



Future Learning

Stockton-on-Tees

BSF STRATEGY FOR CHANGE Part 1
31 July 2008



Contents	<u>Page</u>
STRATEGIC OVERVIEW OF THE EDUCATION STRATEGY	
Local context	3
Where is the authority now in terms of educational outcomes, diversity of provision, fair access and choice, and sustainable development?	3
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?	4
How does the authority propose to increase choice, diversity and access for parents and pupils in its schools?	4
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?	5
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?	5
How will the authority ensure the effective delivery of the 14-19 entitlement in partnership with LLSC teams and local FE providers?	6
To what extent is the authority ensuring effective integration of education and other services through Every Child Matters?	7
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?	7
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)?	8
How will the authority harness the opportunity of BSF to drive down carbon emissions and promote sustainable behaviours among schools and their communities?	8
Estates assessment, Improvements proposed and prioritisation	9
Pupil Place Planning	10
ICT Strategic Vision	10
Existing and Planned Consultations	10
How will BSF support PE and Sport?	11
Headline Key Performance Indicators	11
BSF Project Governance and Management Arrangements	12
CHART SHOWING EACH SCHOOL	
Separate document attached in Excel format	
MAP SHOWING PLANNED CHANGES AT EACH SCHOOL	
Separate document attached in pdf format	
<u>ISSUES ARISING FROM THE REMIT MEETING</u>	
Proposed federations and 11-18 Academies	4,6
Projected pupil numbers for the Thornaby Academy	8
Undertaking a Skills Audit of the BSF Project Management Team	12

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

STRATEGIC OVERVIEW OF THE EDUCATION STRATEGY

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 (see the map attached). Ingleby Barwick is a large and growing residential settlement developed over almost thirty years. The borough includes areas of acute deprivation alongside areas of real affluence. 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%. Since its establishment as a unitary authority in 1996, the Council has formed highly effective partnerships with public and private sector bodies to stimulate the economic and physical regeneration of the borough and the Tees Valley city region. 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.

Education will be central to the future of this borough (which includes the Queens Campus of Durham University), and the Council whole-heartedly embraces the exciting opportunity afforded by BSF to secure a step change in outcomes for our young people. In consultation with headteachers, college principals and the local LSC we have developed a shared vision for BSF based on these key 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.

The Stockton-on-Tees BSF programme will be delivered in two waves prioritised according to the national criteria of deprivation and educational need.

Area	Schools	BSF Wave
North Stockton	Abbey Hill (CS, Fed); Bishopsgarth (C); Blakeston (C); The Norton (C)	6 6
Central Stockton	Grangefield (C); Ian Ramsey (CE VA); Our Lady & St Bede's (RC VA); Bishopton Centre (PRU)	6 6
Billingham	Billingham Campus (C); Northfield (C); St Michael's (RC VA)	band D band D
Thornaby	Westlands (CS, Fed); Thornaby Community School (C); St Patrick's (RC VA);	6 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
PRU= Pupil Referral Unit (these abbreviations refer to the current category of each school)

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. Within this overall picture, standards at a number of schools are too low. 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).

In general the lowest achievers tend to be students eligible for free school meals. Achievement by boys of Pakistani origin is lower than that of other ethnic minority groups.

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 overall. About half of the students in Ingleby Barwick can be accommodated in their local school. This proportion will be raised to three quarters by BSF; the others will continue to have access to other good quality schools within four miles with safe and efficient home to school transport. 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 particularly between areas of affluence and 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 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
- improve achievement at KS4, particularly by pupils eligible for free school meals
- 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.

Learning will be creative and learner-led, not instructional and teacher-led, anytime/anyplace rather than location-specific, based on multi-channel experiences facilitated by portable online devices.

All our secondary schools already meet the extended schools core offer. Extended Schools Co-ordinators in each ISA will develop further services to meet needs identified by local surveys. 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 full account of views expressed in consultation and at the remit meeting. Positive discussions are ongoing with the two RC dioceses with the aim of federating the three Catholic schools to retain distinctive Catholic education on all three sites in Billingham, Stockton and Thornaby. Three community schools will be closed and two new 11-18 Academies will be established. The governing bodies of Northfield School and Billingham Campus School have agreed in principle to consult on forming a federation. Further discussions will centre on supporting this federation with a Trust including a high-performing school and a local FE provider. The popular All Saints CE VA School will be enlarged by 50% to improve access to secondary places in Ingleby Barwick. Four schools will be co-located on campuses alongside post-16 provision.

