Stockton-on-Tees
BOROUGH COUNCIL

PRIMARY CAPITAL PROGRAMME
STRATEGY FOR CHANGE

Foreword

Stockton on Tees Borough Council is committed to the improvement and transformation 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 2008 Annual Performance Assessment (APA). It was also rated good 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 60 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 60 Primary Schools, 39 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 2008/09 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 4.7 below.

3.2. Existing Position

➢ There are presently 14,543 children in the 60 schools which have 16,328 places, with 12.7% 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. Every Child Matters Outcomes, Progress and Areas for Development

Our Children & Young People's Plan (CYPP) provides a clear framework for the development and improvement of services for children and young people in the area, structured around the 5 ECM outcomes ("well thought out priorities and strategic plans" - 2008 APA letter). A comprehensive CYPP review was produced in 2008, following a thorough annual self-evaluation, identifying progress and priorities for development. The following sections highlight, for each ECM outcome, those elements of the CYPP review which relate to this

Strategy for Change, indicating strengths to which our primary school provision has made a contribution; and identifies areas for development in which our strategy for development of primary education has a role. The evidence to support this analysis can be found in our CYPP 2008 Review and the linked self-assessment documentation.

Be Healthy

There have been good improvements in developing healthier lifestyles, for example:

- The participation of 5 to 11 yr olds in at least 2 hours per week of P.E. and sport increased to 99% in the last school year, exceeding our target.
- 78% of primary schools have the Healthy Schools status.
- A School Meals Strategy has been implemented, linked to the Obesity Strategy.

Progress is being made in tackling health inequalities.

- The health core offer is being rolled out as part of the implementation of our Integrated Service Areas.
- Fluoride varnishing scheme has been piloted in primary schools
- 10 Children's Centres are designated and we are on track for our target of 13 Centres covering the whole Borough by 2010.

However, we acknowledge that there remain challenges to address in the health of our communities, and in the significant differences in health outcomes that exist between different communities within the Borough. Our strategy for primary education will be a key part of development plans for improvement priorities within the CYPP for:

- Reducing levels of obesity.
- Reducing health inequalities.
- Improving the mental health and emotional well-being of children and young people.

Stay Safe

The establishment of Integrated Services has progressed well, as part of the strategy to enhance safeguarding arrangements through a greater focus on early intervention and targeted support for families in need ("good progress made in taking forward joint commissioning and integrated delivery of services" - 2008 APA letter). New structures are now fully in place for the management and operational delivery of integrated services, including locality based integrated teams. Schools are an integral element of the Integrated Services project, facilitating improved access to support networks for families through Extended School services and linkage with Children's Centres.

Implementation of IISAM is progressing in line with the national timetable. Good links with schools have been achieved in delivery of the project to date.

An improved safeguarding training programme has been developed and put in place, in response to some identified gaps in provision, and there is good take-up from primary schools.

There has been a strong focus on work with schools to address bullying issues. A system for recording and monitoring bullying is being piloted, and a programme is in place to support schools in achieving accreditation under the DCSF Charter scheme.

Safeguarding arrangements and services for looked after children have been judged to be good through our JAR and APA reviews. Close working relationships with schools help to underpin placement stability for looked after children, contributing to positive outcomes.

Our primary schools will play an important part in building on these developments by supporting the CYPP priorities for further enhancing our safeguarding arrangements, and reducing levels of bullying.

Enjoy & Achieve

Section 3.4 below gives a separate analysis of progress in addressing CYPP priorities for:
- raising achievement across key stages, particularly for vulnerable and hard to reach groups;
- improving access, inclusion and progression; and
- improving the quality of leadership and governance in schools.

Primary schools also make an important contribution to increasing access to cultural, leisure, recreational and sporting activities for children.
- The Extended School programme is progressing well, with half of primary schools providing access to the core offer of extended services by the end of 2008.
- The participation of 5 to 11 yr olds in at least 2 hours per week of P.E. and sport increased to 99% in the last school year, exceeding our target.

Developing access to good quality play facilities has been a focus of attention, with a Play Strategy now in place supported by a Play Partnership. This strategy responds to an area for improvement identified by children themselves, through our network of participation and consultation groups and reflected also in the feedback from the TellUs3 survey. This remains a key priority within the CYPP, and development of our primary strategy will need to ensure our schools are equipped to enable access to a range of recreational and play opportunities.

Make A Positive Contribution

Our engagement with children and young people, within the framework of our PIC (Participation, Involvement and Consultation) Strategy, has been recognised consistently as an area of good practice (e.g. from 2008 APA letter: "Strong local networks which include the voluntary sector and faith groups are in place. These result in good measures to engage hard to reach and vulnerable groups and are effective in enabling children and young people and their parents to shape policy and provision."). Primary schools make a significant contribution in this area, for example through their citizenship work and their support for development of school councils.

Building on this good practice is seen as a crucial element of our service development strategy, reflected in the following priorities within the CYPP:

- Continue to develop the involvement and participation of children and young people, parents and carers in developing services that more closely meet their needs.
- Support, encourage and celebrate the involvement and participation of children and young people in community life.

It is important that our future primary school strategy ensures that schools can continue to develop as centres within their communities for engaging with families, helping them to maximise access to a range of opportunities through extended services, signposting them to local integrated family support services, and ensuring their voices are heard in the development of services.

Achieve Economic Wellbeing

Reducing the impact of poverty on children and families remains a priority in our CYPP. Primary schools are partners in many of the key actions underpinning this priority, for example:
- working within locality based Integrated Services to enable earlier intervention and support for families in need;
- providing links to support through Children's Centres;
- helping parents, particularly in low income families, to access childcare.

A key future development priority, to support parents accessing employment and training opportunities, is the introduction of 15 hours, flexible early years education for all 3 and 4 year olds across the Borough by 2010, in line with the new Childcare Act 2006 duties, and associated government targets. Meeting these requirements will be a significant consideration in this strategy for change.

3.4.   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.

