



Stockton-on-Tees
BOROUGH COUNCIL

BSF Sfc2

Stockton-on-Tees

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1. Introduction

Learning is the lifeblood of any society. Transforming learning has never been more important. We want all our young people to have high aspirations and every opportunity to make the most of their diverse range of talents. Our goal is that learners will be inspired and excited by learning, have open minds and wide horizons and be ambitious and self motivated members of the community. They will be happy, employable and safe. In their futures they will be good colleagues, partners, parents and citizens. BSF investment will enable us to make more rapid and creative progress towards that goal.

The theme of our BSF programme is “Campus Stockton” – a vision of transforming learning through a collegiate approach across the family of schools and colleges in the borough. In accordance with the strap line of our Children and Young People’s Plan, “No Child Left Behind,” the three key principles are:

- putting the learner first – personalised learning that meets individual needs in a diverse range of schools
- schools at the heart of the community – local bases for integrated service provision
- every school will be a good school – unique in ethos, culture and specialism, consistent in delivering high-quality outcomes for all.

BSF investment will allow schools to set transformational targets, to review curriculum content and pedagogy, and further develop the expertise of their staff. Through renewed learning environments and innovative ICT, and with support and robust challenge from the local authority, schools in Campus Stockton will deliver significantly improved outcomes for our young people.

The local BSF programme

The Stockton-on-Tees BSF programme was originally prioritised into two BSF bands according to the national criteria of deprivation and educational need. The content of those bands has been amended as the first wave has progressed through the pre-procurement phase. This Strategy for Change Part 2 relates principally to the Wave 6 programme but includes important elements that will apply across the entire estate (e.g. ICT, SEN and inclusion, change management). The seven remaining schools in the borough will form a follow-on project. The revised Expression of Interest submitted in November 2008 put a case for bringing that project forward to follow immediately the completion of the Wave 6 project.

Issues arising from SfC1

The SfC1 approval letter set out three issues of school organisation that must be addressed in SfC2.

- a) The Authority was asked to explore whether there are options other than those proposed in SfC1 that would better meet parental demand for school places in the South of the Borough. Up to 1,500 secondary places will be required for residents of Ingleby Barwick (excluding Catholic students), and around 1,400 for residents in Eaglescliffe and Yarm. Conyers and Egglecliffe schools also draw students from a much wider area than their local communities. SfC1 proposed 900 places at All Saints Church of England School, 900 at Conyers (11-16) and 1,050 at Egglecliffe (relocated to Allens West). The option of transferring either Conyers or Egglecliffe to a site in or near Ingleby Barwick could be considered if a suitable site were available. Such a transfer would leave one community in the South of the Borough without a local secondary school. To date it has not been possible to identify a deliverable solution. This situation may change and we are continuing to explore any viable options that are identified. The Authority acknowledges the strong feelings in Ingleby Barwick about this issue. Schools in the South of the Borough are allocated to a second wave of government investment, and the timing of this wave has not yet been confirmed.
- b) The DCSF approval letter states that “the viability of St Patrick’s will be questionable unless the proposed hard federation with the other RC schools is progressed and implemented.” The governing bodies of the three Catholic schools have agreed to commit to exploring federation. Signed copies of a Memorandum of Understanding will be attached to this SfC2.
- c) The Authority had expected to implement a hard federation of Billingham Campus and Northfield schools under a Trust as proposed in SfC1. The governing bodies of those schools did not agree that this proposal would provide an appropriate solution for Billingham in the face of a rapid decline in student numbers. The Authority has since published and approved a statutory proposal to close



Billingham Campus School and enlarge Northfield School to operate on two sites until the second wave of BSF investment allows Northfield to operate in remodelled premises on a single site.

2. Meeting Educational Challenges and Key Objectives

2.1 Where we are now – educational outcomes, diversity, choice and fair access

The response to this question should give a clear explanation of the secondary estate as it is currently configured, explaining any particular weaknesses there are in its organisation.

Strategy for Change Part 1 listed the 10 establishments in the Wave 6 area providing for pupils of secondary age:

Existing schools	Type	BSF work
Bishopsgarth	Community 11-16	New build/refurbish/refresh
Blakeston	Community 11-16	Planned for closure
The Norton School	Community 11-16	Planned for closure
Grangefield	Community 11-16	New build/refurbish/refresh
Ian Ramsey	C of E Voluntary Aided 11-16	New build/refurbish/refresh
Our Lady & St Bede's	RC Voluntary Aided 11-16	New build/refurbish/refresh
Thornaby Community School	Community 11-16	Planned for closure
Abbey Hill	Community special 11-19	Refresh
Westlands	Community special 7-16	New build/refurbish/refresh
The Bishopton Centre	All-age PRU	New build/refurbish/refresh
King Edwin	Community special 11 - 16	Planned for closure
Proposed new schools		
Stockton Academy	11-16	New build
Thornaby Academy	11-16	New build

Key:

North Stockton
 Central Stockton
 Thornaby
 Special schools

Abbey Hill School Technology College provides for students with a wide range of complex needs including autistic spectrum disorder. Westlands School provides for students with behavioural, emotional and social difficulty. Abbey Hill and Westlands formed Stockton First Federation in 2006, operating under a single governing body and Executive Headteacher. The Bishopton Centre is an all-age pupil referral unit formed in April 2008 from the amalgamated primary and secondary PRUs.

Falling rolls in many of the Wave 6 schools reflect a high degree of pupil movement arising from parental preference. In January 2008 a total of 696 students living in the Wave 6 area attended schools outside it. Five of the seven schools in this Wave have fewer than 750 students on roll, and pupil numbers are projected to fall by 650 in the Wave 6 schools over the next ten years if these patterns of movement remain unchanged. We aim to reduce this movement by at least 50% through a planned reduction of three schools and the removal of 1,814 11-16 places across the borough as a whole, and by ensuring that every school is a good school.

The response should also make clear what the specific local context is and what challenges the authority faces in order to raise standards for all.



Across the entire school estate, performance at the GCSE level 2 threshold with English and maths has risen steadily over recent years and is now above the national average. Results from 2008 show 48.4% of students achieving this benchmark compared with a national average of 47.6%. Within the Wave 6 area standards at three schools are below the National Challenge target figure of 30%: Blakeston (22%), The Norton (8%) and Thornaby Community School (9%). With one exception, KS2-3 and KS2-4 CVA scores at all schools in the group are close to the norm (and well above it in some cases). Ofsted inspections have graded one school as outstanding, five as good and three satisfactory. One (Thornaby) is under notice to improve. The Wave 6 group includes four persistent absence schools (Blakeston, The Norton, Thornaby Community School, and Grangefield).

Access to ICT devices in schools varies from a computer to pupil ratio of 1.6:1 to 4.5:1. The school with the highest pupil to computer ratio would require over 500 computers to match the best. All Wave 6 schools have engaged with the eight elements of the BECTA Self Review Framework. This has revealed strengths and areas for development in practice across Stockton schools. There is room for improvement overall in planning for ICT, recognition of ICT capability and use of ICT across the curriculum. There is inconsistency in this area and in some cases this leads to unequal opportunities. There are clear opportunities for students to gain accreditation but there is an opportunity to broaden the accreditation opportunities. Curriculum review and innovation using ICT are underdeveloped in Wave 6 schools. There is inconsistency in relation to ICT resources across the LA evident both through SRF responses and LA hardware statistics for pupil/computer ratios. The use of digital resources requires some further development. Whilst there is effective technical support, there are currently limited processes within Wave 6 schools to manage and monitor the quality of technical support. Overall there is a need for greater application to extended opportunities for learning with ICT. There is a need to understand family needs, recognise partners, create community links and to extend students learning to where and when they want. There is also a need to increase evaluation of this learning to ensure that appropriate 'next steps' are followed. ICT will play a key role in increasing and improving parent and carer involvement in learning.

The Wave 6 area includes many of the most deprived wards in the borough. Four of these are regeneration zones subject to very significant investment in renewed housing and community infrastructure. Many families in these communities need help to access support services: our BSF programme puts schools at the heart of communities, acting as hubs for integrated service provision.

Under the equal ranking system for admission to secondary schools in 2008, 98.1% of parents across the borough were able to access a preferred school and 93.3% their school of first preference. Early analysis of applications for admission in 2009 shows only one school in the borough oversubscribed with first preferences (237 applications for 235 places).

2.2 What added value BSF investment will bring

The response to this question will show how the capital investment available through BSF will enable the local authority to address the issues highlighted by the 'where are you now?' question above, while also signposting where the local authority wants to be in the future.

The three key principles of Campus Stockton are:

- putting the learner first
- schools at the heart of the community
- every school a good school.

Putting the learner first

Our goal is that learners will be inspired and excited by learning, have open minds and wide horizons as ambitious and self-motivated members of the community. They will be happy, employable and safe. BSF will add value by enabling:

- shared provision - access to curriculum content and learning support from teachers and peers across Campus Stockton and beyond
- personalised learning programmes, flexible curriculum pathways and innovative Quality First pedagogy supported by new technologies that value the uniqueness of each learner, take account of their personal learning preferences and patterns and configure the curriculum around the needs of the learners



- real inclusion that will support most of our vulnerable learners within mainstream settings with appropriate specialist facilities, skilled staff and ICT to engage and motivate them for success
- brokered provision and specialist staff to meet the needs of learners who require the support of PRU and special school settings; appropriate environments that will include spaces for therapeutic interventions and integrated service support work with families
- students and parents/carers as partners in their learning, with joint responsibility for participating in the design of their curriculum
- the removal of any recognised 'digital disconnect' as far as possible and avoidance of what some have called a 'powering down' to come to school. We aim for Stockton students to capitalise on their digital skills and competencies so that they are engaged, stimulated and productive in their use of ICT to support learning.

Schools at the heart of the community

Our goal is that the community will be proud of an inclusive, open education system that serves the whole community and achieves well for all its learners. BSF will add value by providing:

- iconic, stimulating spaces at the focal point of the community to inspire a lifelong love of learning
- safe, welcoming and sustainable environments which offer learning, social and cultural experiences to the whole community within and out of school hours
- access to co-located integrated services for children and adults building on our Integrated Service Area strategy and including statutory, voluntary, community and independent sectors
- strategically planned sports, cultural and leisure facilities responsive to the community's interests and needs, linked to Healthy Schools and Healthy Communities agenda and to Stockton-wide events such as the International Riverside Festival
- coherent provision for adult learners, supporting economic regeneration and meeting the needs of employers
- student involvement in real community situations, learning relevant skills so they can be more active and independent in the community and prepared for life after school.

Every School is a good school

Our goal is that our schools will be recognised nationally as ones that deliver high levels of achievement. They will motivate and inspire, develop leadership, team working and participation by developing interests, skills and talents in their pupils.

BSF is already a compelling vehicle to develop our vision for transforming teaching and learning, and a catalyst to consider the whole of the curriculum experience 11-19. BSF ICT funding will increase and improve ICT provision at the point of learning, and inequalities of provision and performance will be removed so that all young people in Stockton have an equal opportunity to be successful. An ICT Managed Service will bring efficiencies and economies of scale for schools. System capability will be enhanced so that key school, LA and national priorities can be realised. There is an opportunity through BSF to address a key area of need highlighted through the SRF which is to design a range of innovative spaces that enable varied approaches to teaching and learning. BSF will continue to add value by:

- integrating delivery of the new National Curriculum Frameworks at KS3 and 4 with our 14-19 and Diploma Strategies
- re-energizing pedagogy and practice with expert use of ICT for learning; developing an engaging and tailored curriculum delivered and facilitated by highly skilled and motivated staff
- facilitating self-directed independent learning which results in our learners being creative, resilient and resourceful problem solvers
- using ICT to support effective information sharing across multiple sites; tracking of progress and attendance, ensuring ECM key outcomes are achieved, safeguarding arrangements and child protection requirements are met
- providing sophisticated, clean, safe and modern learning spaces and facilities, securing improved attendance and reduced incidence of poor or anti-social behaviour. Learners will feel valued by and in their environment.

Schools will be encouraged to explore innovations in ICT hardware, software and pedagogical practice. ICT resources will be available either in the form of devices or in the form of electronic learning resources to support raising standards. We aspire to be effective in reviewing practice, taking account of new technologies and embracing these in innovative ways to enhance teaching and learning. We will work in an integrated way to evolve the design of the new schools to ensure a good alignment between the requirements of learning spaces and ICT provision. Engaging with the wider world and celebrating



achievement are two features among a range of uses for 'cross site' communication through signage solutions. We aim to use these systems to maintain student engagement with wider learning and information issues. We expect the BSF programme and the LEP to support the fulfilment of these aspirations.

Local authorities should ensure that there is a clear link through from priorities to investment, and that the Department's remit is addressed, along with any key local themes or challenges not covered in the headings below or in Part 1 of the SfC. Show value added from improvements to the school estate, organisation and buildings/design.

We will target BSF investment to raise standards and improve attendance in our National Challenge schools by establishing two Academies.

