new and refurbished schools
- look for partners with a track record of creating sustainable buildings
- expect all new school designs to meet DCSF carbon reduction targets
- promote user control of their environment through suitable heating and lighting controls
- promote sustainable modes of travel to school
- use the buildings and their construction as educational tools, enabling current and future students to see and understand the sustainable aspects of the buildings' construction
- aim for all new schools and refurbishments to meet the BREEAM very good standard

SECTION 3 : ESTATES STRATEGY

Estates assessment

Condition and suitability surveys have been carried out on all secondary school buildings in accordance with the AMP process and DDA requirements. Surveys and title searches on existing and potential school sites have been undertaken to confirm that sufficient land is available for the proposed developments. Our technical advisers have begun a process of option appraisals on each site (including cost estimates) and traffic impact assessments have been commissioned where necessary. These will contribute to advice to the Project Board on the selection of sample schemes and the phasing of works.

Improvements proposed and prioritisation

Principles underpinning the estate strategy are that:

- where possible schools should be co-located in campus arrangements with FE colleges
- BSF should enable all schools to be fully DDA-compliant
- school capacities should be in multiples of 150 (1FE) from 750 minimum to 1050 maximum (except where schools are part of a federation)
- scope for co-locating integrated service provision on school sites should be considered
- sustainable travel plans will be developed for all sites.

Subject to statutory procedures, four existing schools will be closed, two new-build Academies will be created and three other schools will be replaced with new buildings. A further 7 schools will be remodelled, and 3 refreshed.

Pupil Place Planning

Stockton-on-Tees receives pupil number projections from the Tees Valley Joint Strategy Unit (JSU). The ten-year projection for 11-16 students made in 1997 (11,924) is within 0.2% of the actual 2007 census figure (11,899). The latest JSU projections forecast a need for 10,538 mainstream 11-16 places in 2018. An Academy in Thornaby is estimated to lead to a 50% reduction in the number of students from that area attending Macmillan Academy in Middlesbrough (150), taking total 11-16 numbers to a projected 10,613. We propose to retain a total of 11,150 places. This will remove 1,814 surplus places and retain spare capacity of 5%.

Post-16 numbers have been discussed with the LSC and reflect our aim that all students should remain in full-time education or training from the age of 16. Projections indicate a requirement for around 3,800 places in 2018. We propose to retain 450 mainstream and 90 SEN post-16 places in schools. A further 2,800 places will be available across the colleges, and at least 600 workplace-based training places will also be available.

We will retain two special schools. Abbey Hill School is being developed as a specialist centre for secondary students with learning difficulty or disability. It will accommodate up to 200 11-16 students and 90 post-16. King Edwin School (BESD) is planned to close, and Westlands School will provide for up to 130 11-16 students as the specialist centre in the borough for students with BESD.

ICT Strategic Vision

Our vision is of Stockton as a vibrant e-learning community, encompassing learning from early years to post-16 and beyond into lifelong learning. The vision is underpinned by an ambitious strategy drawing on the full range of knowledge, expertise and skills within Stockton schools, colleges, the local authority and external partners. The strategy recognises that e-learning is constantly evolving, it embraces the new, and ensures development and support go hand in hand. We will realise our vision by focusing on the following priorities:

- integrating online support for children and learners
- a collaborative approach to personalised learning activities
- a good quality ICT training and support package for educators
- a leadership and development package for organisational capability in ICT
- a common digital infrastructure to support transformation and reform
- a flexible physical environment.

To deliver these priorities, our schools and colleges will provide:

- flexible, media-rich learning spaces of various sizes designed to engage all learners
- digital infrastructure integrated into the architectural design of the institutions beyond the devices and technologies initially procured
- flexibility through anytime, anywhere access, supported by the provision of a multimedia creativity-enabled device for each learner
- a common learning platform that will also engage parents in the young person's learning
- delivery, support and assessment of courses at any time and at any location
- complementary technologies such as video conferencing and virtual classrooms to share curriculum expertise across institutions.

BSF will enable us to accelerate the development of physical and virtual environments that will inspire learning, transform teaching and raise expectations and aspirations across the borough. Our two City Learning Centres will build on their already major role in the innovation of learning technologies and the provision of appropriate professional development for all staff. There is also commitment to developing MIS systems to support the ECM agenda, and to contribute fully and proactively to the information sharing agenda.

Existing and Planned Consultations

When the place of Stockton-on-Tees in Wave 6 was confirmed, a BSF consultation, communication and stakeholder engagement strategy was created as part of the Project Initiation Document agreed by the BSF Project Board early in 2007. This was based on the Council's corporate

consultation strategy, which embeds good practice and ensures that all stakeholders, partners and communities are engaged appropriately.

Between April and July 2007 a series of workshops for secondary headteachers and college principals developed an initial vision for educational transformation and agreed key principles. They then considered the implications for school organisation of demographic trends, ECM and integrated services, and changes in curriculum, workforce development and technology. A booklet offering suggested options for school organisation was agreed by the stakeholder group and by Cabinet for public consultation. 100,000 copies were distributed in October 2007, aiming to reach every household in the borough as well as schools, colleges and other public buildings. One public meeting took place at each secondary school and a wide range of partnership groups was also consulted. The booklet included a questionnaire, and an online response form was also available. Almost 4,000 responses were received and analysed by an independent market research company. Clear messages received from this consultation included:

- Billingham needs three schools rather than two
- North Stockton needs two schools, one sited in the east and one in the west
- Ingleby Barwick needs more school places
- There is a strong desire to retain Catholic education in Billingham, Stockton and Thornaby.