3.5.   Diversity and Choice

The Council currently maintains 60 mainstream schools in the primary phase:

Category	Infant	Junior	Primary
Community	1	1	37
Church of England Voluntary Controlled			4
Church of England Voluntary Aided			5
Roman Catholic Voluntary Aided			12
Total	**1**	**1**	**58**

Thirteen primary schools receive specific additional funding to enable them to support children with particular needs:

- one for children with complex physical and medical needs
- three for children with spoken language difficulties
- four for Key Stage 1 pupils with complex learning needs
- five for children at Key Stage 2 with a range of learning difficulties.

The Council also maintains:

- one special school for children aged up to 11 with a range of special educational needs
- one special school for children aged 5 to 16 with a range of emotional and behavioural difficulties
- one pupil referral unit for primary-age and secondary-age pupils temporarily excluded from school.

The sixty mainstream primary-phase schools offer a total of 16,328 places, of which 69.9% are in community schools, 14.3% in Church of England schools and 15.8% in Roman Catholic schools. Between 2003 and 2008 a total of 1,626 places were removed from primary-phase schools in the borough during a period of demographic decline. 114 places were removed from Roman Catholic schools, Church of England places were increased by 180, and 1,692 places were removed from community schools.

In January 2008 there were 14,543 children on roll at these schools. The average level of vacant places across the community schools was 12.7%, in Church of England schools 10% and in Catholic schools 3.9%. Data supplied by the two Catholic dioceses indicate that 77% of pupils attending Catholic schools are baptised Catholics.

Until 2007 the Council operated an admissions policy based on the principle of 'first preference first.' This means that applications that named a particular school as first preference ranked more highly than any that named that school as second preference, and second preferences ranked more highly than third. Under this system in 2007 98.7% of parents were able to gain a place for their child at their school of first preference. In 2006 the figure was 99.4%. From 2008 the Council has operated an admissions policy based on all three preferences ranking equally. Under this system in 2008 96.8% of applicants were admitted to their school of first preference and 2% to their second preference.

A total of 28 appeals were made by parents refused admission to particular schools. One appeal related to a Roman Catholic Voluntary Aided school (appeal upheld), and three to Church of England schools (one upheld). The remaining 24 appeals related to five different community schools (six appeals upheld involving two schools). Overall 28% of appeals were upheld.

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. In Stockton on Tees we recognise that the primary phase of education plays a critical role in the development of future provision and opportunities for all pupils so that they emerge from their period of compulsory education as young people equipped with the appropriate academic, social and emotional skills to meet the challenges and social demands that they will encounter as young adults and beyond.

4.5.2. However, we also recognise that unless there is provision of consistent high quality learning environments for all our pupils, opportunities can be lost, missed or thwarted. In other words we fully embrace the concept of buildings being fit for purpose both in their physical presentation and in their flexibility to provide the appropriate opportunities for a wide range of learning. We will ensure that the ICT infrastructure is developed to support this range of learning across the whole estate via both real and virtual learning environments.

4.5.3. Pupils need to be able to learn and socialise in environments which are safe and support not only their well being but that of all adults who work in those environments.

4.5.4. 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 the solution might be best in each case. The council will concentrate initially on those schools in the worst 20%.

4.5.5. We believe that this approach will help maintain and further enhance Stockton on Tees's strong record of providing effective primary schools that deliver consistent high standards of educational achievement and attainment. In addition we believe that   strengthening the personalised learning agenda and maximising the opportunities to use ICT as a tool to enable pupils and parents   to access learning flexibly in time and location   will, over the period of the capital programme, substantially enhance the ability of children and their families to achieve economic well being.

4.6.   Transforming Learning

4.6.1. As outlined in our vision in the Children and Young People's Plan CYPP) we seek to provide:

real opportunities for all our pupils to *achieve their full potential and contribute to a fast moving, changing, and interdependent world*;

We believe that this is a key driver to underpin the following key elements and we will develop approaches to:

➢ ICT which will enhance curriculum delivery using a variety of approaches. It will build on and extend the already successful creative curriculum based on Apple computers as well as supporting schools to explore how pupils become expert and independent users of a range of effective tools, software and applications. In securing this aspect of our vision we envisage a strong sense of personal ownership of learning for all pupils in partnership with their teachers, which will in turn impact on standards of achievement and attainment. (Further detail is provided in Appendix 1).

➢ Physical Development in primary education which recognises the crucial role of outdoor learning, including opportunities for sport, recreation and play in the development of children. This will be an inclusive approach which recognises the variety of needs presented by children in the borough. We will expect all schools to work in partnership with Sports Development Team to support a range of indoor and outdoor provision so that pupils can participate in 2 hours of physical activity per week in school time as well as engage in participation outside the curriculum. The Play Strategy will offer opportunities for schools and community groups to develop not only physical opportunities but to consider the importance of staying safe

➢ Develop dynamic work with the Integrated Service Areas (ISAs) that recognises the importance of community development and cohesion to complement the work of formal education. We strongly believe that schools working in partnership with Children's Centres, community cafes, libraries and health centres etc offers our children the most advantageous foundation to develop the necessary range of opportunities to enhance socialisation skills, overcome barriers and lead fulfilled lives and achieve their potential

➢ Healthy Schools work whereby schools will continually be encouraged to participate in a range of Healthy Schools' projects and opportunities. By spring term 2009 all primary schools will be expected to have achieved Healthy Schools status. Re -accreditation will be a further expectation and the Healthy Schools team will continue to work alongside schools to ensure that standards are not only maintained but embedded as an integral aspect of the contextual life of the school community. In achieving this, we will be confident that pupils will have a secure understanding and knowledge of how to make healthy food choices and how they can take ownership of participating in a range of physical activity which supports their own health and well being.

> ➢ Partnership working between educational and health professionals. Staff from the Healthy Schools team will continue to be encouraged to work closely with health professionals and teaching staff to ensure that the physical, social and emotional well being of all children is a priority. We will build on the current recognised success in Stockton on Tees of the National Strategy's SEAL programme strengthening the links between Key Stages 1 and 2 and Key Stage3. Consistent approaches to anti bullying work will be integral to all aspects of the SEAL programme involving the Inclusion team as well as school staff. We will also continue to liaise with the PCT on discrete programmes and projects which promote mental health and well being.