- Blakeston School and The Norton School are proposed for closure and replacement by a new-build 11-16 Academy on the Tilery site. This Academy will specialise in health & wellbeing, sport and science.
- Thornaby Community School is proposed for closure and replacement by a new-build 11-16 Academy on its own site. The existing school is subject to a Notice to Improve and was judged to have made good progress at its HMI inspection last term. This Academy will specialise in digital creativity, ICT and media.
- our model of Academy development (with the LA as co-sponsor) will integrate the Academies fully into Campus Stockton collaborative plans to deliver the 14-19 entitlement to all young people in the borough by 2013. Each Academy will manage an element of post-16 provision linked to its specialisms on behalf of the 14-19 partnership.

We will also use BSF investment to secure the quality of personalised provision in successful schools operating in inadequate accommodation. The four remaining mainstream schools in the first wave of investment will remain on their existing sites and each will receive a combination of new build, refurbishment and refreshment:

- Ian Ramsey CE VA;
- Our Lady & St Bede's RC VA adjacent to Stockton Sixth Form College;
- Grangefield;
- and Bishopsgarth, which will also be enlarged to offer places to students displaced from Blakeston.

We will create in all six schools adaptable and flexible accommodation with a robust ICT infrastructure that can support different models of learning, facilitate migration to new curriculum and pastoral arrangements, shifting pedagogy from subject-based, teacher-led delivery in classrooms to more experiential and creative learning. ICT will be a key enabler of transformed practice. Iconic building design and excellent facilities will help students feel valued, and will promote better engagement with learning, improved attendance and higher standards of attainment and achievement.

We will complete the reorganisation of special needs provision to secure our commitment to inclusion:

- a remodelled or new building for Westlands BESD School to meet the needs of some of our most challenging young people.
- The Bishopton Centre (PRU) will be refurbished.
- Abbey Hill School Technology College will be refreshed.
- the special units for students with physical disability at Bishopsgarth School and for ASD at Our Lady & St Bede's will be remodelled.

BSF investment in buildings and ICT, supported by a rigorous change management process, will secure improved ECM outcomes for all students. Well considered and clear requirements will be illustrated in our ICT Output Specification to ensure that ICT facilitates and supports early identification and timely intervention.

This section should also provide information on the KPIs the local authority will use to measure the improvements to education provision and outcomes as a result of their BSF programme. Build on the headline KPIs set out in Part 1

Key performance indicators (KPIs) are focused on raising standards and achievement, improving attendance and securing best outcomes and progression for students across Campus Stockton into work or further/higher education and training.



The principal KPIs are:

- increase in the % achieving 5+ A*-Cs or equivalent with English and maths
- improve performance at Key Stage 3 and reduce variation between schools
- narrow 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 outstanding 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.

We have also identified 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 diploma lines.

We will support schools in attaining the ICT Mark through the BECTA self-review framework.

[Give targets and timescales, as set out in the School Chart, individual schools' SfCs.](#)

Individual targets and timescales for schools are set out in the individual schools' SfC documents.

[Describe how these KPIs will be monitored and evaluated.](#)

Monitoring and evaluation of Key Performance Indicators will be systematic and externally monitored and verified.

At corporate level:

- our Corporate Business Plan and CYPP will define key milestones and monitoring systems within our established practice
- these are scrutinised by the Children and Young People Scrutiny Committee, CMT and Children's Trust Board
- where key milestones are present in Business Unit Plans the individual managers will be accountable to the Head of Service for their achievement through our regular monitoring system and formal annual review arrangements of CYPP and strategic planning
- quantitative performance indicators on achievement, standards, attendance and behaviour are monitored by DCSF and regularly reviewed and RAG rated by the National Strategies and by the public at large through published performance tables
- Government Office North East monitors our performance towards meeting our Local Area Agreement Targets and our 14-19 Progress check monitors how well we are meeting a range of KPIs such as NEET reduction
- the CPA evaluates the Council's performance in the round
- we seek regular feedback from students, parents/carers and the wider community through the ViewPoint and Youth ViewPoint panels, the Stockton Youth Parliament and representation on the Children's Trust Board.

At individual school level:

- the LA monitors analyses and evaluates achievement of statutory targets and other performance indicators as part of discharging its statutory duties.
- schools monitor, review and evaluate their own progress through robust self evaluation in the School SEF.
- quantitative performance indicators on achievement, standards, attendance and behaviour are monitored and evaluated by the SIP in their designated schools. SIPS also take cognisance of qualitative indicators and other datasets such as progression data in making judgements. As part of this role SIPs judge the accuracy and effectiveness of the SEF as a tool for school improvement. In National Challenge schools this role is discharged by the National Challenge Adviser.



- In Schools Requiring Additional Support the designated link adviser monitors and evaluates the schools progress towards meeting the targets in its action plan
- OFSTED and HMI inspections of schools give external validation to all judgements.

Show the improvements that have resulted from BSF enabling/triggering changes in policies and practices across each of the policy areas within the SfC.

Our vision for transforming learning across Campus Stockton has been developed with headteachers, principals and senior leaders and is supported through the work of various sub-groups (e.g. the Transforming Learning Group, ICT Group, PE, Sport & Culture Group, Change Management Group). Partners and stakeholders have worked together to consider what a transformed education system looks like across the borough, what key structures, protocols and reporting mechanisms are needed, what changes in leadership, curriculum, pedagogy and practice are required. This is leading to a robust change management plan across Campus Stockton. Deputy headteachers and vice principals have worked together through the Enjoy and Achieve Group to deliver joint CPD days focused on up-skilling practitioners to deliver transformational learning, joint timetabling and planning of the curriculum to deliver the ambition of both the renewed National Curriculum and 14-19 strategies to ensure that learning is personalised. Our Inclusion Strategy has been further developed to improve outcomes for all students with additional needs educated within the Stockton First Federation and in mainstream schools. The federation acts as a hub of good practice, resource and support for mainstream schools educating and supporting students with LDD.

Show the impact of the change management process put in place as part of BSF.

BSF change management is embedded at corporate level through the BSF Project Board which encompasses all directorates working together to enact the vision. The Board has supported proposals to increase capacity across central teams to deliver BSF including backfilling key roles and securing additionality. A new BSF Change Management Group has been established bringing together all secondary headteachers, college principals and key officers of the local authority. This group has agreed strategies on ICT, 14-19 and diploma lines, PE & school sport, SEN and inclusion. Sessions on managed FM and ICT services and the LEP procurement model have raised awareness of these issues in schools and secured agreement to the principles.

All the Wave 6 schools have nominated members of their leadership teams and link governors to lead transformational thinking in school and to represent their school at vision-to-reality meetings with external advisers. The production of schools' Individual Strategies for Change has crystallised their thinking into clear visions of the future. Schools have set transformational attainment targets and are reviewing practice to ensure that these are delivered within the framework of the LA SfC. All Wave 6 schools have taken part in initial design option meetings leading on to preferred options for each site.

2.3 Securing choice, diversity and access

Show how the proposals address the need for reorganisation in order to ensure a better match between the need for places, parental preference and supply of places.

The Wave 6 project includes schools in three geographical areas. A feature of these areas is an extreme pattern of pupil movement. In January 2008, 601 students resident in North Stockton attended schools in Central Stockton and 696 students from the Wave 6 areas opted for schools elsewhere in the borough. Our goal is that every school will be a good school so that this movement will be reduced by at least 50%. In North Stockton we will replace Blakeston School and The Norton School with a 1050-place Academy and enlarge Bishopsgarth from 602 to 750 places to accommodate students displaced from Blakeston. We will retain the three popular schools in Central Stockton with some changes in capacity to reflect the impact of the Stockton Academy. Thornaby Community School will be replaced by a 900-place Academy. These changes will reduce overall capacity across the Wave 6 schools by 607 places.



School Name	Proposed capacity	NOR 11-16	NOR Post-16
Bishopsgarth	750 + 43 special unit	702	-
North Stockton Academy	1050	1050	-
Ian Ramsey Church of England VA	1050	974	-
Our Lady & St Bede's Catholic VA	1050 + 35 special unit	994	-
Grangefield	1050	974	-
Thornaby Academy	900	900	-
Mainstream totals	5,850 + 78 sp unit	5594	
Abbey Hill	200 + 90	200	90
Westlands	70	70	-
King Edwin	closed	-	-
Bishopton Centre PRU	58	58	-
Special school totals	338 + 90	328	90

Key:

 North Stockton	 Central Stockton	 Thornaby	 Special schools
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Show what support and advice will be offered to schools to help them engage with external partners including through Trust arrangements; develop new governance arrangements; and enhance collaboration with other schools through federation or Trust arrangements.

The LA has worked with the governing bodies of Blakeston and The Norton schools towards the formation of an interim federation in preparation for Academy status. This will allow both schools to build on and share their expertise as specialist schools with a clear community focus whilst supporting transition to Academy status.

The governing bodies of the three Catholic schools and the two dioceses have agreed to explore the formation a cross-diocesan Catholic federation. This would allow Catholic education to continue to be available on sites in Billingham, Stockton and Thornaby for up to 2,000 students.

Show how the proposals support diversity of provision across the area including school type (foundation, community, voluntary, Trust or Academies) or specialism (specialist status, training school, leading edge, full service extended school, etc).

Subject to statutory consultation, two new Academies will be created. Across the whole estate all five voluntary aided schools will be retained and the number of mainstream community schools will reduce from nine to five. A complementary spread of specialisms will be offered:

School Name	Category	Specialisms
Bishopsgarth	Community 11-16	Maths & computing
North Stockton Academy	Academy 11-16	Health & wellbeing, sport, science
Ian Ramsey	C of E Voluntary Aided 11-16	Modern languages
Our Lady & St Bede's	RC Voluntary Aided 11-16	Arts
Grangefield	Community 11-16	Technology
Thornaby Academy	Academy 11-16	Digital creativity, ICT and media *
St Patrick's	RC Voluntary Aided 11-16	Maths & computing



All Saints	CE Voluntary Aided 11-16	Humanities
Conyers	Community 11-18	Maths & computing
Egglecliffe	Community 11-18	Performing arts; science & maths
Northfield	Community 11-16	Sport; training school
St Michael's	RC Voluntary Aided 11-16	Science; applied learning
Abbey Hill	Community special 11-16	Technology; applied learning

Key:

	North Stockton		Central Stockton		Thornaby
	Egglecliffe/Yarm/Ingleby Barwick		Billingham		Special schools

* proposed specialisms to be agreed between sponsors and government

[Show how the proposals will meet the faith-based needs of pupils and parents where needed.](#)

With the full agreement of the diocese and foundation, Ian Ramsey Church of England VA School (NOR currently 1,151), will be reduced from 1,185 to 1,050 places and remodelled on its existing site. Projections indicate falling demand for places at Ian Ramsey due to demographic decline.

With the agreement of the diocese and governing body, the capacity of Our Lady & St Bede's Roman Catholic VA School (NOR currently 673) will be reduced from 840 to 750 places (plus the 35 places in the ASD unit). Information from the two Catholic dioceses indicates a Catholic secondary population of around 1,600 students, declining below 1,400 by 2013. The proposed three-school Catholic federation would offer 2,000 places, retaining distinctive Catholic education on sites in Billingham, Stockton and Thornaby, and allowing sufficient capacity to accommodate up to 30% non-Catholic students.

[Show how the proposals ensure consultation will take place with key stakeholders including schools, parents, pupils and the community, the local LSC and FE providers, Dioceses, Primary Care Trust \(PCT\), Sport England, national governing bodies of sport, clubs and associations.](#)

The proposals in this SfC2 arise from a borough-wide consultation exercise held in autumn 2007. 100,000 copies of a consultation booklet were distributed and almost 4,000 written responses were received and analysed by an independent company. Presentations were made to all governing bodies, and public meetings were held at all secondary schools.

The local LSC is represented on the BSF Project Board and on the Stockton Secondary Heads and Principals' Group (which includes the two FE colleges). Senior Council officers hold regular scheduled meetings with the four dioceses. Eight senior officers in the Council's Children, Education and Social Care service grouping are joint appointments with Stockton PCT. Two of these are members of the BSF Project Board. Consultation with the PCT also takes place through the Children's Trust Board.

A PE, Sport & Culture Task Group was set up in December 2007. This group is chaired by the Chief Executive of Tees Valley Sport and includes representation from Sport England. Sub-regional meetings with national governing bodies have taken place to develop the strategy for PE and school sport.

[Show whether statutory proposals are required as part of the proposals and how the statutory procedures and timescales will be managed within the BSF process.](#)

Statutory consultation has already taken place and proposals to close King Edwin School and Billingham Campus School have been approved. Consultation on two sets of linked proposals to establish two Academies and to close Blakeston School, The Norton School and Thornaby Community School will begin during the feasibility phase of the proposed Academy developments.



2.4 Ongoing school improvement

In response to this question demonstrate how the LA will ensure that there are processes for identifying, supporting and challenging underperforming schools that are aligned with national programmes such as School Improvement Partners and the National Secondary Strategy.

The Council's over-riding aspiration is for all schools to be successful self-sustaining organisations delivering the highest quality educational provision. We have developed a strong partnership with all schools in order to achieve this. New collaborative approaches driven by BSF will foster a culture of interdependent accountability and shared system leadership across Campus Stockton.