The two academies will be supported by a consortium of sponsors including colleges, universities, high performing schools, business partners, the PCT and the local authority. 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. Each Academy will manage specific post-16 provision related to its specialism, reflecting the needs and aspirations of its community. They will also work with our other schools and colleges to provide collectively the full offer of post-16 provision for all our young people.

These changes, all subject to statutory consultation and decision-making procedures, will raise standards, increase diversity and tackle underperformance. They 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. 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. Statutory consultation on specific proposals will take place later in the year with a view to completing all the necessary approvals by spring 2009.

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. Two others have not reached the benchmark of 30% 5+ A*-C including maths and English. BSF will enable us (subject to statutory procedures) 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 as the commissioner of high quality provision. 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 in Stockton-on-Tees will be partners in constructing their Individual Learning Programmes from a varied menu of learning activities designed to meet their individual needs and achieve common learning outcomes. Young people will be engaged by a creative curriculum that balances competences/skills and knowledge/understanding. Access to learning will be broadened by flexible timetabling, “stage-not-age” models and flexible staff teams. Disengagement from learning will be eliminated by pedagogies that recognise and support individual learning styles and remove boundaries to learning.

ICT systems will be central to personalisation and Individual Learning Programmes:

- holding information about the individual – learning styles, attendance, targets, interests etc
- supporting lesson planning based on that information and drawing on a bank of resources shared across the school and college network
- facilitating online assessment and target-setting
- supporting peer mentoring and support
- enabling access to anytime/anyplace learning
- engaging parents and carers in the young person’s learning and progress.

Future Learning environments will include:

- 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
- inviting but secure design, allowing facilities to be used by the community during the school day as well as outside 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 14+ provision to be good, with good capacity to improve. Key features are:

- 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
- centrally managed transport for cost-effective access to courses across the borough
- an electronic borough-wide 14+ prospectus and common timetabling enabling students to study in each other's schools.

Since 2004 performance has risen steadily against all indicators:

- 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%.

The partnership was recognised as high performing in the 2007 Joint Area Review, and collaborative activities were rated 'green' in the 2007 GO 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.

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 11-18 Academies will adopt one or more specialisms to complement the even spread of specialism achieved so far. Sponsored by a consortium including colleges, universities and high performing schools, the Academies will manage specific post-16 provision related to their specialisms. Working with our other schools and colleges they will add diversity and choice to the range of opportunities offered to students across the borough at 14+, allowing students to design pathways that meet their individual needs.

Investment in ICT will support the 14-19 agenda in several ways:

- adopting a common learning platform across schools and FE, compatible with HE systems
- further development of collaborative planning and joint timetabling
- improved tracking and IAG
- video-conferencing provision on all sites.

LSC investment of £78 million since 2003 has improved post-16 facilities significantly. 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 School alongside Campus will further enhance opportunities for flexible, personalised learning across 11-19+ in Billingham. A complete rebuild of Stockton Sixth Form College on the campus in central Stockton shared with Grangefield and Our Lady & St Bede's schools will start in autumn 2008. LSC involvement in the BSF Project Board ensures joint strategic planning, and alignment of BSF and LSC resources will maximise value for money across the 14-19 phase. Falling rolls will see significant reduction in future demand for post-16 places, with 1,904 16 year olds entering the post 16 system in 2018, against 2,453 in 2008.

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
- 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. Opportunities to combine BSF, Primary Capital, NHS, myplace and other funding streams will be explored to support co-location of ISA services on school sites. Plans are being developed for ISA Managers to relocate to redundant areas within school buildings.

The Council has appointed an IISaM to lead on key aspects of information sharing across children's services. Stockton hosts the Tees Valley CCIS system for the entire Tees Valley, we are seeking early adoption of e-CAF and our ICS is in the top 30% nationally for progress towards full compliance with latest standards. We have produced an integrated training programme and online information portal for staff from all Children's Trust partner organisations.

BSF funding will support secure integrated ICT systems in schools covering administration and management services (e.g. access to buildings, registration, purchasing) as well as curriculum uses. Systems will support community use of school buildings in and out of school hours.

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.

Central to provision for all students, including those with LDD, gifted and talented and underachieving groups, will be the electronic Individual Learning Programme:

- systems holding information about the individual – particular needs, learning styles, attendance, targets, interests and family context
- lesson plans based on that information and drawing on a bank of resources shared across the school and college network
- online assessment, target-setting, mentoring and support
- access to anytime/anyplace learning
- engaging parents and carers in the young person's learning
- supporting collaborative teaching and ongoing CPD.

Key features of the Council's existing 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, enabling them 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 and the PRU
- integrated services from health, social care and education working together under single management.