> ➢ Healthy Eating through the School Meals' Service where nutritional standards for school meals will be underpinned by high quality kitchen and dining facilities so that pupils can enjoy healthy school meals in surroundings which are conducive to positive social interaction.

> ➢ Inclusion for learning needs where mainstream schools are encouraged, wherever possible, to develop inclusion and integration of specialist provision for children with learning difficulties and disabilities. This will be achieved by our ongoing close working with colleagues in Additional and Complex Needs so that alignment of provision is matched closely to school and pupil needs and available resources.

4.6.2. Our programme for change recognises the benefits of co-location and pooled resources. Where possible the local authority will maximise opportunities for close working between BSF and the primary capital programme to avoid silo working and to embrace the spirit of the CYPP that 'no child is left behind.'(whatever their age)

4.6.3. In Stockton on Tees we believe that this approach coupled with national priorities will support and embed further improvement and transformation in key areas as outlined below.

4.7. <u>Standards</u>

4.7.1. In Stockton on Tees we recognise that buildings and structures in themselves are insufficient to realise the change which underpins our vision. We are fiercely ambitious for all our pupils. Our track record in the primary phase is impressive but, we are not complacent and recognise that our successes need to be embedded and sustained, alongside a relentless drive to tackle pockets of underachievement, whether as a result of disadvantage or underperformance.

4.7.2. The local authority has well established systems and procedures for working in a structured and systematic manner with all schools in the primary phase to provide challenge and support with an unremitting focus on standards and achievement. This will continue as a key priority so that all pupils can achieve their potential within the framework of the ECM agenda as outlined above.

4.7.3. Currently there are no primary schools in an Ofsted category and we robustly challenge schools to raise standards and achievement for all pupils. This will continue with a refocusing of priorities in our discussions with schools. From Autumn 2008 we have included the CEM measure (combined English and maths at L4+) as well as the two levels of progress measure in English and maths at the end of Key Stage 2, as part of our standards and achievement conversation with schools This will continue to be a priority for us because we believe that these measures represent improved outcomes for pupils and contribute significantly to the Personalisation agenda as well as challenging all schools to consider the factors which contribute to the progress of pupils in individual schools. Through this focus we will seek to ensure that no schools are in an Ofsted category in the future.

4.7.4. This fierce ambition will be supported by embedding the positive and robust relationships with partners both within the Local Authority as well as our external School Improvement Partners .At the end of the Autumn term 2008 73% of primary schools were rated by Ofsted as good or outstanding and our overriding aim is to ensure that this position is consolidated and further improved.

4.7.5. Our current cycle of school improvement clearly outlines where the Local Authority will intervene to work with schools when key triggers indicate a potential or realised concern. Throughout the year School Improvement Partners work in partnership with headteachers, senior leaders and governing bodies to identify through analysis of data and other contextual factors the strengths and areas for development of our primary schools. We believe that the analysis of data in the autumn term is particularly important so that schools which are identified as requiring additional support receive it early The SRAS procedures (Schools Requiring Additional Support) ensure that National Strategies' consultants are strategically deployed alongside general, senior and principal advisers to work in a co-ordinated approach in schools where there is greatest need. As we review the current processes and procedures we will refine our approach to enhance the role of ASTs, Leading Teachers and collaboration between groups of schools to sharpen the work undertaken so that the focus always considers the impact across the school on those pupils, whatever their ability, at risk of underachieving. We believe that this is at the heart of our Personalisation Agenda which is a key driver in transforming learning.

4.7.6.   As a result of the high calibre of work undertaken by advisers and consultants in Stockton on Tees, informed by a sound understanding of pedagogy, there is a high degree of confidence to apply proven methodology to meet the anticipated challenges in primary education as a result of the outcomes of the Primary Curriculum Review. We welcome this opportunity to consider the most appropriate methodology to focus on engaging pupils in their own learning, especially those pupils who display signs of disaffection or those families at risk of not engaging.

4.7.7.   A small number of Primary schools have been working with their receiving secondary school as part of a Leading Edge Project. This focused on developing learning to strengthen transfer and transitions between year 6 and year 7. As a result, pupils were supported to develop greater confidence in independent learning skills and the professional dialogue between practitioners cross phase was enhanced. In addition an understanding developed between parents, pupils and schools of the importance of establishing ownership of learning in the primary phase. Subsequently, building on this success, the local authority is committed to embedding and developing the emergent outcomes and from autumn term 2008 is funding a project entitled Closing the Gap, in identified key areas of the local authority originally in receipt of EAZ funding. By their nature, this highlights the fact that these schools are located in significant pockets of deprivation within the local authority and where historically pupils have often been at risk of underachieving. With a strategic focus on continuing the learning journey to develop positive lifelong learning skills, this project is working with groups of pupils in years 6 and 7. The appointment of a team of teaching assistants located in the primary schools and teachers who work cross phase is seen as critical to the success of the project which will run until August 2011. This approach will be influential in supporting not only those pupils in Year 6 who are at risk of underachievement but it will foster a whole school approach to Personalisation as teachers and teaching assistants structure a range of learning experiences to meet the needs of the pupils within the broader requirements of the standards' agenda while also reflecting the five outcomes of the ECM agenda.

4.7.8.   As part of the restructuring of the current School Effectiveness Team there will be processes established to ensure that SIPs working in these schools as well as consultants and advisers, as part of any SRAS procedures, will be regularly updated to ensure that there is alignment.

4.7.9.   In addition, as an authority with a track record of research and development, we will evaluate and analyse the outcomes of work in Closing The Gap Project so that as and when appropriate aspects can be included by consultants in their

delivery of training and as part of our established Sharing Good Practice procedures in the local authority.

4.7.10. We are proud of our work in Early Years and Foundation Stage, and in autumn term 2008 we were ranked 5th nationally based on the outcomes of the EYFS profile .We are confident that in meeting the statutory Early Years Outcome Duties with an emphasis on 0-5 years that we will continue to reduce the gap between the lowest 20% of learners and their peers. Further work is planned in the local authority to establish smooth transitions between EYFS and the primary curriculum which will build on best practice which has been identified within the local authority and beyond.