We continue to embed our positive responses to the Code of Practice on LA/School Relations (DfEE 0027/2001), Guidance on Schools Causing Concern (DfES/1549/2005) and guidance of May 2007 relating to the Education and Inspection Act 2006. Recognising the statutory responsibility contained in the Code, we have strengthened the principle of intervention in inverse proportion to success. Our School Improvement Strategy 'Support and Challenge for School Improvement for Schools Requiring Additional Support' (SRAS) is updated annually in consultation with key partners to ensure effective categorisation of support to schools, timely monitoring, challenge and intervention within the changing national requirements.

Our 'Procedures for Monitoring and Evaluating Performance in Stockton Schools' policy document outlines the process for gathering accurate and reliable information about all aspects of school performance. The LA seeks to apply its SRAS procedure in partnership with schools, governing bodies and the dioceses. The SIP function and Single Conversation add value to our partnership with schools. Our SIP arrangements are graded good by the National Strategies. Underpinning school improvement is our partnership with and commitment to delivering the National Strategies programme of change. "The service provides excellent support and challenge to schools." (SIPCO, February 2008).

In some schools across the LA there is underachievement. ICT will support Campus Stockton in improving consistency with feedback and intervention management. We will do this by ensuring that a high quality integrated tracking and assessment system is available, and through well designed CPD ensure that it is well used to maintain and where possible raise educational standards. The systems used here will be supported through enhanced school processes developed through further engagement with the BECTA Self Review Framework.

A range of exciting and relevant learning contexts and pedagogies will see students engaged in a range of activities including group study, instruction, debate, guided learning, independent learning, facilitation, peer review, conferences and lectures. ICT will provide a key catalyst for engagement, capture of information, sharing information, collaboration beyond the school and as a medium to create and share learning outcomes.

Across the borough there are high levels of obesity, high blood pressure and heart disease. Some of our schools are keen to make good use of their available land to support nutritional initiatives to improve the health and wellbeing of students and the community. We expect these initiatives to be supported by ICT through nutritional information available on the learning platform and through specialist ICT equipment used to support soil analysis, temperature control and in remote knowledge development 'master class' lectures online or through video conferencing.

Our relationships with Durham, Sunderland and Teesside Universities will be further enhanced using ICT through video conferencing and online 'master classes' to support both advanced learning and teacher training. We will also ensure the learning platform is enhanced with appropriate eJournals for professionals.

Demonstrate what consideration has been given to whether schools that have consistently underperformed or have greater than 25% surplus places should be closed. Demonstrate that consideration has been given to identifying robust solutions for poorly performing schools (e.g. Academy or Trust status) in order to support improvement.

Four schools in the borough have consistently underperformed and have greater than 25% surplus places. All of these schools will be proposed for closure within our BSF programme. Two Academies



are planned to support improvement in standards, achievement, attendance and inclusion at Thornaby Community School, Blakeston and The Norton School (Wave 6). A statutory Notice has been published and approved for the closure of Billingham Campus School (a school in Special Measures). The National Strategies feedback on our National Challenge Plan commented: "There are clear structural solutions proposed for the high risk schools which seem appropriate from the evidence presented." (DCSF Feedback)

To rationalise special education provision the Council has approved a proposal to close King Edwin (BESD) School and migrate students and staff to Westlands School as part of developing our Stockton First Federation to offer the highest quality of provision for our most vulnerable young people.

[Demonstrate that consideration has been given to the scope for changing the governance arrangements of schools through federation and/or amalgamation arrangements.](#)

In addition to the Stockton First Federation involving our Special schools, the governing bodies of Blakeston and The Norton schools are working with the LA to secure an interim hard federation to facilitate their move to one Academy. This federation may enable the new Academy to open in existing buildings by 2010. This structural intervention will add value to the National Challenge focus.

The Authority initiated discussion with governing bodies across the Catholic sector and in Billingham with a view to establishing two hard governance federations. In Billingham governors decided against proceeding to federation and the Authority has subsequently approved a closure proposal. A hard governance federation is being actively explored by the three Catholic schools in the borough.

[Demonstrate what processes the local authority has for identifying and supporting specific under-achieving groups and how the BSF programme will impact positively on these groups.](#)

"Management information is used to extremely good effect in schools and centrally." (APA April 2007). Our strong MIS service analyses performance into specific issues, e.g. differences between the performance of boys and girls at higher levels in maths at KS3, the performance of Pakistani heritage students, and the correlation between SEN and FSM indicators. This enables us to challenge and support our schools to use their internal tracking systems to identify individual students and deploy appropriate bespoke interventions.

We have a "Virtual School" to track the progress of our most vulnerable students (e.g. children in care), and challenge schools on the provision made for them to secure their achievement and attendance, to deliver the best possible attainment for them, secure appropriate progression routes through statutory education and improve their life chances. This work also demonstrates our commitment to our role as corporate parents.

We share our SEN monitoring service with our partners in Darlington LA. This ensures that additional and different needs are met, that schools comply with guidance and that the best possible outcomes for students are secured. The Raising Achievement and Performance Team is made up of specialist teachers and teaching assistants working in mainstream schools to support students experiencing learning difficulties related to literacy and/or maths, or Autistic Spectrum Disorders (ASD). The Inclusion team operating within the School Improvement Service deploys staff to develop behaviour for learning in the curriculum.

BSF will add value to these processes by allowing us to:

- Integrate MIS, track students at ground level and speed up appropriate interventions. Improved learning spaces and personalised curricula will enable students to engage with learning in a more positive way as they co-construct the curriculum.
- Facilitate timely and well-informed discussions between schools, families and learners. ICT will enable real-time online reporting of progress on many measures. This will enable parents and families to track their child's education and monitor coursework deadlines, homework, attendance, punctuality and behaviour. Additional support and challenge to our most vulnerable learners from their families will further stretch their performance and ambition.
- Improve collaboration between all agencies and Integrated Services by virtue of co-location to offer joined-up approaches and solution-focused interventions for young people. This will include health and wellbeing as well as attendance and achievement work.



- Develop family learning and family support through the familiar and secure setting of the school. Schools will develop stronger links with local communities to make best use of experience and expertise to support our most vulnerable learners and their families.
- Ensure that pastoral and support systems in schools are supported by appropriate accommodation and school designs.

Demonstrate what processes the local authority has for identifying and supporting gifted and talented pupils and how the BSF programme will impact positively on these pupils.

Identifying and supporting gifted and talented pupils is a priority for us through BSF. We hold registers of able, gifted and talented students at school level. Through effective LA leadership each school is challenged to stretch the most able through their curriculum and pedagogy. We work through Aim Higher, specialist school cluster arrangements and increasingly through the National Strategies to meet these students' needs and raise aspirations. We have worked successfully with employers and a gifted cohort in year 6 and year 7 to strengthen the learning continuum on a key transition point supported by e-learning technologies.

Through BSF we will:

- Create facilities to develop talents in the arts and sport through planned development of specialist performance spaces and facilities across Campus Stockton and the greater involvement of the newly restructured Tees Valley Music Service.
- Further extend our PE, School Sport and Club Links (PESSCL) strategy to create pathways of excellence for talented sportsmen and women, officials and coaches.
- Develop timetabling arrangements and virtual learning opportunities to enable our most able and adept students to access stretching learning across Campus Stockton.
- Enhance the personalisation of the curriculum, including our vocational offer to ensure that learners are stretched and challenged to develop economic wellbeing through embracing real-life opportunities.
- Facilitate timely and well-informed discussions between parents and families and gifted and talented learners. Use ICT to enable real-time online reporting of progress.

2.5 Personalised Learning

In response to this question local authorities should aim to demonstrate how the local authority will ensure BSF investment supports its response to the recommendations in '2020 Vision - Report of the Teaching and Learning in 2020 Review Group' (download this publication at www.teachernet.gov.uk/publications); this report makes specific references to BSF, and the critical contribution that improved school design and use of new technologies can play in personalising learning.

Our vision for Personalised Learning (drawing on the 2020 Vision, the 9 Gateways and 4 Deeps) is that every student should be engaged and excited by learning, have high aspirations, feel supported and valued, and achieve success. Learner ownership of the learning experience is critical to success. 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. They will share responsibility for their learning outcomes. BSF will support this through agile, ICT-rich learning environments and a change management process that supports new ways of learning to meet the needs of all students.

The 2020 Vision Report talks of collaborative and creative learning enhanced by ICT. Our collaborative approach will move beyond Campus Stockton, becoming increasingly global through the use of online lectures or master classes, and regional, national and international publishing. We see these opportunities forming learning outcomes of a sound and visual nature.

The Campus Stockton ICT solution will improve student motivation through increased relevance, self-directed as well as directed learning, and anytime/anywhere access. This will be a key contribution to raising standards for underperforming students.

Learners and teachers must have high expectations of each other. Deeper teaching and learning experiences will be of high quality, supported by effective teacher CPD, the sharing of best and next



practice, learning networks and action research projects across Campus Stockton. We will develop the deployment of specialisms to support new ideas and expertise in pedagogy and practice across Campus Stockton.

Demonstrate how the local authority will support schools in developing flexible approaches to learning that meet the individual needs of learners.

BSF investment will enable us to remove barriers: social, economic, real and perceived, so that all learners can have a strong grounding in learning to learn, enabling them to aim higher and succeed in learning. Schools will develop curriculum models in line with their school ethos, specialism and vision as expressed in their individual Strategies for Change. Models will be flexible to accommodate the needs of learners from across Campus Stockton through timetabled, virtual and managed learning environments. We will support schools in the area of 'student voice' through building on current practices in schools used to ensure appropriate pedagogies are used to engage all students. ICT will support this through presenting up to date information to teachers and mentors, and also in providing online tools to capture key pupil views and attitudes to their school and themselves.

We will aim to meet all learner needs and successfully integrate vulnerable learners, those with LDD or SEN into mainstream learning as far as possible. Narrowing gaps through support for literacy and numeracy is a priority within BSF. We have already appointed "Closing the Gap" teachers and continue to support Study Plus and other National Strategies in our schools.

Demonstrate how the local authority will support schools to develop assessment for learning that includes the use of data to set and review personal targets.

Data will drive our expectations of learners, informing planning and delivering effective tracking and assessment. We will use ICT to implement a common information system across Campus Stockton, populated from a central pupil record database. The system will allow staff to track pupils' progress throughout their learning and use diagnostic information about pupils' strengths and weaknesses. Assessment for Learning will be integrated into this system, all 14-19 pathways will be supported, and the system will feed into the real-time reporting system for parents. The system will identify cohorts requiring various intervention strategies and will track the effectiveness of these strategies. This in turn is supported by Assessment for Learning (AfL) and more specifically new approaches to Assessing Pupil Progress (APP) as it rolls out across curriculum areas.

Since 2005 we have worked on developing Assessment for Learning across schools and colleges through action research in partnership with Christine Harrison and King's College London. Our School Improvement Service National Strategies Consultants will continue to work with schools to develop their impact with AfL and APP through CPD events, moderation exercises and individually tailored work in schools to further develop diagnostic feedback and the incorporation of assessment into planning for learning. Student self-assessment and peer assessment is also developing. BSF will add value to these activities through online assessment and opportunities for feedback from peers and a wider network of learning facilitators and mentors. Alongside this, opportunities for staff to share innovative assessment resources and approaches, moderate examples and learn and seek advice from each other are essential. In combination the impact of BSF will be to enable learners to own their learning plans and to be able to own their progress.

Demonstrate how the local authority will support the development of innovative approaches to learning including the use of ICT.

Campus Stockton will provide for each student a broad and innovative curriculum at times and places to suit their learning needs and aspirations. Learning will move from a traditional linear, classroom-based curriculum to an eclectic, applied and investigative experience. Teachers will lead learning through facilitation and students will learn by enquiring and doing. ICT will play a central role in this through the use of the common learning platform and ubiquitous access. 24/7 learning will enable learners to engage at a time and place that best suits their learning styles and patterns across communities, ages and abilities. Students will take ownership of their learning, access a wider and richer choice of ICT resources and learning experiences in and beyond the school day. Staff will share practice and development opportunities within a professionally supportive and mutually developmental framework.

Campus Stockton is committed to the provision of high quality digital content to enhance students' e-learning experience. We have significant challenges from a health and education perspective in



improving the quality of life and standards achieved by many students and we will work to identify and manage key resources to support professionals in dealing with these difficulties. We will also require that these resources are easily accessible and in some cases automatically presented to students based on assessments made or triggered by the resources selected as they work.

We will grow an inclusive mixed economy of provision supporting schools in their individual plans and in our drive to include all learners in success. Examples include condensed KS3 provision, intensive basic skills tuition, deep learning experiences, fast-tracking to level 2 and 3 accreditation, testing when the student is ready, 3-session learning days, online specialist tuition, podcasts, master classes and discussion forums. We will encourage the development of creativity via the use of new media technologies. The renewed curriculum offer and approaches to teaching and learning combined with new experiences afforded by buildings designed to accommodate 21st century learning will improve learner engagement and raise achievement.