Provision for students with complex needs has been reorganised following a review and extensive consultation. The Stockton First Federation brought Westlands School together in close partnership with Abbey Hill School in April 2006; 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; and King Edwin (BESD) School is to be closed and Westlands School developed as the single centre of expertise within the borough for students with BESD. BSF will add value to this reorganisation by replacing Westlands with a new building in wave 6 enabling for the first time 52-week residential provision in the borough to reduce out of area placements.

Achievement by boys of Pakistani origin will be improved by better data analysis, improved target-setting and progress tracking in accordance with the JAR Action Plan.

BSF will impact on all 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)?

We will 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 KPIs and 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, the ICT Task Group and the two CLCs, has identified these priorities for early action:

- bringing together the e-learning Strategy and the corporate ICT Strategy
- 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.

Action to address these priorities will begin in September 2008 with the support of external advisers. 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:

- priority for work should be based on educational impact (e.g. Academies to come first)
- where possible schools should be co-located in campus arrangements with FE colleges (e.g. Billingham Campus-St Michael's- Bede College)
- BSF should enable all schools to be fully DDA-compliant
- preferred school capacities should be in the range from 750 to 1,050 maximum (except where schools are part of a federation, and excluding sixth forms)
- integrated service provision should be located on school sites where appropriate and where potential funding can be identified
- sustainable travel plans will be developed for all sites.

Details of proposed changes in each area and each wave are set out on the map attached to this document. The Authority retains an aspiration that the band D element of the programme might be brought forward into an earlier wave.

In wave 6 priority will be given to the two Academies in order to raise standards in the areas of greatest need. Blakeston School and The Norton School are proposed for closure and replacement by a new-build 11-18 Academy in the Norton area with 1,050 places. Thornaby Community School is proposed for closure and replacement by a new-build 11-18 Academy with 900 places. This size is fully supported by an analysis of area projections and pupil address data. The other high priority project will be a new building for Westlands BESD School (125 places) to complete the reorganisation of special needs provision that began before BSF.

Also in wave 6 Bishopsgarth will be refurbished and enlarged to 750 places, 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 (1,050), and Grangefield (1,050) and Our Lady & St Bede's RC VA (750) on their shared site adjacent to Stockton Sixth Form College (which is to be rebuilt with LSC funding).

High priority in wave 10-12 will be to increase secondary capacity in Ingleby Barwick (in response to parental demand) by enlarging All Saints CE VA School to 900 places. Egglecliffe School – the most successful school but also the school with most pressing condition needs - will move from its cramped site into new premises half a mile away (1,050 places plus 250 post-16). Conyers School will be refurbished for 900 students plus 200 post-16.

Also in wave 10-12 we propose to rebuild St Michael's RC VA School for 750 students on the Campus site adjacent to Bede Sixth Form College (being rebuilt with LSC funding). The federated Northfield and Campus schools would be refurbished on their existing sites for a total of 1,500 places. St Patrick's School (500 places) will be substantially remodelled as part of the proposed three-school Catholic federation which will offer a total of 2,000 places across the three existing sites in Billingham, Stockton and Thornaby.

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 LDD. It will accommodate up to 200 11-16 students and 90 post-16. King Edwin School (BESD) will be closed in August 2008, and Westlands School will provide for up to 125 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.

We will aim to secure a managed ICT service that will integrate e-learning systems with school management and administration systems including MIS, environmental management, access and security. ICT systems will support multi-agency working and contribute fully and proactively to the ECM information sharing agenda. 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.

Existing and Planned Consultations

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.

Engagement with secondary headteachers and college principals in summer 2007 agreed key principles and developed an initial vision for educational transformation. 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 Strategy for Change Part 1. This was offered for further stakeholder comment on the Council website and at six public drop-in sessions (attended by a total of 24 people) before being agreed by Cabinet on 21 July. Statutory consultation on changes to school organisation will take place after autumn 2008 with a view to publishing proposals early in 2009. Subject to the progress of Academies proposals we hope to secure all the necessary approvals early in 2009.

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 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. Members of the core team lead Task Groups on 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 – Faber Maunsell
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 in March 2008 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 been taken to address 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 reported below)
- to review the risk register and to develop acceptable contingency plans (Technical Task Group co-ordinating risk review).

A Skills Audit of the BSF Project Team was undertaken in June 2008 by 4ps (Public Private Partnerships Programme). The skills audit team found the BSF Project Team to be "a well resourced and efficient organisation," and "an already intelligent client." The audit made a small number of recommendations which will be implemented within three months.