4.7.11. We are aware from our robust data analysis that pupils across all phases from a Pakistani heritage are at risk of underachievement compared to their peers, both those identified as White British and those from other ethnic backgrounds. This was confirmed in our Joint Area Review (JAR) in December 2007. Within the restructuring of the School Effectiveness Team there is a sharpened focus on the provision for and achievement of these pupils. Within this Primary Strategy for Change we believe that the principles which underpin our transformation for learning as outlined above will be significant drivers to influence outcomes for this small cohort of pupils in the primary phase. Despite the small cohort our vision that no child is left behind cannot become a reality until we fully explore how the Personalisation Agenda coupled with enhanced pedagogy for ethnic minority pupils can support these pupils to achieve their potential.

4.7.12. Routine analysis of data has highlighted that in 2008 the results in the primary phase at the end of Key Stage 1 and Key Stage 2 continued to be above national averages and that as a Local Authority we compared favourably to our statistical neighbours. The upward trajectory at L4+ continued its steady improvement begun in 2004. Results at level 4**+** in English rose by a further 3.2% while results in Maths rose by 1.3% At level 5 despite a small decline in English and maths when compared to the results in 2007 , the results in Stockton on Tees were above national averages and where there were increases, for example in writing. This reflected a discrete approach over a number of years to improve standards for all pupils in all core subjects. We are confident that in our anticipated response to the Primary Curriculum Review and our approach to the Primary Strategy For Change that areas for further development identified through our data analysis will be approached   creatively but based on our proven track record to teaching and learning to ensure that individual pupils and their families are at the heart of our work.

4.7.13. The strategy for change in Stockton on Tees is based on a commitment and passionate belief that the development of the whole child is most effectively achieved within the community in which they live. This belief is underpinned by an expectation that provision is of the highest calibre to meet identified needs .Furthermore we believe it is essential that there is clarity of purpose for all stakeholders as to the purpose of educational provision and the key factors which impact on the development of pupils in their early years.

4.7.14. We believe that this will be achieved through the Integrated Service areas (ISAs) which are designed to serve geographical clusters of schools including Children's Centres. This means that renewal and refocusing of the Primary Strategy for Change will take into account localised needs within the provision of the local authority and national context. In that way our pupils' needs for the present and future will be best served.

4.7.15. The most recent review of our CYPP undertaken in 2008 demonstrates that good progress is being made to establish effective ISAs and by the end of the spring term 2009 it is anticipated that ISA provision will be fully rolled out. In establishing ContactPoint the local authority is ensuring that the reality of a common approach to the welfare of all pupils will involve a range of professionals accessing as appropriate a range of electronic data systems to develop a fuller understanding of the factors which may contribute to educational underachievement. As a result appropriate support can be factored into schools.

4.8. 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, with the opportunity to integrate funding elements in the Programme.

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 dioceses, 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 dioceses, governors, parents, staff and children are kept well informed about progress. Specific information about the programme will be available on the Council's website or available on request.

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 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 the PCP. By working in partnership with schools and Dioceses we will look to utilise elements of LCVAP and devolved formula capital as well.

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

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.

5.4. 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.

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 such as dioceses will 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. Where appropriate some projects could be procured through existing VA sector frameworks

5.4.4. The Council anticipates being in wave 6 for BSF and will be establishing a Local Education Partnership (LEP) as the procurement model in 2011. The Council will therefore consider placing some or all of the PCP within this model. It is also possible that some specific developments can be constructed alongside BSF ones.

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

5.4.6 If undertaken internally 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.

5.7.   Risk Management

The Council will apply its own Risk Management Protocols to the Protocol and Appendix 2, the ongoing Risk Assessment Review has been developed to identify risks and the required control measures. This will be a regular feature of the project management process.

5.8.   Design Quality and Sustainability

5.8.1. The Council will develop the use of Design Quality indicators on all major PCP Schemes. This will be in accordance with the DQI for School Briefing tool, and will involve each project having a DQI Leader, together with DQI respondents, which will include teachers, governors and Local Authority and can be extended to include pupils and local community where appropriate. The Leader will develop a strategy for ensuring Quality will be embraced and included within projects.

5.8.2. The key factors in the design of new education facilities will be examined under the following headings:

1.   Uses and Spaces.
2.   Charter and Form.
3.   Access.
4.   Internal Environment.
5.   External Environment.
6.   Social Integration, Sustainability and Ecology.
7.   Engineered Systems and Performance.
8.   Construction.

5.8.3. DQI will be used at 4 stages in the project:

1. Briefing: to ensure stakeholders form and record a consensus about the priorities and vision for the project.
2. Design Assessment: enabling the stakeholders to check whether their aspirations and vision is being met and to adjust accordingly.
3. Preoccupation Assessment: to check whether the original intentions have been achieved and that the quality objectives have been met.
4. In use assessment: undertake feedback surveys from project team management, staff and pupils so that improvements can be made in this and future project deliveries

5.8.4. On projects undertaken by the Council's in-house design team, the DQI Leader will be brought in from an external organisation; while externally managed projects the Council will undertake the leader's role. The Council has staff with knowledge of both the DQI process (CABE) and Qids (RIAS).

5.8.5. The authority confirms the use of Breeam Schools' assessment method for all the PCP projects. The target set will be for very good as a minimum requirement with excellent as a design target.

This targeting is based on the financial limits placed upon the PCP as a whole and, while excellent is the Council's aspirational requirement, very good is an achievable performance for all projects that will still demand a significant change of the Stockton schools' environment. The use of Breeam will overlap the Council's existing policies on Carbon Reduction and Sustainability. These will demand significant improvements to carbon demand and require a full audit trail on development decisions and energy improvement.

5.8.6. In addition to the requirements of Breeam, the Council will ensure on site generation of energy both in terms of renewables and low carbon heating. Renewables that will have to be considered will include ground source heat pumps and solar panels in refurbished and extended provision while for new schools wood pellet systems will be the preferred fuel source. An investigation will be required as part of the detailed design on each site to evaluate the options available to comply with this requirement.