Demonstrate how ICT will enable schools to provide greater and more flexible access to a range of learning environments.

BSF investment in schools will provide agile clusters of ICT-rich learning spaces with a versatile range of room sizes designed to suit adults as well as students (including LDD) and a wide range of layouts. The inviting but secure design will allow facilities to be used by the community during the school day as well as outside it.

Central to personalisation and the ability to deliver individual learning pathways is the provision of a learning platform with well defined functionality. There is significant experience of a range of learning platforms across Stockton and the limitations are being tested. As part of the ICT Managed Service there will be a common learning platform across all 11-16 and 11-18 institutions. Content will be interoperable with the learning platforms used by the primary schools and colleges.

Learners need to be able to access their learning pathways when they require, in their home institution, any other institution, around those institutions and from home. We will aim to provide access to a personal learning device capable of accessing these pathways and its functionality is fundamentally tied into the learning platform. We will ensure that, in addition to the personal ICT devices, we have provisioned hardware and other ICT equipment that will maximise the learning opportunities that can take place within all institutions. This will include the provision of any specialist equipment, including hardware and software, related to a particular institution by way of its specialism. These will include a TV / video production studio, language equipment, Art / design Studio, training/best practice room, radio / podcast studio, 3D projection facilities, sports analysis equipment and games design equipment. We will take a Campus Stockton approach to the provision of these specialist facilities in order to maximise the funding for the benefit of all learners. All institutions will have hardware and software to promote creativity, working with new media technologies such as video, audio and digital images. Where appropriate, display technologies will be utilised in these learning spaces and tailored specifically to that particular environment and use.

A combination of technologies will be used to enable students in every institution to access the resources of Campus Stockton and a global curriculum. These will include class video conferencing, individual video conferencing, virtual classroom technologies, virtual environments (e.g. 2nd life type environments) all underpinned by the comprehensive learning platform environment.

It is very important that all institutions within Stockton take up the opportunities afforded by ICT for learners and staff to interact with others from other geographical areas, be they regional, national or international. We will use our already strong links with the Northern Grid to develop links to other institutions, both within the region and more widely via the National Education Network (NEN). We will encourage wider participation in e-Twinning projects using significant experiences and contacts already made in that field. We will also continue to foster links with third parties such as Global Leap and the National Archives to further enrich the curriculum.

The ICT infrastructure will support the flexibility and modularity of the learning space. Buildings will be hard wired for networking at speeds capable of working with the media-rich learning outcomes produced by learners in a creative curriculum i.e. video, audio, images. In addition, a high speed, secure wireless infrastructure will provide access to the Internet, the learning platform and other resources for the individual learning devices. Access will be secure, filtered and with monitoring



software. Control to the filtering policies should be negotiable and ongoing and the monitoring of use of any school-owned device should be carried out by the managed service provider. A learner will have single sign-on and be able to access their resources, including the learning platform, from any institution or from home so that the same user experience is available regardless of location.

Well considered and clear requirements will be illustrated in our ICT Output Specification.

Demonstrate how BSF investment will help to encourage and enable greater parental involvement in their children's learning.

Parental involvement is critical to the success of learners: where the triangle of parent, student and school is complete young people achieve well. We are developing a Parenting Strategy as part of our CYPP and will link this to our BSF strategy. BSF will strengthen parental involvement in learning through:

- ICT access to real time information about their child's work, progress, attendance and behaviour, and to review targets and challenge
- opportunities for direct involvement in the learning process and dialogue with teachers through Learning to Learn programmes and family learning opportunities around for example, IAG, health and wellbeing
- community access enabling parents and families to learn together to enhance their basic skills including ICT, or develop a talent such as music or sport.

Demonstrate how schools will enable access to a broad and balanced Key Stage 3 curriculum that meets the needs of learners and is aligned to the National Secondary Strategy.

We will develop transition learning spaces to secure learning and social wellbeing for Y7 students, vulnerable students or those with LDD, to facilitate the further development of curriculum bridges and information transfer between schools and phases and so reduce the impact of transition on performance. A broad and balanced Key Stage 3 curriculum that meets their needs and is aligned to the National Secondary Strategy will afford the opportunity to move at an appropriate pace between primary phase pedagogy and curriculum organisation to a personalised model that will suit the individual learner – at the right time for them to move on. Our concept of personalising learning will use ICT to enable partners in the learning process (staff, students and parents) to identify strengths and build on learning needs, be they academic, skill-based, personal, emotional, social or cultural. Skill and ability diagnosis, assessment, student tracking and target setting will all be enhanced by the opportunities afforded by ICT.

2.6 Delivery of 14-19 Entitlement

Local authorities should aim to demonstrate how the local authority will ensure that there are coherent area-wide plans for the development of the 14-19 curriculum, including delivery of the 14 specialised Diplomas, and how BSF and local LSC investment will reflect these.

Facilitated by the local authority, Stockton-on-Tees 14-19 Partnership comprises all schools, two colleges, local training providers, the LSC, Connexions, Aim Higher and the two universities, and it has close links to a wide range of employers. The Partnership's representative Executive Steering Group oversees 14-19 management structures, curriculum provision, Diploma development, and ensures access for all. The Curriculum Progression Group delivers agreements on timetabling, transport and quality assurance protocols, and monitors targets and outcomes. This group includes partners from training agencies, LSC, Connexions and colleges, and Diploma leads. All Diploma lines will draw on the expertise and facilities of FE, schools, employers and training providers. Each Diploma line will be led by deputy heads from schools in the consortium, providing leadership at a senior level and building on their expertise learned through curriculum development and IFP.

Diploma lines in Creative and Media and Information Technology are being offered for September 2009 at levels 1, 2 and 3. A further six Diplomas will be submitted at Gateway 3 for delivery in 2010: Engineering, Construction and the Built Environment; Business, Admin and Finance; Hair and Beauty; Sport and Active Leisure; Society, Health and Development.



Inadequate accommodation, facilities and equipment often dictate that learning is centred in one or two institutions. Ongoing LSC investment is continuing to improve facilities in the FE sector. BSF investment will ensure that accommodation and facilities in schools also match the commitment and skills of staff and the aspirations of students across Campus Stockton.

Campus Stockton is aiming for fully joined up ICT systems but recognise that elements will be interoperable rather than integrated through the practical organisation of educational and corporate IT Systems. We will promote the 'team around the child' through access for multi-agencies to high quality real or pseudo real time information for key children's services professionals. Systems developments will be around contact point and the eCAF.

Demonstrate how the local authority will work in collaboration with the local LSC and other local stakeholders to ensure that the full 14-19 entitlement will be available for learners by 2013 and participation rates increased.

Collaboration between the LA and LSC ensures that achievement and progression of learners across all levels is carefully monitored with relevant pathways in place: e.g. 35 new apprenticeships will be created for Y10 pupils in September 2009. Placements across Tees Valley are currently co-ordinated by LSC to maximise use of resources and student potential. Research is under way using LSC funding to ensure that the current curriculum offer within Stockton is wide, appropriate and value for money. This builds on an annual audit comparing current curriculum with learning outcomes across the borough. Curriculum development is linked to a comprehensive review of provision for students with complex needs. Progression and intervention strategies to promote engagement and retention are monitored by the Positive Contribution and Economic Well-being Board – an outcome being a significant reduction in NEETS.

The development of the diploma lines of study will need the significant support of ICT for students to seamlessly work across institutions either in a real or virtual sense. In a virtual sense ICT will support learners through the ability to access resources and learning support virtually from any Campus Stockton site. In a real sense it will support the student as a nomadic ICT user and enable access to learning resources and support on the move or at multiple locations.

Key objectives in using ICT to support 14-19 reform for Stockton are:

- Utilise the common learning platform for the delivery of blended learning based, individual learning pathways as well as enabling collaboration between learners. Anytime/anywhere access will be essential.
- Effective use of ICT to record and synthesise a learner's achievements into an assessment record using protocols and common frameworks for the transfer of data.
- Sharing data among organisations, learners and stakeholders in education and training.
- The use of e-portfolio software promotes reflection, personal learning and thinking skills. It also provides a much richer picture of a learner's progress.
- Utilise a unique learner identification to enable learners to access content and information from a variety of learning providers and through transition phases.
- Improve communications between providers where learning takes place in the workplace so that duty of care can be more fully effective.
- Interactive simulations and communications with vocational experts via technology such as video conferencing and virtual classrooms
- Help re-engage disaffected learners with the wider curriculum.
- Develop core workforce skills in learners of all abilities.
- Maintenance and extension of the e-prospectus.

Demonstrate how the specialist status of schools will be used to support the development of the 14-19 entitlement.

The wide range of specialisms in schools and colleges across the borough will support Diploma development, for example:

- Information Technology led by Bishopsgarth School (maths & computing specialism)
- Environmental and land-based studies led by Abbey Hill Special School (technology specialism)
- Creative and media led by the Thornaby Academy (aiming to specialise in digital media)
- Business, Admin and Finance led by Grangefield School and Stockton Sixth Form College
- Engineering led by Northfield School and NETA



- Manufacturing and product design led by Grangefield School (technology specialism)
- Hair and Beauty led by Stockton Riverside College, using the salon at Abbey Hill Special School (applied learning specialism)
- Sport and Active Leisure led by the North Stockton Academy (sport specialism)
- Society, Health and Development led by Stockton Riverside College which has CoVE status in this field.

Demonstrate how the LA will ensure that advice and guidance is available to 14-19 year olds.

The IAG steering group (CEG teachers, Connexions senior staff and LA consultant) and the IAG network (representing all sectors of the 14-19 Partnership) will ensure that the IAG Quality Standards are implemented before Diploma choices are available to learners within the consortium. Monitoring, review and evaluation of IAG standards will be embedded across the consortium.

Every school, college and training provider has a Connexions Link Personal Advisor (PA) qualified in Guidance (Level 4). PAs jointly negotiate an annual partnership agreement with their link contacts outlining IAG provision linked to ECM requirements and to the National Guidance standards. Current provision includes: PAs and post-16 institutions attending all Year 9 Option Choice events and transition parents' evenings; opportunities for 1:1 guidance and guidance interviews for Year 11 pupils; skill matching opportunities; EET events (target those learners at risk of becoming NEET); Aim Higher activity; ILP development; university and college visits; employer visits to schools; TVWBLN input and resources and opportunities to enter the workplace. Primary school activities such as Meteor and EIC Summer Schools tackle learners from an earlier age. Go4It and Moving On are events targeted at learners with special needs. All these events record learner views and respond to meet the needs that young people identify. An online e-prospectus meets DDA requirements and provides links to translation services.

Planned activities include: Diploma awareness events with representation from employers and HE partners; developing the e-prospectus further with personalised profiles for each institution; improving the accessibility of IAG services; and further CPD activity to embed the IAG Quality Standards.

Demonstrate how the LA will consult with the local FE sector to ensure that it is fully integrated into the delivery of the 14-19 curriculum and strategies to improve post-16 staying-on rates.

Our post-16 and FE providers are equal and full members of the 14-19 partnership. They are leading on some Diploma lines and are contributing to others. A key driver for us in our KPIs and in our 14-19 Strategy as evaluated by GONE Progress Check is to increase the participation of learners post-16. This is integral to our joint planning and delivery. We seek to further diversify the clear and natural progression routes that already exist. Draft Statements of Intent involving HE and FE partners as sponsors of the two Academies are in place.

Demonstrate how the local authority will ensure that the BSF programme is encompassing the need to review and revise FE provision.

LSC investment of £78 million since 2003 has improved post-16 facilities significantly. The 2008 merger of Bede College with the beacon status Riverside College will further raise standards and provide a new-build Bede on the Billingham site in 2009. A complete rebuild of Stockton Sixth Form College on the campus in central Stockton shared with Grangefield and Our Lady & St Bede's schools is expected to start early in 2009. 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.

2.7 Ensuring effective integration of education and other services to support ECM

Ensuring effective integration of education and other services to support delivery of the Every Child matters agenda and other relevant corporate priorities.

Show what arrangements are in place, both within the local authority's Children's Services and with its external partners (including Primary care Trusts) to ensure joined up planning, funding and delivery of integrated services for children, particularly through extended schools p[rovision, e.g. Children's Trust developments.



A Children's Trust Board has been established to plan, commission and deliver services based on an audit of local need to enable children and young people to achieve the five ECM outcomes. The CTB includes representation from all relevant agencies and thematic partnerships. Three senior management posts for children's services (and the local Director of Public Health) are jointly funded by the Council and PCT: Head of Strategy, Head of Operations, and Head of Children, Schools and Complex Needs. This ensures that 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.

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.

[Show what arrangements are in place to ensure that BSF supports relevant corporate priorities \(e.g. neighbourhood renewal and regeneration\) as well as the new duty placed on schools to promote community cohesion.](#)

The BSF strategy outlined in this document supports a wide range of educational and other indicators set out in the Local Area Agreement. The BSF Project Board includes the Corporate Director for Development and Neighbourhood Services, the Council's strategic lead on regeneration and a key link with both the local strategic partnership *Stockton Renaissance* and the wider *Tees Valley Regeneration*. Both bodies have been consulted in developing this strategy.