The outcome of that consultation is reflected in the proposals included in this draft Strategy for Change Part 1, which will be offered for further stakeholder comment and Cabinet approval before submission in its final form. The proposal to close King Edwin School has already been published. Statutory consultation on the remaining proposals will take place after autumn 2008 with a view to publishing proposals early in 2009. Subject to the progress of academies proposals we would hope to secure all the necessary approvals early in 2009.

The BSF Project Team has established a Transforming Education Task Group which has taken a leading role in co-ordinating specialist input into this SfC document. The group will lead further workshops with school BSF teams and support the development of School SfCs.

How will BSF support PE and Sport?

A PE, Sport and Culture Stakeholder Group meets regularly to ensure that the BSF programme is linked strategically to the wider objectives of the Council and its partners for sport and leisure activity across the borough and the Tees Valley city region. All BSF developments take a strategic view beyond the ambitions of individual schools and will take full cognisance of complementary facilities and programmes, including those of the community and voluntary sector. Stockton-on-Tees has two specialist sports colleges. Their partnership development managers are key members of this stakeholder group, which also includes senior representation from Sport England, the county sports partnership and the local authority. Our aims are:

- to support educational transformation and a personalised curriculum to enable all young people to achieve their full potential
- to ensure the provision of a coherent range of facilities and programmes that connect across life stages, and across school and community contexts
- to support local and sub-regional capacity-building activity
- to promote participation in sport at all levels from casual participation to elite competition
- to support the healthy schools and healthy communities agenda
- to contribute to extended services provision and lifelong learning.

Meetings have taken place with several NGBs, and a comprehensive audit of existing strategies, facilities and expertise in the borough is in progress. This will identify gaps in facilities and provision that will then be addressed as our strategy develops.

Headline Key Performance Indicators

The principal KPIs are:

- increase in the % achieving 5+ A*-Cs or equivalent with English and maths
- improve performance at Key Stage 3
- decrease the achievement gap between pupils eligible for free school meals and their peers at Key Stage 4
- reduce the proportion of 16-18 year olds who are NEET

- reduce the % of persistent absence in the secondary sector
- increase the % of schools graded good or better at inspection.

These are taken from our Children and Young People's Plan and Local Area Agreement and have been agreed with schools and colleges. Targets for the impact of BSF on each school are outlined in the Schools Chart.

Strategy for Change Part 2 will identify a wider range of performance indicators including:

- all new school buildings to meet DCSF carbon reduction targets
- all students to be offered five hours of PE or sport per week
- all students aged 14+ to have access to all diplomas.

Many of these will have clear links to schools' own Strategies for Change. Baselines will be set and performance will be reported annually to the BSF Project Board.

BSF Project Governance and Management Arrangements

The BSF Project Owner is the Corporate Director for Children, Education and Social Care. The Project Board (chaired by the Chief Executive) consists of the entire Corporate Management Team supplemented by the Cabinet Member for Children and Young People, the chair of the Secondary Heads and Principals' Group, a representative of Tees Valley LSC, PfS Project Director and the LA senior officer leading on the Primary Capital Programme. This Project Board has decision-making powers delegated from Cabinet. Strategic leadership responsibility sits with the Head of Children, Schools and Complex Needs. A full-time Project Director is supported by one Project Manager. The appointment of a second PM, a communications officer and project support staff is in progress. The Core Project Team, meeting on a monthly basis, includes officers from the main areas of Children's Services, ICT, Finance, Communications, Legal and Technical areas. Individual members of the core team lead Task Groups on each of the main workstreams (Transforming Education, ICT, Technical, PE & Sport, Finance, Change Management).

External advisers have been appointed as follows:

Education – Place Group Limited	Technical – Faber Maunsell
Legal – Dickinson Dees LLP	ICT advisers will be appointed in May 2008
Finance – Grant Thornton	

The Project Initiation Document approved by the Project Board in December 2006 identifies key milestones, includes a detailed communications strategy and outlines the decision-making processes. A full Project Plan is in place and is revised at regular intervals in conjunction with our technical advisers. Progress against the plan is reported to the Project Board at monthly meetings. A Risk Management Strategy and Risk Register are in place. Revenue funding of £3m has been identified as the project development and procurement budget over four years.

A 4ps Gateway 0 Review took place in March 2008. The review found areas of good practice including:

- SBC and the PCT work in close partnership, with joint appointments at senior officer level
- the Integrated Service Area approach will encourage the inclusion of wider community services into the BSF programme
- strong universal support and awareness at senior officer and member level
- excellent work by senior officers in maintaining productive relationships with strategic stakeholders, even in the testing circumstances of the initial consultation phase.

Action has already been taken on each of the major recommendations:

- to reappraise and relaunch the BSF communications strategy (full-time communications officer appointment proceeding)
- to carry out a skills audit leading to a comprehensive resource plan for the programme (4ps skills audit arranged)
- to review the risk register and to develop acceptable contingency plans (Technical Task Group co-ordinating risk review).