5.8.7. All schools involved with the programme will be expected to support and become engaged in the environmental assessment process. This will ensure that the Council's responsibilities within Breeam and the existing Council's policies can be fully complied with. It will also make certain that long term programmes for Carbon Reduction and Sustainability within each school can be developed so that long and significant premises derived targets can be set.

Stockton-on-Tees
BOROUGH COUNCIL

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PRIMARY CAPITAL PROGRAMME STRATEGY FOR CHANGE

INITIAL INVESTMENT PRIORITIES 2008-2013

PRIMARY CAPITAL PROGRAMME
STRATEGY FOR CHANGE
INITIAL INVESTMENT PRIORITIES 2008-2013

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 Stockton on 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 schemes.

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. <u>Year 0 (2008/09)</u>

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. <u>Year 1 (2009/10)</u>

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

  - o **Levendale**
  - o **Preston**
  - o **Thornaby Church of England**
  - o **Wolviston**

- ➢ Internal adaptations of **Mill Lane Primary School.**

- ➢ 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.

A scheme is being developed to remove outdated temporary buildings and link together the two main buildings at **Fairfield Primary School.**

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.

Stockton-on-Tees
BOROUGH COUNCIL

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PRIMARY CAPITAL PROGRAMME STRATEGY FOR CHANGE

APPENDICES

PAS/TB/primarycap/pcstrategy

BASELINE ICT

1. Out of 61 Primary Schools in Stockton, 48 meet or exceed national targets in terms of ICT provision of PC per pupil ratios. The average across all Primary schools is 1:6.5 20 Primary schools have a ratio of 1:5 or better. PCs quoted in these ratios are all useable to deliver the current ICT schemes of work and support the development of ICT using cross-curricular themes. They do vary, however, in age and capability. We will consider how the PCP might help to address these inequalities.

2. The vast majority of Primary schools have ICT suites to support the development of ICT skills and many have invested in additional ICT so that pupils can apply these skills in other curricular contexts. Much of this additional investment has followed on from a major drive to develop creativity, particularly via the innovative use of ICT.

3. Stockton on Tees Local Authority, for a number of years, has been pro-active in developing the use of ICT as a tool for supporting learning and teaching across the curriculum, and providing central ICT technical support services for schools across the authority. This positive reputation for being innovative and leading with ICT was recognised by Apple computers and as a result, in 2005, Stockton on Tees Local Authority was approached to become the inaugural Regional Training Centre (RTC) for the North East region of the UK.

4. Since September 2005, Stockton on Tees LA has been managing an initiative in partnership with schools with the aim of raising achievement through the stimulating use of creativity across the curriculum. 20 Primary Schools initially joined the project at its inception. This involved the purchase of at least one multimedia capable (Apple) computer and active participation in a thorough on-going training programme. The first year of this project was highly successful, with schools expanding their hardware provision in line with expected creativity outcomes. There is evidence to show that levels of attainment in writing demonstrated significant improvement. In one year 5 class, pupils writing points scores exceeded their target scores by over 3 points on average which translates to an average 1.8 sub level increase over expected levels of attainment. One class teacher remarked "I have never experienced a more motivated class so far in my career. Every child wanted to write because there was a reason to do it. They were writing for a purpose and that excited them. No animating actually took place until all of the writing was done. There was no impatience about when the making and animating would begin because the children were enjoying the writing!" A case study of one particular pupil, with Asperger's Syndrome, clearly demonstrated how an Animation project provided an opportunity to resolve behaviour and learning problems. The class teacher commented ".....is rarely in trouble now and looks a different child when you see him walking around the school. He does office duty at dinnertime, answering the school phone and taking messages around. I believe it was the creative learning which acted as a catalyst, along with clear and structured routines and expectations, that helped him to raise his self esteem and begin to meet his full potential" Schools were also starting to revise their schemes of work in order to embed creativity across the curriculum.

5. In year two a further 23 primary schools joined the initiative with the original 20 further developing and embedding their knowledge and skills in using Apple hardware and software to support the creativity agenda. LA consultants, CLC staff and ICT ASTs have actively participated together in revising the primary ICT scheme of work in order to promote and embed the creativity agenda. This Scheme of work was launched in 2007 and since that date, In class support for this scheme has been provided by our team of 5 Primary ICT ASTs.

6. In year three, the remaining Primary schools joined the programme.

7. As mentioned earlier, this programme has been a catalyst for schools investing in additional hardware and software. Some schools have replaced aging PCs, in ICT suites or in classrooms, with dual booting Apple iMac computers which allow pupils and staff the opportunity to work with both a Windows and a Mac environment and, in the process, further developing their ICT capability.

8. Many schools have also procured laptops, many of which are dual booting Apple Macbooks, which allow for a more flexible way to provide access to ICT to support learning and teaching. We will consider how the PCP might help in accelerating this development.

9. This increase in the number of laptops, with the associated requirement for flexibility in their use across the whole school estate, has led to 53 of the 61 schools installing a wireless network, covering the whole or part of the school. A wired infrastructure is still essential in schools, however, and 59 of the schools utilise all Gigabit switches within their network infrastructure with the remaining 2 have some Gigabit switches. Whilst we have a robust wired infrastructure across the estate we will look to develop a consistent wireless infrastructure essential for flexible delivery of learning and teaching.

10. Technical and MIS support is provided via annual service level agreements with Stockton LA. A remote backup service is all provided to all schools.

11. In December 2007, Stockton LA was invited to take part in the operational pilot for the Universal Access Initiative (Home Access to Technologies pilot) This involved working with Becta and Apple to test methodologies for providing computer and internet access to those pupils and their families in the home, and in particular disadvantaged families. 5 Primary Schools took an active part in this pilot in the first half of 2008.

12. A significant investment in interactive whiteboards for whole class teaching has been made by schools and their use continues to be supported by CPD programmes.