The Authority has issued to school governing bodies a toolkit based on DCSF July 2007 guidance to support schools in meeting their duty to promote community cohesion and is supporting this with ongoing training for governing bodies.

[Show how the plans under BSF support the local authority's priorities in their CYPP.](#)

BSF will support the following specific priorities in the 2007-10 CYPP:

- co-located multi-disciplinary teams
- raise achievement across key stages for all children
- improve access, participation, inclusion, progression, curriculum flexibility and enrichment across all phases
- reduce levels of bullying
- reduce levels of obesity in children and young people
- improve the strategic leadership, management and governance of schools
- increase the range of accessible cultural/leisure/sporting activities
- continue to develop the involvement of children and young people, parents and carers in developing services to meet their needs
- improve the proportion of young people leaving school who access further education, employment or training
- improve outcomes for looked after children
- continue to address issues of equality, diversity and community cohesion
- improve the range and accessibility of services for children with complex needs.



Show how the local authority will ensure that plans for extended school and community use provision are based on a realistic audit and assessment of need, taking into account the views of children, parents and the wider community.

An extended schools strategy based on an audit of need has been developed in consultation with schools and other partners. This includes an action plan for implementation over three years from 2009. Extended school provision has been developed on a cluster basis involving all schools, and each cluster is developing its own action plan to implement the extended schools strategy after agreement. These cluster plans will detail local extended services, highlight gaps in provision and determine priorities for funding. Each school is required to consult throughout the local community on the further development of its extended service. A survey in September 2008 showed that 73% of schools were delivering the full core offer. The local authority's lead officer on extended schools is a member of the BSF Project Team and BSF is represented on all extended schools cluster groups.

A detailed audit of sports facilities across the borough has been drawn from Active Places Power, and extensive community consultation has established needs and aspirations in each area of the borough. A coherent borough-wide strategy for sport and recreation has been developed to meet these. The existing School Sports Partnership managed through the two specialist sports colleges has strong links with local clubs and will co-ordinate the delivery of the five-hour offer for all secondary students in the borough.

Show what progress is being made in joining up funding streams (e.g. Sport England and Football Foundation) to maximise the potential for offering sports facilities for community use.

Sub-regional meetings to discuss funding opportunities with Sport England and representatives of the national governing bodies of several sports including football, rugby union, gymnastics, badminton, cycling, orienteering and athletics have taken place. Further discussions have taken place with Durham FA and Durham CCC on specific developments. The Sport England Regional Planning Manager is a member of the BSF PE 7 Sport Stakeholder Group.

Show how the proposals will support schools in achieving and sustaining the Healthy Schools Standard, including the opportunity of up to five hours of sport a week (within and without normal school hours), healthy eating and improved kitchen/dining facilities.

All secondary schools in the wave have achieved Healthy Schools Status. The Authority's Healthy Schools Team offers support to help schools use the online national audit tool and keep them up to date with national guidance and legislation. The programme is ahead of local, regional and national targets.

2.8 How does the local authority plan to champion the needs of all pupils (including those with SEN)?

We are committed to ensuring that no child is excluded or feels excluded from educational opportunities. It is a fundamental principle in Stockton that 'No Child is Left Behind' and that all barriers to participation and achievement are identified and removed – including those arising from race, class, gender, socio-economic factors, language, sexual orientation and disability. Inclusion is the process of removing barriers to participation and learning so that everyone benefits fully from educational opportunities that are liberating, raise aspiration, develop self-esteem and improve life chances. Inclusion is a process, not a state: it is characterised by a culture that not only respects but welcomes diversity; and involves active partnership between parents and carers, education practitioners, specialist service staff, communities and the voluntary and private sectors.

Effective inclusive practice is based on two core values:

Equality – all children are equally valued regardless of their abilities, circumstances or behaviour.

Entitlement – every student is entitled to a full part in the Campus Stockton learning community, accessing a broad, balanced and relevant education suited to their individual needs and ability.

Effective inclusive delivery is based on three core principles:

Inclusion is everyone's business – Education providers have a responsibility to ensure that everyone in Stockton can participate fully in any learning opportunities. The council will promote this process by



developing ethos, resources, partnerships and support in developing ways of learning and teaching so that individual needs can be met. All have a responsibility to counter discrimination.

One size does not fit all – Although effective inclusive education in a local school is the aim, there should be a continuum of provision to meet a continuum of need. Users of services or their parents and carers should be able to express preferences, and where possible make choices, about how individual needs are met.

Quality matters – All children should receive high quality education that meets their needs, wherever possible in their local community, through varied and flexible provision. Schools and other education providers are expected to be learning communities, striving for excellence based on 'what works'.

Through BSF we will secure a truly inclusive family of schools that can meet the needs of all our learners. Such a strategy recognises that there will be a graduated range of provision within the borough.

Most pupils will be educated in mainstream schools that provide creative, challenging, stimulating and supportive learning environments. Buildings will be freely accessible to all, recognising that the diverse range of needs evident within a school requires a variety of learning settings, both formal and informal, designed to have a generic student use, supported by a range of smaller specialist spaces which might be more needs-specific. This environment needs to be adaptable to meet the wide range of physical, learning and emotional needs encountered in schools and should be at the cutting edge of internationally accepted standards for the provision of SEN/LDD friendly environments. Such standards will address optimal criteria for lighting and noise reduction, and will offer a safe and secure environment that minimises opportunities for bullying and poor behaviour (particularly in communal facilities, entrances and corridors). School design will also address the diverse and differing requirements of students and the local community (e.g. through the development of faith and contemplation facilities).

Every pupil will access personalised teaching and learning supported through a range of bespoke academic, vocational and extension courses available on site or brokered in partnership with another provider and supported by ICT to enable individual aspirations to be developed and met.

The transition to secondary education is a key time for many pupils and especially those who are vulnerable. A number of schools have already developed innovative and best practice models to ease such a transition and the local authority plans to support these developments across all schools.

There is a commitment to embed ownership of SEN/LDD issues within all departmental operational activities rather than this being seen as the preserve of a small core of professionals within the school. A whole school approach is a vital component in our drive for inclusion.

We are committed to supporting and developing best practice in schools through ongoing training, cross sector mentoring, access to relevant resources and active professional networks. However, through our work on the SRF we know that there is room for development in identifying how ICT can support students with individual needs in gaining access to the curriculum. This is an area dependant on school processes in addition to available technology and resources. We aim to approach this area and improve practice through a blended approach to professional development incorporating online learning for professionals. We also aim to be proactive in identifying key groups and tagging appropriate resources to meet specific needs.

In managing learning in this area, many systems used to manage targets are created at a local level and in many cases provides a disjointed solution operating out of date targets for students. It is expected that integrated systems will afford the opportunity to operate 'active' targets within individual learning plans. The systems will also provide an opportunity for subject based and generic skill based targets within this approach to championing the needs of all.

All centrally held funding for secondary-age children with SEN is delegated to mainstream schools enabling them to target resources as and when needed and in ways that meet the changing needs of individual students. This enables schools to intervene with additional support at an earlier/preventative level rather than seeking a time-consuming and costly (in terms of specialist professional time) statutory assessment. Likewise the local authority would wish to develop more shared placements between



special and mainstream schools enabling students to flexibly access the appropriate provision. This will reduce the need for statements of SEN in the secondary sector.

Schools will be closely aligned with and will provide facilities and resources for locality-based integrated service areas (ISA) in support of early intervention and to work in close partnership with all parents - especially those who are hard to reach. The close links between schools and the locality ISA teams and Complex Needs Services will be further facilitated through specific on-site facilities and V support giving pupils and parents quick and easy direct access and signposting to relevant specialist professional advice and intervention.

The PRU works in a formal behaviour and attendance partnership with local schools managing Fair Access and Managed Move protocols, supporting access for vulnerable pupils, particularly LAC and those with YOS involvement, whilst also providing services to schools that achieve low levels of exclusion whilst maintaining high standards of behaviour. The development of the PRU accommodation in Wave 6 will further enable rapid flexible responses to the changing needs of its population.

The 14-19 partnership of schools, colleges and local authority will ensure that mainstream schools, PRUs, special schools and local FE provision work closely together in implementing the 14 to 19 agenda. This will ensure that all pupils with SEN/LDD can access the full range of available academic, vocational and sporting opportunity available to other students. Such a partnership of providers will be at the cutting edge of shared working and could involve school and FE staff working interchangeably across different settings.

The BSF agenda will enable the Authority to secure the inclusion of more pupils with SEN/LDD in mainstream schools through the development of purpose built specialist facilities in mainstream schools. These will provide specific learning, facilities for outreach services and high quality advice and support to pupils and parents. This will enable an ongoing sharing of expertise through strategies such as training, coaching, modelling and the development of specific programmes for intervention that can be applicable across all curriculum/departmental areas. We also see all schools working in close partnership with specialist provision to secure enhanced flexible access for students with severe and complex needs.

Centres of excellence/support bases within mainstream schools will support pupils with significant needs requiring specialist teaching and facilities to access the curriculum whilst supporting other mainstream schools to meet the full range of SEN/LDD. In partnership with all stakeholders, there will be further development of specialist outreach services with these services matching emerging regional and national best practice guidelines.

The Authority recognises that a small number of pupils with the most complex and severe SEN/LDD will require access to highly specialised facilities/teaching support. The provision for such pupils has been reorganised following a review and audit and extensive consultation with parents, pupils and other stakeholders with a view to reducing the number of special school places within the borough.

Following consultation with parents and governors, the Stockton First Federation brought Westlands School together in close partnership with Abbey Hill School in April 2006. All special school provision for secondary-aged learners with autism spectrum disorder is being re-located to the Abbey Hill site during 2009 (building on the accreditation awarded to Abbey Hill by the National Autistic Society) and leading to the development of a centre of expertise. This will provide up to 40 additional places for more able secondary-aged students with ASD. Following a statutory consultation process, King Edwin (BESD) School has been closed and Westlands School is being developed as the single school within the borough for students with BESD.

BSF will add value to this reorganisation by replacing Westlands with a new build, remodelled and refreshed building in Wave 6 enabling targeted therapeutic interventions to be better provided reducing the need for more specialist provision outside the Borough. We envisage the majority of KS4 students with BESD benefiting from offsite packages developed with a range of Tees-wide providers. In further support of this the local authority will ensure residential facilities are of the highest quality. In conjunction with other locally highly regarded provision and the Aiming High for Disabled Children Agenda this will reduce the need for out of borough placements.



In consultation with schools, professionals and parents we have recognised that high functioning ASD students (especially those with challenging behaviour) are a priority group. In order to meet their often challenging needs, a number of support mechanisms have been put into place which will be further developed as a result of BSF. Our Lady & St Bede's RC School has been identified as a mainstream centre of excellence for Key Stage 3 and 4 ASD students and it is expected that up to two other secondary schools should secure such a status. This, in conjunction with the new build at Abbey Hill School, further development of multi-agency assessment and support to schools and families (provided by an integrated team of health, educational and social work professionals), ongoing training for parents and schools, the funding of out of school clubs provided by the voluntary sector, is envied across the region and has also been recognised by the National Autistic Society as being in line with the aspirations of their "make school make sense" campaign. BSF will enable the Local Authority to further develop ASD-friendly schools in terms of the physical environment, staff expertise and ICT support in which the potential of all students is realised.

It is our vision that special schools and specialist services will provide a hub of advice and support that can be used both directly and to provide a signpost for schools and families to access the relevant advice and support in a timely manner.

We recognise that ICT offers the opportunity of enriching learning and so enhancing the life chances of those pupils who are the most vulnerable and challenging. Easy, universal accessibility to the ICT learning platform supported by assistive technologies will deliver a learning experience and content which is appropriate to their level, needs and learning styles. It is anticipated that innovative use of ICT will support the learning and communication of pupils with the most complex needs and in collaboration with special schools and specialist services a range of resources will be developed. The Local Authority and its partners will utilise CLCs as hubs providing ICT-based CPD and exemplar lessons to mainstream schools. The ICT systems will enable the sharing of data, targets and assessments in support of local benchmarking both within and between schools. It will have a key role in identifying the progress of individuals and groups in relation to their peers so that we can ensure that no child is left behind. Multi-agency professionals will also have secure ICT access on site which is in full conformance with Caldicott best practice guidance.

[Address how PRU provision will be improved to ensure access to a wider, broad-based and balanced curriculum.](#)

Pupils at risk of exclusion, non attendance and anti-social/criminal behaviour will be supported by further developments in the effective partnership and integrated service delivery across the range of provision including mainstream schools, special schools, the PRU and centrally retained specialist services. The current work in these areas has been highly effective especially in the reduction of permanent exclusions and it is anticipated that ongoing work in brokering alternative educational programmes can provide a co-ordinated best practice response to meeting the needs of that cohort. The PRU provision will be further developed to deliver sustainable positive outcomes for pupils remaining there whilst also promoting the successful retention and re-integration of pupils into mainstream schools. Aspects of these aspirations will be achieved or supported by the effective use of ICT to sustain curriculum access and support, promote seamless transfer of information and enable learning outcomes to be shared between institutions.

