



Borough of Poole

Primary Capital Programme Strategy for Change

June 2008



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Section One: Local Perspective

Poole has a population of approximately 138,000 and is part of the South East Dorset conurbation which also includes Bournemouth and surrounding areas. Poole boasts a strong economy with a diverse mix of companies. Growth sectors include marine, tourism and leisure, advanced manufacturing and engineering and creative industries. The regional plan includes for an additional 19,000 jobs over the next 20 years. Most residents enjoy a good quality of life with low unemployment, good health, low crime and good public services. Property ownership is high. Almost one third of super output areas are among the least deprived 25% nationally. Relative poverty and inequalities in health and life opportunities exist, concentrated in particular localities and for particular groups of people. In 2006 there were 31,600 children and young people aged 0 – 19 living in Poole which is 23% of the total population, slightly lower than for England and Wales. Annual birth rates fell from 1992 to 2001 resulting in fewer children in Primary schools and leading to a similar effect in Secondary schools. However, since 2002 rising birth rates and new housing developments are increasing pressure on demand for places particularly in Poole Town and Hamworthy. The school age Black and Minority Ethnic population has increased over the last three years from 4.6% to 6.1%.

Educational performance in the Foundation Stage Profile is very good and KS1 is good. However, KS2 results are below the national averages in English, mathematics and science. The KS2 average points score (APS) has been below statistical neighbours for a number of years. KS3 and KS4 results are well above national averages and our statistical neighbours.

Poole has a very diverse range of schools with transfer occurring at several different stages. The current pattern includes First, Middle, Combined, Secondary and Upper schools. The age of transfer between schools varies across the Borough and with schools in neighbouring Dorset and Bournemouth. In 2007 Poole's School Organisation Committee approved proposals to change to a Primary and Secondary school system with effect from 2013. Changes to the Corfe Hills pyramid will be subject to securing the required capital funding. Transformation from the current diversity of accommodation presents significant challenges to ensure performance, condition, sufficiency and suitability issues are addressed and phased to meet the change of age of transfer.

The corporate strategy *Striving for Excellence*, includes the objective "Supporting our children and young people" and the priority of "Transforming our schools for the future". The strategy is reinforced in *The Local Area Agreement - Closing the Gap*. The vision for Primary education in Poole has been developed in partnership with children, young people and many others and is set out in the *Children and Young People's Plan – Improving Opportunities for Children and Young People in Poole*. The title encapsulates our purpose. Meeting these challenges is part of our approach to continuous improvement.

Section 2: Baseline Analysis

Children's Plan

Our Children and Young People's Plan (CYPP) 2006 – 2009 Improving Opportunities of Children and Young People in Poole, was reviewed in 2007 and a revised CYPP published. Poole identified clear priorities in 2005/6 based on extensive consultation and a comprehensive baseline needs analysis, using data up to and including 2004/5. Since April 2006 we have been working within our governance arrangements through the Children's Services Governance Board, informed by the Children and Young People's Shadow Board (young people), Parents and Carers Shadow Board and Children's Services Executive Group to put in place new ways of working to implement the Plan. An annual needs analysis has also been carried out to monitor the changing needs of children and young people in Poole in terms of their health, safety, achievement, behaviour and economic wellbeing. Priorities, objectives and performance measures were all updated in the revised CYPP 2007.

These have included:

- Establishing a framework of working groups based on the five outcome areas. These groups report to the Children's Services Steering Group which is responsible for the performance management of the Plan;
- Extended Schools and Integrated Youth Services which are co-ordinated by Locality Managers who also work with implementing our Locality and Preventative Strategy by the creation of three localities, locality meetings, children's centres and safer neighbourhoods. The reduction of health inequalities through early intervention, easy referral to co-ordinated local services, targeted support and specialist services will raise educational standards and improve outcomes for children and young people;
- Early support has been improved by the Budget Holding Lead Professional Project, the Parenting Support Strategy and Parenting Early Intervention Pathfinder;
- Developing a joint commissioning model through which all new projects are commissioned;
- Building on the successful implementation of the Information Sharing Protocol, Common Assessment Form, Integrated Children's System and working towards implementing Contact Point;
- Reviewing structures for Children's Services to focus on new roles and responsibilities, developing a joint Local Safeguarding Board with Bournemouth and reviewing our Integrated Youth Service with Connexions and working with the Police. This has progressed whilst local Primary Care Trusts have undergone re-organisation;
- Building on successful inclusive work with the Third sector, who are active and fully involved on our Children's Services Executive Group and in developing services;
- Agreeing a Multi-agency Workforce Strategy;
- Increasing our awareness of our multi-cultural society and promoting our duties of social cohesion by promoting the Equalities Standard and acting on the outcomes of our impact assessments;
- Building on successful consultation work by agreeing and implementing a Multi-Agency Participation Strategy and establishing a Children and Young People's Shadow Board (young people) to work with the Governance Board and Parents and Carers Shadow Board;

- Successful consultation and subsequent agreement at School Organisation Committee to change the age of transfer with no formal objections from schools.

This has been an ambitious programme to undertake in one year, but we are making good progress on implementation. It is too early to assess impact, but our 2005/06 needs analysis, showed a reduction in child vulnerability between Wards and showed some improvement in the numbers and proportions of vulnerable children in 2 of our 4 target Wards of Alderney and Poole Town.