13. All primary schools have broadband connectivity at 10 Mb provided through Stockton's partnership with the Regional Broadband Consortium, Northern Grid,. This provides filtered and cached access to the Internet including links to the National Education Network. Curriculum and administration networks are linked using this connectivity

14. This connectivity also provides pupils access their personalised on-line learning space, which can also be accessed from home. All Stockton Primary schools currently use the Netmedia Learning Platform, procured via the RBC. In the first instance, this was used as a repository for documents and digital assets, shared calendars and notices and for accessing the e-mail system. Currently, with the support of LA ICT Consultants, the Learning Platform is being developed into a teaching and learning tool with the use of tools such as 'My Classes' and 'My Portfolio'. We are looking to build upon this practice and be innovative in future developments of the learning platform, particularly in the areas of dynamic delivery of learning pathways and collaboration.

15. 57 of 61 Primary Schools have bought into the Stockton E-Learning Team ICT Curriculum support package via a Service Level Agreement. This provides an annual consultation including a Becta Self Review Framework (SRF) update/review, centralised support activities and either 2 or 5 days dedicated and individually focused consultancy / training.

16. All primary schools have use Becta's SRF either online or using a paper based version.3 schools currently have the ICT Mark and others are working towards it.

17. As part of the BSF programme, a fully managed ICT service will be provided to all of its secondary schools. Opportunities will be explored to ensure that primary schools can take advantage of this development.

LONG TERM AIMS

Personalisation of Curriculum and Learning

18. Our Aim is to 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. We will transform how people learn by harnessing the full potential of new technology across all subjects to promote well motivated youngsters. We will embed the use of ICT in assessment more appropriately within learning and teaching to support the raising of attainment. Our use of ICT will help focus schools on learning rather than teaching and help tailor education to individual need, interest and aptitude. We will create a shared language about learning and will engage learners in what they want to learn and how they learn, as well as encouraging better self-assessment and providing pathways to learning through creative & social interaction.

19. We wish to continue to support schools to raise attainment and address underperformance at KS1 and KS2. We aim to promote the use of ICT systems to ensure pupils, teachers and parents are aware of achievements and support 'next steps', sometimes at stage rather than age points in learning. We will develop an integrated tracking and assessment system across all our institutions. This will provide comprehensive up to date data, including learning style profiles and intervention information and will support AfL and APP.

20. Stockton-on-Tees has had an e-learning strategy reflecting the needs of the Harnessing Technology Agenda since July 2007. It is due to be revised in light of the publication of Harnessing Technology: Next Steps

    This strategy has five priorities:-

    - Integrated online personal support for 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

21. We wish to take eLearning to a new level of maturity within Stockton and build upon the significant progress already made in embedding the innovative use of ICT to support the development of creativity. Alongside a common learning platform, access to a personal learning device when needed for all learners is central to this.

22. A common learning platform is key to the strategy for the transformation of learning and teaching within Stockton. There is to be a common Learning Platform across all Primary Schools. A Learning Platform, common to all Secondary institutions will be procured via BSF and the desired functional specification is specified here. We will explore the utilisation of this platform across all phases, with flexibility provided by appropriate interfaces and a modular approach to tools and functionality. An alternative approach to be explored is to provide a common Primary School Learning Platform which will be interoperable, in terms of content and ePortfolio, with our Secondary School Learning Platform and those used by the Colleges. Central to personalisation is the ability to deliver individual learning pathways via this learning platform

23. The functional specification of this learning platform should take the Becta functional specification framework as a starting point and needs to include: - Holding information about the individual – learning styles, attendance, targets, interests, prior learning etc. This will facilitate the development of individual learning pathways that are defined by some of these attributes rather than just the course being followed. The routes through these pathways should be dynamic; Supporting lesson planning based on that information and drawing on a bank of resources shared across Campus Stockton; Links to Management, Administration and Back Office systems; Facilitating online tracking, assessment and target-setting via a common system, including support for AfL and APP. This should be directly linked to or have integrated reporting systems; Supporting peer mentoring and support. This should include peer moderation of collaborative learning areas and an 'eBay' style of rating digital assets; An 'Amazon' style feature of "Other users who used this also found this useful" for all digital assets; An e-Portfolio, which is much more than a content gallery. It should include tools for a recorded two- way dialogue with teachers, be linked to assessment, show progression in content/work, make explicit to learners where they are in terms of their progression pathways and allow for peer assessment; virtual classroom technologies and support for both synchronous and asynchronous learning; Enabling access to anytime/anyplace learning by providing exactly the same experience regardless of location and, where feasible, device. The learning platform must interface with the personal

learning device; Engaging parents and carers in the young person's learning and progress. This includes the statutory requirement for real-time reporting to parents but extends this to a two-way dialogue. Text, email messages and similar technologies to communicate with parents will be utilised.

24. All digital resources will be suitably tagged using a common set of agreed protocols in order to maximise the value of the Learning Platform. This process will start immediately in order to facilitate the smooth migration of current and newly developed resources.

25. We will facilitate the development of local resources by providing an in-house development team, working with school colleagues to identify, plan and implement interactive learning assets. A clear policy and protocol will be produced to ensure this facility is understood by all. More detail about learning platform content is mentioned elsewhere in this document.

Access to a personal learning device

26. Central to ICT supporting the transformation of learning and teaching is access to a personal ICT device for all learners. The ability to connect to the learning platform, which will provide each pupil's individual learning pathways, has not to be constrained by the provision of access to devices. Whilst a one to one ratio is aspirational, we need to ensure that, whatever the number of devices provided, they are capable of being deployed flexibly across the school estate, enabled and supported by a resilient and appropriate infrastructure. This device must interface fully with the learning platform and vice versa, including being able to deliver interactive and multimedia based digital assets. It must support the creation and development of digital media such as video, audio, podcasts and animation. It must also allow the learner to actively participate in the collaborative tools provided by the platform.

27. The device must allow for the learner to record their learning, via text, images, sound or other suitable methods. Any files created must be compatible with desktop applications used. The interface of the device itself must give effective access to the range of tools and software including those required to support the development of creativity. Ideally, it should make the most of developments in technologies such as touch screens to allow the device to be accessible by all.