[Address how the proposals ensure improved achievement for underperforming groups and for those who are at risk or vulnerable. \(see also Ongoing School Improvement section\)](#)

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.

The provision of a Virtual School for Looked after Children within Stockton provides effective information exchange and targeting of resources and a robust tracking of pupil performance at individual pupil and school level allowing SIPs to challenge and support schools and individuals to raise standards. The Virtual School provides an innovative interface between educational achievement and care support and guidance and ensures educational providers are fully informed about the particular needs and circumstances of LAC.

[Address how the proposals will ensure the safety and security of the school community, and support local crime reduction strategies.](#)



We are currently working on developing a single charter across the Children's Trust. With partnership funding from PCT and School's Forum for a Children's Health and Wellbeing Project we are developing a 'stepped care' approach to managing mental health problems and developing a Youth Empowerment Strategy.

Address how the proposals will help in improving attendance, behaviour and reduce bullying.

We have recently restructured our behaviour and attendance services and integrated them within our wider School Improvement Service as the Inclusion Team. This has enabled us to respond to the requirements of the Education and Inspections Act 2006 and the National Strategies in respect of behaviour and attendance where both have a central role in the support of learning. The behaviour and attendance partnership of secondary schools in Stockton-on-Tees has been in place for over two years and is formalised through a written partnership agreement. We have provided schools with a series of tools and advice and guidance on securing good attendance and improving behaviour to positively impact on standards and achievement. Overall behaviour and attendance are both improving. Anti-bullying training has been provided for schools and we provide guidance based upon DCSF guidelines. We have our own anti-bullying accreditation scheme for schools to gain accreditation from us. Anti-bullying charter:

- develop, disseminate and implement across schools and other La provision, as well as voluntary and private sector providers
- develop a recording system for anti-bullying to strategically support the targeting of intervention (at both a school and whole area level)

2.9 Change Management Strategies

LA should provide information on its change management programme to prepare all staff (in schools and the authority) to implement new policies and teaching/learning practices.

Change Management will be a critical part of transforming learning across Campus Stockton. Our goal is that staff will be well trained, resourced and rewarded, and will have high levels of commitment to our schools and communities. They will be ambitious for our learners and for the success of the schools. We are developing a holistic recruitment and staff development strategy which will allow us to recruit the best, grow them and keep them within Campus Stockton as their careers progress.

Our collaborative approach to the strategic management of CPD is supported by School Improvement Service advisers and consultants and by external experts. The forum for change in CPD is the Secondary Heads and Principals' Group supplemented by broader leadership teams. BSF will add value by enabling us to make best use of:

- ICT (online learning, coaching, video conference master classes)
- specialist training schools within Campus Stockton, the LA Training status and our partners in the HE and FE sectors
- school/academy specialisms to support the development of pedagogy through outreach
- expertise in leadership and management
- the ability of the family of schools in Campus Stockton to support each other e.g. stronger schools supporting vulnerable schools, secondments within Campus Stockton for career development

Professional development to support ICT use is inconsistent across Wave 6 schools and overall below ICT mark requirements. Whilst coaching and mentoring is part of meeting individual needs, it is not a prominent feature between schools to support ICT CPD. Although professional development impact is generally monitored there is insufficient knowledge of strategic and individual needs. The Performance Management processes are also not a significant part of managing staff ICT development to ensure colleagues are ready and capable of exploiting new and emerging technologies. Our ICT Output Specification will clearly identify ICT change management expectations required from the ICT Managed Services to meet these needs and enable greater use of ICT to raise standards.

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 also aim to provide, in a number of institutions, a video enabled learning space which can capture effective classroom practice.



How the local authority will provide training and development opportunities for school staff to support them in delivering new methods of teaching and learning, encompassing ICT, the 14-19 entitlement, personalised learning, ECM etc.

We offer a variety of leadership support and development programmes including induction for new headteachers, aspiring headteacher programme, conferences and meetings on national priorities, and meetings for core subject leaders and National Strategy managers working alongside National Strategies Consultants to share practice and develop innovative approaches to learning and intervention. We work with NCSL and have a Stockton cohort on Leading from the Middle and other NCSL programmes. These nurture leadership at all levels and increasingly focus on the requirements of BSF.

Our developing change management plan will include:

- infrastructure of meetings, workshops and conferences to address the change agenda, share practice and give mutual professional support
- reporting and accountability protocols with clear terms of reference to manage change
- Further Appreciative Enquiry approaches
- mentoring and professional coaching
- individualised support to schools based on need (which may include working 1-1 with the headteacher or the BSF school lead)
- further developing our existing Leadership Framework (which links CPD for teachers at all stages in their career from GTP to Executive headship, to training opportunities, professional support, challenge and development work) to examine the structure for sustainable leadership fitness for purpose, introduce opportunities for career deputies and executive leaders at faculty and whole school level
- the outcomes of research into sustainable and developing leadership of change being undertaken by our Senior School Improvement Adviser Secondary on a sabbatical placement with Durham University
- enabling all staff to become effective ICT users and innovators in the context of new learning practices
- regular information and training sessions for governing bodies on leading and managing change within the BSF framework
- working closely with the ICT partner to continue the e-safety work in progress
- developing student leadership for meaningful engagement in the BSF process.

The two CLCs are well placed to provide leadership and continuing CPD in new and emerging technologies and pedagogies. Use of RFID to provide more location-specific information sharing, Web 2.0, use of animation, movie making, music and development of the intelligences children have will be part of the CPD offered. Also support and development of the mass use of devices across subjects and phases, together with its integration into the Learning Platforms, marking, preparation and understanding of how to get the best out of the new paradigm.

How the proposals address the issues arising from workforce remodelling.

The CESC Workforce Development Team works closely with the TDA, NCSL and other related agencies, and leads on the Children's Workforce Strategy and the Children's Workforce Action Plan. Key elements of the strategy are:

- placing change at the heart of our transformation process;
- providing a framework for partnership working with other agencies and organisations, such as the TDA, NCSL, diocesan authorities, unions and other related agencies to support recruitment and identify, develop and promote effective practice in whole school workforce development;
- promoting safer workforce measures;
- supporting the development of integrated working to strengthen child safeguarding.

Specific priorities in the Children's Workforce Action Plan include:

- change processes, workforce reform and modernisation in schools;
- CPD Leadership project in the North East region;
- addressing the change in ownership of learning from teacher to learner



- developing the role of teacher as facilitator, coach and mentor
- using ICT to remove administrative burdens from teachers
- leading on the joint working arrangements with neighbouring local authorities to develop a Higher Level Teaching Assistant programme and other programmes for support staff in schools;
- provider of Employment- based Initial Teacher Training (EBITT) and NQT Induction programmes;
- member of the National Focus Group for the Masters in Teaching and Learning (MTL);
- chairing the regional ITT group;
- member of the Training Managers National Advisory Group for ITT;
- work successfully with the local social partnership (WAMG) supporting and challenging the implementation of workforce reform in schools;
- supporting schools subject to reorganisation.

How the local authority will support individual school management teams to maintain and improve standards during a major building programme.

A new BSF Change Management Group has been established bringing together all secondary headteachers, college principals and key officers of the local authority. We have encouraged our schools to re-organise their leadership teams to release capacity for BSF planning while maintaining their focus on improving standards during substantial building programmes. All schools have identified a link governor to lead BSF. Monitoring, challenge, intervention and support within the Council's SRAS and Single Conversation procedures will be maintained by our current provision of SIPS, advisers and consultants deployed to support curriculum development, personalisation of learning and leadership development as necessary.

2.10 Sustainability

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

The new and refurbished schools will aim to use ICT systems to provide information on energy use to the learning environment to aid the appreciation of the issues. This will be in the form of data for scientific study or visual aids through strategically placed cameras or other new technologies to inform learning. Information from these studies will be able to be communicated through the learning platform or through school signage to give a high profile importance to the issues.

Consider how carbon emissions arising from schools' direct use of heat, power and transport will be reduced.

The Council has adopted a carbon management strategy and action plan which aims to reduce energy use and CO₂ production in public buildings, with the key target set for carbon reduction of 25% by 2013 below the 2005/06 baseline position. This target is reflected within the 2008/11 Local Area Agreement for national indicator 185 for the carbon dioxide emissions from council operations. From 2010 schools will be included within the proposed Carbon Reduction commitment, reporting carbon emissions as part of the government's carbon trading scheme. Schools account for around 28% of the total emissions from local authority buildings and the BSF programme presents a real opportunity to drive down those emissions.

The key principle of embedding sustainability into the BSF programme is that it will be an integral part of the process from the very beginning rather than an additional design feature. Bidders will be required to demonstrate low carbon designs and demonstrate the incorporation of practical technologies to minimise embedded carbon as well as operational carbon emissions.

The Council values BREEAM standards as a universal system to recognise environmental performance in school design and will require bidders to deliver designs with a BREEAM rating of very good where possible for remodelled schools and very good or excellent for new build schools.

For schools defined as new build the Council will seek additional funding using the PfS carbon calculator and will ensure all new build schools contribute to the overall carbon reduction target. For refurbishment schemes challenging carbon and energy targets will be set for bidders, recognising the



specific nature of the individual school sites, the forthcoming DCSF guidance on carbon emissions for refurbishment projects and the Climate Change Bill that is set to introduce UK targets to reduce CO₂ emissions by at least 80% by 2050 and an interim target of 20% by 2020 against a 1990 baseline.

To ensure the impact of new buildings, technology and behaviour reduces carbon emissions there is a need for accurate monitoring of energy use and easy dissemination of that information. All schools will therefore adopt a smart metering system to monitor energy use. Furthermore schools will be required to display publicly a Display Energy Certificate from 1 October 2008. This information is renewable annually and will enable benchmarking of energy performance on a national scale. In addition an accompanying advisory report will provide a list of recommendations in terms of short, medium and long term payback on investment in a range of carbon reduction measures. The DEC system will provide a long term mechanism to monitor the carbon reduction performance of energy improvement measures carried out under BSF investment.

Consider how BSF investment will help minimise the effects of emerging extreme weather conditions such as flooding.
Consider how BSF will improve the teaching of sustainable development through the provision of innovative learning environments, inside and outdoors.

As well as mitigating the impact upon climate change the buildings will be designed in such a way as to provide a suitable learning environment within a changing climate. The use of trees and landscaping to reduce the impact of strong winds on buildings couple with careful selection of the buildings components on exposed areas will be essential. The use of green roofs and sustainable urban drainage systems to reduce the contribution to flooding incidents will be included within the design considerations. Air conditioning is indicative of poor design and significantly contributes to carbon emissions of the building, hence passive cooling systems through design, orientation and building materials will be a preferred mechanism to achieve a more sustainable solution to predicted warmer summers.

A significant amount of the energy use of a school building is also embedded energy in the materials used to build it, e.g. energy and transport costs of mining aggregate, growing and transporting timber etc. In developing the Output Specification, consideration will be given to the procurement of materials and the impact and source of those materials, for example the use of local or recycled materials where possible and careful consideration of the disposal of waste materials. Site waste management plans for all BSF developments will be required and be expected to demonstrate challenging targets to both reduce waste production and to maximise recycling.

Consider how BSF will enable schools to showcase good sustainability practices in energy, water, waste, travel, food and procurement to their pupils, staff and communities.

The Council recognises that BSF is an opportunity to ensure that the issue of sustainability is embedded throughout schools and serves to demonstrate impact that pupils and the wider community have on the environment. The BSF programme will act as a catalyst to enable all schools to meet the DCSF ambition to be sustainable schools by 2020. This will be done by the implementation of the eight doorways to sustainable schools: food and drink, energy and water, travel and traffic, purchasing and waste, building and grounds, inclusion and participation, local wellbeing and the global dimension. This will build on the work already done in moving towards all schools achieving Healthy Schools status. Where practicable, the schools and their grounds will be developed to be the physical embodiment of the principles set out in the eight doorways.

The presence of visible renewable energy projects on school sites will be a learning aid for pupils and building users to demonstrate sustainable practices and alternatives to conventional sources of power. The developments will be expected to meet the emerging sustainability policies in relation to transport, energy generation, biodiversity and use of resources within the Local Development Framework and the Development Plan Documents. In terms of transport the developments will be expected to provide the infrastructure necessary to enable the effective delivery of a green travel plan that has tangible carbon reduction outputs.



Consider how BSF will catalyse further environmental improvement and regeneration efforts in the local area to improve local environmental quality and quality of life.

The Council has already taken an active role in promoting more sustainable methods of transport with initiatives to encourage more cycling. Through the Local transport Plan capital programme there have been a number of projects funded as part of the safe route to schools programme and funding to support the delivery of school travel plans has been provided. The Council will continue to work with schools to ensure that by the end of 2010 all secondary schools will have a travel plan in place.

Sustainable urban drainage systems utilising holding ponds can effectively integrate a number of sustainability aims for example in relation to biodiversity, water conservation and providing a valuable education resource within easy access.

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3. Addressing Key Estate Priorities and Project Planning

3.1 Procurement Strategy

The LA should confirm member level acceptance of the LEP model, and a commitment to comply with the standardised approach.

The Council is committed to using the Local Education Partnership (LEP) model to deliver our BSF. This approach was agreed by Cabinet on 5 October 2006. We have also committed to using the PfS standard documentation in the procurement process, subject to minor variations to reflect project specific issues.

The Council is undertaking a formal options appraisal for early consideration of the wider services that could be included within the LEP. An initial workshop with senior officers from across the Council is planned. The appraisal will be completed during February/ March, and the results fed into the preparation of the OBC and our OJEU notice.

The Council recognises the importance of ensuring our proposals are acceptable to the market. Initial preliminary discussions have taken place with a number of recognised companies in the BSF field. We are arranging a soft market testing day – including ICT suppliers - in the middle of April 2009, to assess the level of interest in Stockton's programme.

LAs should explore joint procurement with FE capital projects at an early stage, ensuring local LSC and FE representation on the LEP as formal partners. It is the government's expectation that opportunities for joint procurement will be actively pursued. PfS and LSC will identify models of good practice and publish further guidance in due course.

The local LSC is represented on the Project Board and has been very supportive of the Council proposals. The FE sector has recently developed capital projects to serve their needs for the long term future. Recent and proposed investment in that sector amounts to £78m. The BSF team works closely with local FE providers to ensure that wherever possible there are synergies in development plans. We are working towards identifying the scope of the LEP and are intending to issue a broadly scoped OJEU notice that will later enable opportunities for wider procurement to be considered.

3.2 Assessment of Existing Asset Base and Pupil Numbers

Provide an assessment of the condition, sufficiency and suitability of the secondary school estate, based on existing Asset Management Plan (AMP) data and/or desk-top calculations.

Assessments of the condition, sufficiency and suitability of the secondary school estate have been based on AMP data and suitability reports from individual schools and are set out in the individual schools SfC documents.

Provide an assessment of the FE estate in relation to 14-19 delivery based on local LSC data.

Falling rolls will see a significant reduction in the number of post-16 places required in future, with 1904 16 year olds entering the post-16 system in 2018, against 2453 in 2008. LSC investment of £78 million since 2003 has ensured that a renewed FE estate will meet the needs of these young people. During 2008 Bede Sixth Form College completed a merger with the high performing Stockton Riverside College which has Beacon Status and is a Centre of Vocational Excellence (CoVE) for performing arts and part of a regional collaborative CoVE in Adult Social Care. Construction of a £18 million new-build Bede College in Billingham has begun and is scheduled for completion by September 2009. In addition to the academic provision currently delivered by Bede Sixth Form College the merged college will provide a wide range of vocational provision not currently available in Billingham.

Stockton Riverside College has itself completed two phases of development totalling £23m, and a third phase (£10m) commenced construction in summer 2008. Stockton Sixth Form College is about to commence construction of a £25m complete rebuild on its site adjacent to Our Lady & St Bede's and Grangefield schools.



Outline an assessment of the number of pupils (in mainstream and special schools) that will be expected for each school in 10 years' time.

School Name	Proposed capacity	NOR 11-16	NOR Post-16
Bishopsgarth	750 + 43 special unit	702	-
North Stockton Academy	1050	1050	-
Ian Ramsey Church of England VA	1050	974	-
Our Lady & St Bede's Catholic VA	750 + 35 special unit	674	-
Grangefield	1050	974	-
Thornaby Academy	900	900	-
St Patrick's Catholic VA	500	460	-
All Saints Church of England VA	900	900	-
Convers	900 + 200 post-16	841	200
Egglecliffe	1050 + 250 post-16	991	250
Northfield	1200 + 10 special unit	1107	-
St Michael's Catholic VA	1050	1040	-
Mainstream totals	11,150 + 88 sp unit + 450 post-16	10,613	450
Abbey Hill	200 + 90 post-16	200	90
Westlands	70 (aged 7-16)	70	-
Bishopton Centre PRU	58 (aged 7-16)	58	-
Special school totals	328 + 90 post-16	328	90

Key:

	North Stockton		Central Stockton		Thornaby
	Egglecliffe/Yarm/Ingleby Barwick		Billingham		Special schools

3.3 Prioritisation of BSF investment

Outline proposals to develop plans into sequential phases of grouped schools based on appropriate prioritisation in accordance with the Department's prioritisation criteria of educational and social need.

All the schools in the wave were scored against these factors: educational attainment, social deprivation, building condition, building suitability, surplus pupil places and accessibility for disabled persons. Two sample schools were selected by this process for phase 1 investment: Ian Ramsey Church of England School and Bishopsgarth School.

Identify the strategy for avoiding schools being blighted by the phased programme of BSF investment.

Stockton is delivering its BSF proposals in a two separate waves and all the secondary schools in the estate are in the programme. To enable the minimisation of potential blight, the Project Team has submitted an Expression of Interest to PfS to bring forward its second wave of schools to conjoin with the first wave. It is envisaged that the first wave will be delivered in three phases; however this may be modified after soft market testing and bidders' proposals. The second wave of schools will be delivered from 2013. As part of the option development process, the Project Team has sought to minimise the need for temporary accommodation to maintain standards and avoid inefficient use of resources. The



delivery of the whole programme will remove surplus places, as well as ensuring future sufficiency of places.

Does the strategy take into account plans for sustaining schools until BSF funding becomes available; any investment the LA may provide prior to BSF; school amalgamations and closures; minimising decant requirements; land sale risks; and converging ICT investment with a phased building programme.

The Stockton-on-Tees BSF team is working with schools and the internal asset management team to ensure that essential services and maintenance matters continue to be dealt with in schools awaiting BSF investment. Current life cycle repairs and maintenance needs are being reviewed in relation to proposed BSF development plans to ensure that funding is conserved to reduce unnecessary expenditure. The LA intends to maximise potential land sales generated through BSF to supplement BSF funding. The LA is aware of land value risks associated with the current economic climate and has assessed that risk to mitigate potential shortfall.

We plan to minimise disruption to pupils' learning opportunities by careful management of unavoidable decant situations. The closure of four schools will vacate premises early in the programme to assist with decant for later projects. Our high quality project management processes will assist us in dealing with the convergence of the ICT investment with our phased building programme. Early engagement with all our schools through our Change Management Group ensures we are well aware of opportunities to provide maximum protection for BSF investment and minimise funding overlap and resultant wastage.

3.4 Estate options

Initial project proposals should be prepared for each school within the wave demonstrating the scope of works on each site and any issues specific to the site's location.

Initial proposals for each school have been prepared by the Council's design team working closely with the schools. The team has developed emerging preferred options from SfC1 and the individual schools Strategies for Change. Following cost modelling and affordability assessment these options were modified in two stages, so that transformational change can be achieved in line with school visions within the funding envelope approved by the Project Board. The rejected options and the affordable transformational options are described in the appendices for each school.

Initial ideas on potential disposals, site acquisitions, amalgamations, new schools etc. identified.

The Council has taken forward from SfC1 proposals to dispose of parts of the sites at The Norton and Blakeston schools, while retaining playing fields and some community facilities where necessary. In meeting the funding gap, the Council's technical advisers were instructed to undertake an estate wide review. Initially further options for amalgamations and closures were considered.

Additional options were considered to co-locate Westlands School and dispose of this site. This option was rejected as unaffordable at this stage, but this will be reviewed during the programme funding. Options to co-locate a new primary school with Grangefield and Westlands are similarly unaffordable at present.

Initial ideas on grouping projects into sample schemes and subsequent phases within the wave.

The two sample schools will form phase 1 of BSF investment in the wave. Soft market testing has confirmed the view that these two sample schools will be attractive to potential LEP partners. The two proposed Academies have been selected for phase 1b. The remaining schools in the wave will be placed into two further phases of development.

Indicative costs of the proposals for each school as approved by the authority's technical advisers



Indicative costs have been provided for the control options based upon benchmarking of current, relevant local rates. These were prepared independently by the Council's financial officers, Grant Thornton (financial advisers to the Project) and Rex Proctor Partnership (cost advisers to the Project). All were in very close agreement. A review of the control options to reach a point of affordability has been carried out. The results indicate that educational transformation can be achieved from the delivery of the identified control options

Consideration of significant risks likely to impact on costs.

The Council recognises there are significant risks attached to delivering such a complex and transformational programme as BSF. In addition to risks identified in relation to new sites, obtaining planning permission, Highway Authority requirements, objections to development and relocation of existing industries, there are risks that cannot be assessed until detailed site investigation and other technical and non-technical surveys such as ecological surveys have been undertaken. We have established in consultation with our technical advisors a matrix of surveys to be undertaken which will reduce some of the risks. It is intended that all surveys will be warranted where appropriate. A detailed survey matrix will be included at the Outline Business Case, identifying surveys completed and outcomes by exception.

A comprehensive Risk Management Strategy and Risk Register are in place and regularly managed on a proactive basis. The Programme Manager is responsible for the maintenance and management of the risk register which is inputted by work stream leaders' Highlight reports and reviewed at the monthly Project Team meeting. A risk workshop has been undertaken with senior officers of the Council. The BSF Project Board reviews high-level risks on a monthly basis.

3.5 ICT managed service

The LA should provide a rationale for the chosen approach towards the provision of an ICT managed service.

Stockton Borough Council believes that the utilisation of ICT is fundamental to transforming education. We are committed to realising the benefits of technology to bring about a dramatic improvement in learning and achievement. Our ICT managed service provider must join with us as an enabling partner dedicated to raising standards. We have strong e-learning and ICT support teams within the Borough and they would want to play a full part in the transition and implementation of the service.

We expect the ICT managed service provider to be a valuable partner in the identification and implementation of new technologies. Our ICT Output Specification will emphasise that within the contract and budget, scope for innovation and research and development both pedagogical and technical must be a priority. We expect that students and staff will need opportunities to explore new approaches and tools, with straightforward processes for adopting those that are successful. The managed service provider will be expected to work with the City Learning Centres on these areas as they will continue to be used in the role for best practice and innovation.

There is currently inconsistency in relation to ICT resources across the LA evident both through Wave 6 SRF responses and LA hardware statistics for pupil/computer ratios. The Authority remains committed to the development of an effective ICT Managed Service for ICT and has considered a number of approaches, including giving a key role to our in-house IT Support service. Our strategy is to proceed to an external ICT Managed Service. Its scope, and any complementary role for the in-house IT Support service, will be developed within the OBC process.

Headteachers are supportive of the principle of an ICT managed service that will improve learning.

Develop an outline of how the LA will manage the transition from current ICT arrangements to the new managed service.

We are working with our colleagues in Wave 6 schools to ensure that stakeholders have appropriate and positive expectations of an ICT Managed Service. This has included the active involvement of strategic leaders through the Change Management Group. Work with stakeholders will be ongoing to



identify and evaluate options. In particular, we are working closely with all our secondary heads, and not just those in Wave 6, to identify common requirements for the ICT Managed Service. At the same time, we will be examining with schools the ways in which the technical service can be delivered.

We have also encouraged schools to focus on the key aspects of ICT needed in an e-mature learning establishment through engagement with the BECTA Self Review Framework criteria. This is enabling us to produce a clear picture of the current position and is part of our ICT baselining report. We have created online surveys for staff and students which we expect to be completed during the OBC stage. We have information on the statistical provision and are preparing to do further work on the total cost of ownership (TCO) of ICT, contracts and more detailed legacy audits. Our Educational ICT Strategy is informing thinking and action as we evolve and integrate individual school strategy for change documents with the LA Sfc2. This work will ensure that our draft of the ICT Output Specification is appropriate to all Wave 6 schools and evolves appropriately into a well recognised ICT Output Specification meeting local and national aspirations for ICT-enabled transformation. Currently, schools procure ICT equipment and technical support from a range of sources and the majority of secondary schools directly employ one or more technical staff. Whilst there is effective technical support, there are currently limited processes within Wave 6 schools to manage and monitor the quality of technical support. Schools are also considering the roll out of FITS processes to ease the transition to a Managed Service. We do not expect any outstanding ICT contracts at the time of the commencement of the ICT Managed Service.

Our future strategy will be to work on transition issues with the provider from financial close, so that staff and students are in a strong position to exploit the new service as their remodelled and rebuilt schools become operational.

[Develop an assessment of the minimum requirements for flexibility of the new service \(i.e. schools buying in to varying levels of service provision\).](#)

The Campus Stockton ICT Managed Service fundamental requirements will be for a robust ICT infrastructure supporting learning wherever and whenever students need it. It should also support students at whatever stage and any learning difficulty should not be a barrier to its use. The 'big idea' is for ICT-on-demand with a wide range of devices providing the support that students need with their learning. ICT partners will be required to provide a core service and also to quote for a catalogue of services to meet the individual nature of some schools across Stockton. Some of this individuality is a direct result of a school's designated specialism.

Schools are very experienced with Learning Platforms but trials are still under way with specific products. Some solutions have been worked with at local level and some at a regional level. We aim to work with our transformation colleagues to identify a set of common requirements for students to learn 'anytime, anywhere'. These will feed directly into the draft ICT Output Specification.