28. The device needs to be wirelessly enabled, at the highest speed available, reliably linking to the wireless infrastructure provided within every institution.We would also like to explore the use of such devices in other remote locations, including the learner's home. Access to the Internet should be provided, utilising a full browser, not a mobile version.

29. Individual authentication onto the Campus Stockton network as well as the Internet should be facilitated and the same filtering and monitoring tools applied.

30. Personal information management tools should be provided and interface with the learning platform. Battery life of the device should cover a full school day, batteries must be replaceable and each institution should provide charging facilities. It must be robust enough to be used and transported every day.

An integrated tracking and assessment system

31.   As part of BSF, we require the provision of a system which will provide comprehensive tracking of student learning whether that be undertaken offline or online. We will explore extending this system, over time, to include schools in the Primary phase. This system should be common to all institutions and be facilitated via the provision of a central data centre. The system should be populated from a central pupil record database and both tracking and assessment should be linked to the new frameworks including subject based learning objectives. The system should allow staff to track pupils' progress throughout their learning and use diagnostic information about pupils' strengths and weaknesses.

32.   Assessment for Learning and Assessing Pupil Progress should be integrated into and facilitated by the system. This should include the integration of assessment focuses and assessment guidelines as well as providing an easy means to access the standards files.

33.   The system should feed into or be integrated with the real-time reporting system for parents.

34.   Comprehensive security of data measures should be integral to the system, including backup, levels of access and emergency procedures. The system should not allow for easy removal/copying of administrative data onto electronic media. Comprehensive measures should be taken against threats of data theft and/or unauthorised access.

35.   The recording of pupil attendance should be integral to the system. Attendance could also be registered via the learning platform. The attendance data should include all the fields required by, and be in a form suitable for, statutory reporting requirements.

36.   The input of data into the system should be relevant to the provider and take account of workforce reform.

e-Learning Content Repository

37.   We need to address two critical problems in the provision of e-learning: the quantity and range of resources available to teachers and learners and the quality and degree of innovation of those resources.

38.   We intend to develop an e-learning content repository. This will be a centrally held , shared resource across all our institutions. It will utilise appropriate technologies such as streaming services and podcast servers to maximise the available bandwidth and maintain the integrity of the content.

39.   All digital assets will be tagged to allow easy, fast and reliable access to relevant resources. A tagging convention will be communicated to institutions at an early stage to allow for an easier migration to the common learning platform when it becomes live.

40.   This repository will contain content generated in four main ways:-

- **Content generated by third party providers, including those available via the NEN**

  This content will provide the bedrock of the repository and will be made up from quality assets which are interactive, utilise a range of media and suitable for integration into the individual learning pathways which are a key component of the common learning platform. We will maximise the benefits of content generated from sources such as the NEN. This content should be compatible with all of our chosen methods of delivery and devices.

- **Content developed by an in-house team of content developers**

  Whilst many of our learning and teaching staff are very creative in designing learning assets, the majority of them do not have either the technical expertise nor the time to turn their ideas into physical assets which are capable of integration into the common learning platform. We therefore intend to employ a team of in-house developers to generate such resources. These will be based on the needs of our institutions and, where appropriate, have a local context. Agreed procedures will be put in place to maximise the output of the team which will centrally provide for all institutions.

- **Content generated by learning and teaching staff across all of our institutions**

  Even though assets will be provided by the in-house team and by third parties, learning and teaching staff will still be encouraged and supported to generate their own assets for use with learners. Tools will be provided to make the creation of these assets as simple and less time-consuming as possible. We will encourage and provide opportunities for all staff to share these assets across all institutions.

- **Content developed by learners as part of their learning and shared with their peers**

  As we encourage learners to construct their own knowledge, become fluent in communicating with new media and develop creatively, we expect them to produce content as part of their learning. We will provide the mechanisms by which learners can share their assets with their peers.

  All assets should be based on agreed standards which allow them to be integrated into the common learning platform and be adapted for specific approaches and purposes.

  We want to support greater innovation in e-learning design to accelerate the development of the next generation of e-learning. The focus should be on design flexibility for teachers and engaging activity for learners. We will provide a flexible learning design package to enable teachers to build their own individual and collaborative learning activities around digital resources. This will help them engage in designing and discussing new kinds of teaching methods, which is essential if we are to succeed in innovating and transforming teaching and learning.   The common learning platform must also be able to create individual learning pathways from these digital assets, based on a range of factors including preferred learning styles and prior attainment.

These digital assets must be easy for all learners to use, safe, accessible, and educationally effective.

One of our key aims is to shift the focus from presenting content to engaging learners in productive learning activities and we understand that the production of content alone is not enough. We therefore intend to put in place a comprehensive CPD programme that will support this transformation.

Multi-faceted infrastructure

41.   In order to support the transformation of learning and teaching we desire, a resilient, quick, safe, secure and upgradeable infrastructure, based on both wired and wireless architecture is needed. We have to build upon the current infrastructure existing within Stockton Primary Schools and, where any new build or refurbishment takes place, ensure integration into the design and build process.

- A storage area network (SAN) architecture should be employed.
- Every institution should be cabled using the fastest category of wiring available.
- The hard-wiring should be integrated into the design and build.
- This wiring must allow for the flexible nature of learning and other spaces. This also applies to power sockets.
- A wireless network, employing the largest bandwidth available, will be overlaid on the wired structure.
- The wireless network should be integrated into the design and build and be capable of operating effectively with the maximum number of wireless devices connected concurrently within an institution.
- The wireless network should extend to informal learning areas, including outside areas close to each building.
- All network infrastructure should be accessible in order to be able to upgrade wiring and network devices in the future.
- Resilience must be built into the system.
- Utilisation of the systems provided to Secondary institutions as part of the BSF Managed Service for schools in the Primary phase should be explored.

24/7 access

42.   We would wish the ICT systems to be available 24/7 in order to maximise their benefit to learners and staff. This should include access to the Learning platform, the assessment and tracking system, MIS and learner and staff files.

Layered approach to security

43.   As outlined in Harnessing Technology : Next Steps, we need to be able to connect pupil (and staff) owned devices, whatever they may be in the future – laptops, handhelds, phones- to the school network infrastructure. We must, however, enable this in a safe and secure way, safeguarding both the users and the data held on these systems.

44. Historically, schools have developed security solutions around the idea of bastion defensive perimeters such as firewall devices placed at the edges of their networks, equivalent to that of the hard shell of an egg. Increasingly, the growing number of different points of entry, plus the diverse types of user access devices and in particular, the ever more elusive and blended threats emerging daily make this approach increasingly ineffective.

45. In order to do this we need to take a new approach to security which implements a tiered approach with a variety of security systems integrated and provides a "compound" protection rather than the simple "sum" of all protections.

46. One key aspect of this new approach will be the new ICT systems ability to automatically quarantine new user devices attempting to connect to the schools ICT resource, effectively and reliably identifying and dynamically adapting the level of access according to the devices type, usage and ownership.

Effective sharing of best practice

47. In line with Stockton's policy of dissemination of effective practice, we will continue to provide and develop ICT systems to support the sharing of good practice. This will include local streaming of video assets and local podcast production and serving. We aim to provide, in a number of institutions, a learning space which can capture effective classroom practice as unobtrusively as possible. These spaces will contain fixed but remotely operable cameras and provide easy viewing, capture, editing and dissemination tools. Blogging tools will be used to keep practitioners abreast of current developments on a regular basis. Opportunities will be provided for practitioners to support their peers across Campus Stockton, and wider, via video conferencing and virtual classroom technologies.

48. It is vital that schools are not restricted from innovating in using ICT both within curriculum practice and as an administrative tool. Stockton schools have a long history of this kind of innovation and this must continue. Schools should be encouraged to explore innovations in hardware, software and pedagogical practice.

49. Scope for innovation and research and development both pedagogical and technical is a priority for Stockton schools and we expect that students and staff will need opportunities to explore new approaches and tools, with straightforward processes for adopting those that are successful. Schools will work with the City Learning Centres on these areas as they will continue to be used in the role for best practice and innovation.

CHANGE MANAGEMENT

50. If we are to be successful in our goal of transform learning and teaching in Stockton we need to promote new ways of working, and ICT will offer new ways of supporting parents, learners and employees. We aim to enable all staff to become effective ICT users and innovators. We therefore wish to develop our workforce by providing learning activities that increase confidence and competence in the use ICT in the workplace, for leisure and at home.

51. Change Management, Staff training and continuing professional development: We recognise that Change Management is a critical part of supporting the transformation of learning using ICT as a tool and this will not wait for the Primary Capital programme to be complete. We will, however, aim to work with individual schools to develop a thorough Change Management plan as we work with them as part of their annual consultation and SRF review.

52. We will continue to provide support for existing and newly introduced technologies via a comprehensive CPD programme, clearly focused ICT Consultant support and planned in classroom support from our 5 ICT ASTs.

53. Stockton on Tees LA has a long history of delivery of the SLICT initiatives on behalf of NCSL. As these programmes are being wound down nationally, we believe there is still need for such initiatives. We will therefore develop a local SLICT Programme for Head Teachers, Senior Leaders and Middle Leaders.

54. We will continue to develop CPD which promotes the development of effective subject leaders in ICT and will continue to provide face to face network meetings for ICT Subject Leaders. We will increasingly utilise the common learning platform to provide a repository of materials supporting the development of subject leadership as well as to provide networking and collaboration tools. We will ensure that a high quality technical support services for the ICT infrastructure underpins and supports the process.

PRIMARY CAPITAL PROGRAMME
RISK ASSESSMENT REVIEW – DECEMBER, 2008

NO.	DESCRIPTION	EVALUATION LIKELIHOOD IMPACT RATING			CURRENT CONTROL MEASURES	FURTHER ACTION REQUIRED	BY WHEN	BY WHOM
1.	Authority doesn't get approval from DCSF	3	4	12	Response to DCSF initial assessment being prepared		Feb/March 2009	PCP Board and individual officers
2.	Projection of pupil numbers proves inaccurate generally or in specific areas	3	3	9	Continuous reassessment and flexible planning		Annually	JH
3.	Strategy does not deliver transformation objectives	4	3	12	Review Strategy and impact annually through CYPP, APA and overall performance management		Annually	PCP Board and CTMT Visioning process with Primary Heads
4.	Changes to overarching policy or guidance	2	4	8	Review Strategy annually to ensure compliance		Annually	PCP Board and CTMT
5.	Technical problems with specific developments a) no land available with catchment area	4	4	16	Review of all possible options for a site or design		When required	Technical officers PCP Board BSF Board
	b) reaction to any potential closure or significant change	4	4	16	Extensive involvement and consultation with relevant parties, the public		When required	PCP Board CTMT
	c) problems with planning permission	2	3	6	Development of satisfactory solutions and early discussion with planning officers		When required	Technical Officers

NO.	DESCRIPTION	EVALUATION LIKELIHOOD IMPACT RATING			CURRENT CONTROL MEASURES	FURTHER ACTION REQUIRED	BY WHEN	BY WHOM
6.	Managing all financial aspects of the Programme including reduction in allocation, market pressures	3	3	9	Robust financial management arrangements and scaling down of schemes or Programme to reflect change		Continuous	PCP Board Specific Officers
7.	Achieving deadlines and completions	3	4	12	Robust but flexible project plans for each project and programme as a whole		Continuous	PCP Board
8.	Establishing suitable links with other programmes e.g. BSF, capital grants, regeneration, health	2	3	6	Inclusion planning arrangements through PCP Board, BSF Board and Capital Strategy Group		Continuous	PCP Board
9.	Relying on specific procurement arrangements e.g. LEP	?	?	?	In partnership with BSF management ensure robust governance arrangements		Continuous	BSF Team
10.	Managing expectations of stakeholders	3	3	9	Work in partnership with stakeholders to establish ongoing priorities and mechanisms for changing them		Continuous	PCP Board

PAS/TB/primarycap/pcstrategy