Our ICT Output Specification will clearly identify ICT change management expectations required from the ICT Managed Services to meet these needs and enable greater use of ICT to raise standards. We expect that students and staff in our schools will need opportunities to explore new approaches and tools, with straightforward processes for adopting those that are successful.

[Develop an outline of how the new ICT provision will be scalable and flexible for future investment \(i.e. integrating subsequent schools into the ICT provision\).](#)

Scalability will be essential for Stockton as the overall BSF programme is across two waves. Among the challenges faced by the ICT partner is the management of the significant time gap between Wave 6 and second wave schools. We hope to be able to illustrate throughout the OBC process how it will be expected to be attractive to schools to use elements of the Stockton ICT Managed Services even before they join the BSF programme.

We anticipate that some primary schools may be interested in an ICT Managed Service and, following consultation, we shall ask prospective ICT Partners to include options for this phase. It is expected that the market will be attracted by this additional opportunity.



Develop an explanation of how the proposed ICT provision fits within the wider local authority and community context (i.e. where appropriate outline existing corporate provision and other relevant contracts).

The Authority's schools receive broadband connectivity via the Northern Grid Regional Broadband Consortium with access controlled through firewalls and caching systems. If services were offered by the managed service provider and these were deemed to be at a higher level and better value for money than the current provider then this will be explored.

It will be important for the managed service provider to interface with both the Schools' ICT Support Team and Xentrall (our Corporate ICT Section in partnership with Darlington Borough Council). Xentrall provide access for schools to the central finance system, Agresso, corporate email accounts and the procurement of Blackberry devices.

3.6 Affordability

Identify the costs of the proposals and the assumptions used. These need to be checked against the indicative funding allocation for the whole wave.

The Authority's Technical Advisors have provided costs for each of the control options. The options developed have been based on a number of assumptions:

- a) Construction rates reflecting recent experience in the region have been used rather than the PfS standard rates.
- b) Abnormal allowances have been reviewed where possible based on the information available. Where this figure is higher than the FAM allowance at any one site it has been included in the costs. Where lower, the current FAM allowance has been included.
- c) No building inflation above the rates quoted in the PfS FAM has been included.

The Technical Advisors have prepared Site Analysis Plans to accompany the Control options, which indicate site constraints and issues and a summary of the AMP data for each school. Work has begun to complete assessments of any additional abnormal allowances which the developments require and the Council and its Technical Advisors will liaise with the PfS Design Manager during OBC stage to agree these.

Where co-located non-school facilities are planned and evidence of alternative funding sources.

The extent to which ICT will be funded (covering both capital and revenue) including an indication of funding sources and formal agreements and commitments (including schools).

The Change Management Group comprising all headteachers agrees in principle that an ICT Managed Service is the most appropriate method of providing the ICT services. The schools have not yet committed to any financial contribution but they do understand that a managed service will have cost implications that may differ from their current ICT expenditure. A revenue contribution in the order of £200 - £240 per pupil per annum, for example, could procure a quality sustainable solution and provide significant savings on current costs. As we progress through the OBC stage the specification and cost of the ICT Managed Service will be developed to provide a high level of certainty about the contributions requested from schools.

To enable all schools and the Authority to have confidence in the affordability of these approaches we are working with schools on ICT total cost of ownership to achieve an agreed analysis of historic school expenditure in these areas. We will then compare this with the projected costs to determine realistic expenditure levels for the ICT managed service, including refresh. We are also working with schools to ensure that the Campus Stockton ICT investment from now to the start of the ICT element of the BSF project is aligned with the anticipated parameters of the managed ICT service in order that legacy equipment can be utilised to best advantage to the schools.

The Wave 6 FAM includes ICT funding of £8.8m for ICT hardware as well as a formulaic £225 per pupil



for building and connectivity work. The ICT hardware funding will be used to provide the Managed Learning Environment (MLE), computers, peripheral equipment and the infrastructure for the ICT managed service.

The completed FAM, reflecting the scope of works at each school in the wave, should be submitted to PfS prior to submitting SfC2. The SfC should include the outcome of the affordability/option analysis for the whole wave presented in the form of a phasing table, which can be prepared by extracting the FAM summary sheet from the model.

The indicative Funding Allocation Model (FAM) has been updated to reflect the latest estate options, pupil number projections, location factor and inflation indices. This FAM was then agreed with PfS. The FAM indicates an overall funding envelope of £107.6 million, including abnormal funding, but before the allocation of any capital receipts and any other external funding sources. It is also anticipated that sustainability funding amounting to £0.8m will be available. The funding is expected to cover the capital expenditure for each school including building costs, professional fees, abnormal, FF&E and ICT infrastructure. The FAM also indicates an initial ICT capital investment of £8.8 million. The Council will work with the LEP and its ICT partner to maximise the impact of this investment.

The Council's approach throughout has been to ensure that BSF investment will achieve genuine educational transformation. At this stage the Council has included 5% as a planning/programme contingency.

Evidence that the overall affordability of the wave has been considered and approved in principle at member level should be included as an appendix.

Based on the principles described above there is no funding gap at SfC2 stage. However, the affordability position will continue to be closely monitored as the OBC is prepared.

3.7 Consultation

The local authority should demonstrate that it has consulted extensively on its BSF proposals and taken into account local priorities, strategic concerns and interests.

In addition to ensuring that all relevant departments of the local authority are fully involved in the development of BSF plans (e.g. Environment and Planning, Leisure and Sport, Finance etc.), these consultations should include school communities (pupils, staff, parents and governors), VA governing bodies and dioceses, local LSC and FE providers, key local partners in the delivery of children's services (e.g. PCTs, social care, police etc.), local businesses and employers, neighbouring local authorities, Sport England, Football Foundation, national governing bodies of sport and other appropriate partners.

The BSF strategy outlined in this document was developed in collaboration with all key partners and stakeholders, and it reflects the outcome of a major consultation exercise.

Secondary headteachers and college principals were first engaged through collective visioning meetings early in 2007 and continue their involvement through the Change Management Group and school-specific vision-to-reality sessions. Regular meetings have taken place with the four dioceses. The local LSC is represented on the BSF Project Board, and the PCT is represented by one of four senior officers employed jointly by the PCT and Council. A programme of regular members' seminars has been established to develop their understanding of key issues (e.g. Academies, the LEP, managed ICT and FM services), to keep members informed of developments and to offer a forum for questions and debate.

The BSF Project Board, chaired by the Chief Executive, includes the Council's Directors of Resources, Children's Services, Development & Regeneration, and Law & Democracy as well as representation from the local LSC and PCT. The BSF Project Team includes officers at third tier level in Planning, Finance, School Improvement and Property Services.



All schools in the Wave 6 programme have prepared first drafts of their Individual School Strategies for Change. These have been shared through the Change Management Group for review and further development.

The PE & Sport Stakeholder Group (chaired by the Chief Executive of Tees Valley Sport) includes Sport England representation. Meetings have also been held with representatives of the national governing bodies of several sports.

The BSF Team includes a full-time communications officer who has prepared a comprehensive communications strategy. A BSF information update is published at regular intervals and a dedicated area of the Council website is devoted to BSF. A BSF email address was created to facilitate easy submission of questions and comments by stakeholders and the public.

Regular members' seminars ensure that Councillors are briefed on developments and regular updates provide timely information for headteachers and school governors.

Extensive public consultation took place on school organisation options under BSF in 2007. 100,000 copies of a consultation booklet were distributed to households across the borough. Copies were sent to all schools, colleges and other partner organisations, and placed in libraries, GP surgeries, children's centres and main Council buildings. The booklet included a questionnaire to be returned by Freepost to an independent company for analysis. The booklet was also available on a dedicated area of the Council website, and an online response form was provided. Meetings were held at each mainstream secondary school for governors, staff, parents and the general public. Presentations were also made to the local strategic partnership *Renaissance* and its four area boards, and to the local Children's Trust Board. The booklet offered two suggested options for school organisation in each integrated service area, inviting comment on those and any other options. Almost 4,000 responses were received. These have informed the development of this SfC2.

3.8 Managing the process

[Provide a strategic overview of the LA commitment to high quality design \(including the level of resources allocated to ensure this is delivered\).](#)

We are fully committed to delivering educational transformation through high quality, fit for purpose design and have structured the programme management to ensure that we can deliver this. We are following the CABE design process protocol and are working closely with our PfS Design Manager and CABE enabler to ensure our design options meet expectations. Our external Technical Advisors together with the Council's property services and sustainability officers are working as an integrated team to deliver this programme.

The role of Client Design Adviser is taken by the Council's Architectural Manager, who has intimate knowledge of the school estate, relevant legislation and guidance, and school design processes.

The Council's Design Champion is the Chief Executive. He has considerable experience in dealing with Technical and Design issues and will ensure that the best solutions are developed for Stockton's programme

[Show the indicative project plan through to financial close.](#)

The BSF programme will be managed using PRINCE2 methodology tailored to the needs of the Programme and the Authority. This will deliver the most effective outcomes possible. As part of this methodology we have implemented a robust Risk Management plan, a detailed project budget and a detailed programme plan through to Financial Close and beyond to construction start on site.

[Identify the project team budget and resource approvals.](#)

The Council has agreed the following revenue allocations to the BSF project:

2007-08	2008-09	2009-10	2010-11	
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£250,000	£750,000	£1,000,000	£1,000,000	and £1,000,000 per annum thereafter
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Initial approval was given on 5 October 2006, with further approval given on 21 February 2008.

Show the capacity of the LA and the commitment of stakeholders to deliver the project.
Project governance, management structures, roles and responsibilities.

Stockton-on-Tees Borough Council takes good programme governance and effective programme management seriously. The Project team is well resourced and comprises a core team of a Project Director, with a strong background in both education and community regeneration, a Project Manager with similar experience, a Project Manager with extensive educational and pupil place planning experience, Communications Officer and project team support officer. Members of the core team lead Task Groups on the main workstreams (Transforming Education, ICT, Technical, PE & Sport, Finance, Change Management). These Task Groups include Council officers from many disciplines (e.g. Planning, School Effectiveness, and Finance); partner stakeholders (e.g. School Sport Partnership managers, headteachers and college principals) and external advisers contracted to support the project. These co-ordinated resources ensure that the programme is being delivered, stakeholder and partner buy-in is assured and true transformation will be achieved.

The project governance arrangements reflect the strategic importance of BSF to the Council: the 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, a representative 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. The Council has agreed that the BSF revenue budget can be used to fund backfilling where this is needed to ensure task group leaders and other council officers have capacity to deliver an effective and responsive service for the BSF programme. Organisational charts indicate the present structure and our future resource expansion plans.

Our Gateway 0 Review in March 2008 identified three areas for attention. All have now been addressed.

- To develop our communications strategy. This has now been completed by engaging a full-time communications officer and preparing a strategic plan:
- A 4ps skills audit has been being undertaken and the recommendations implemented.
- A comprehensive risk register has been established and is subject to monitoring at monthly intervals by the Project Board.

Schools have been engaged in the BSF process from the start. Each school was allocated a project team member to work with them on their Individual School Strategies for Change. A number of meetings were held to discuss their needs at which design ideas were presented. Each school has identified its own BSF lead officers and is being kept well informed of developments within the BSF programme through our Communications Officer.

Explain the LA external adviser strategy.

Our strategy for engagement of external advisers has been to ensure they are procured and become part of the team as early as possible. We have appointed Faber Maunsell as our Technical and ICT Advisors, Grant Thornton as Financial Advisors, and Dickinson Dees LLP as Legal Advisors. Having advisors on board early in the process has proved beneficial, enabling us to call on them for additional resources at critical times in the programme.

We have engaged with ICT advisers to support the BSF programme and our planning for the development of an ICT Managed Service. This engagement has supported Stockton in the recognition of its aspirations for ICT illustrated in the development of the Educational ICT Strategy for Stockton which supports the Campus Stockton Transforming Learning initiative which underpins the BSF programme. This work is by significance joined up across the whole programme, improving opportunities for the students and people of Stockton.

Identify the LA risk management strategy.



Risk management process is identified in the Project Initiation Document. This process allows task groups to manage risks associated with their work strand. It also identifies when to escalate issues to both the Project Team and the Project Board. The Project Board will receive an update on risk at each Project Board meeting when the Board or Project Director will identify any specific issues they wish to discuss. The Risk Management Task Group has instigated Risk Workshops where they will identify the kinds of Risks and Issues that are associated with the BSF process. Ultimately the Project Manager is responsible for overseeing, managing and when required escalating awareness of project risk.

[Identify the change management plan.](#)

The BSF Change Management Group includes all the secondary heads and college principals as well as key LA officers. This group is developing a detailed change management plan for OBC.

[Identify the communications strategy and procedures.](#)

The BSF Team includes a full-time communications officer who has prepared a comprehensive communications strategy. A BSF information update is published at regular intervals and a dedicated area of the Council website is devoted to BSF. A BSF email address was created to facilitate easy submission of questions and comments by stakeholders and the public.

Regular members' seminars ensure that Councillors are briefed on developments, and regular updates provide timely information for headteachers and school governors.

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