The latest 2006/07 Children and Young People's Needs Analysis (CYPNA) for Poole has undergone significant improvements in terms of the quality and range of data collected. This has increased the numbers of children identified as requiring some extra support, which has therefore made direct comparisons with previous years difficult.

However, this latest analysis indicates that inequalities in child vulnerability have again deteriorated between 2005/06 and 2006/07, particularly for Newtown and Poole Town. This is also reflected in an increase in children living in poverty in these areas, as measured by the Index of Income Deprivation Affecting Children (IMD 2007). There is strong evidence of the link between child poverty and poor outcomes in Poole. Children living in the most deprived quartile of areas nationally are almost 3 times more likely to experience poor outcomes. The key priority of the Children and Young People's Plan is therefore, to address these inequalities.

The CYPNA has also enabled further analysis of the statistically significant relationships between groups of adverse outcomes such as exclusion, CAMHS contacts, academic attainment and youth offending. This is at the heart of our proposals.

The revised priorities in the Children and Young People's Plan, therefore, stem from the following challenges:

- Improving health outcomes, school standards and behaviour in neighbourhoods where there are more disadvantages and inequalities by:
 - developing local integrated services, parenting support, early learning and outstanding educational experience, and school based behaviour management.
- Aim higher for children with disabilities by:
 - integrating services, key working, improved transition work and greater participation from children and young people.
- Increase stable and secure placements for children in care by:
 - improving placement stability, choice and emotional well-being.
- Ensure children and young people feel safe in their homes, schools and public areas by:
 - reducing harm from domestic abuse, drugs, alcohol and bullying in and out of school.
- Promote equality and celebrate and respect diversity for all children, young people and their families by:
 - promoting understanding of our multi-cultural society and taking action on issues arising from race, gender, disability, age, religion or belief, sexual orientation, and duties of social cohesion.

- Increase confident and employable young people who feel valued in our Town by:
 - encouraging and valuing the positive contribution young people make, developing the 14-19 Agenda and increasing aspirations, attendance, achievement and enjoyable activities.

Standards

Overall performance in the Foundation Stage Profile is higher than the national figures and those for statistical neighbours. The gap between the median and the lowest 20% of children in Poole is 31% compared with 37% nationally and 34% for statistical neighbours. Our strategy for shifting the impact of deprivation is working and continues through location of children's centres and other initiatives. Performance at KS1 is also strong with the average points score (APS) higher than national figures and statistical neighbours where published.

Educational performance in the Foundation Stage Profile is very good and KS1 is good. However, KS2 results are below the national averages in English, mathematics and science. In 2007, 79% of pupils attained L4+ in English which is 2.4% less than statistical neighbours and 73% in mathematics which is 4.2% less than statistical neighbours. Only 68% of pupils achieved 4+ in English and mathematics which is 6.6% less than statistical neighbours. The KS2 APS has been below statistical neighbours for a number of years.

Underperformance at KS2 is most evident in the numbers of children who make at least the two levels of progress that are expected.

Progress figures between KS1 and KS2 show that:

- Increases made nationally and in the South West as a whole have not been made in Poole
- Poole ranked 64th nationally and was jointly the lowest when compared with statistical neighbours.
- The percentage of pupils making two levels of progress was lower than in 2006 in Poole, while regional and national figures increased
- The percentage making two levels of progress in mathematics was the lowest since 2004.

The progress of children generally is greater in English than in mathematics with a larger gap between the two subjects than the outcomes gap for Level 4+ in English and mathematics (English 79%, mathematics 73% in 2007).

Overall conversion rates, and consequently Contextual Value Added assessments, have fallen for this cohort of pupils. Eight schools out of sixteen schools were judged as being underperforming on the basis of CVA scores which put them into the lowest 40% nationally.

Schools in the Intensive Support Programme with the Primary Strategy Team made significant gains in pupil progress. Three schools in English and four in mathematics fell below the floor targets of 65%.

There are also growing differences between boys' and girls' progress and the progress for some vulnerable groups. At KS2:

- Girls make more progress in English than boys; and boys make more progress in mathematics than girls and gender differences are more marked for the children with a Learning Difficulty or Physical Difficulty group than in Poole as a whole.
- Black and minority ethnic pupils as a group, however, achieved similar results to Poole as a whole in English, and in mathematics the group achieved better than Poole as a whole.
- Of the 11 children in KS2 in Poole schools who were in care during 2007, 8 made 2 or more levels of progress in reading, 6 made 2 or more levels of progress in writing and 7 made 2 or more levels of progress in mathematics
- 77% of the known young carers reaching the end of KS2 achieved 2 levels of progress. This is 3 percentage points lower than the figures for the whole of Poole.

Progress in the four target Wards, identified through measures of deprivation and numbers of vulnerable children, was lower in both English and mathematics than for Poole as a whole.

The Council is not complacent however and challenges the performance of schools where pupil progress falls below expected levels. Poole's review of KS2 suggests that quality of teaching is predominantly the reason for weaker progress. This is supported by Ofsted's inspection judgements. Combined with the activities detailed in the Children and Young People's Plan, Continuous Professional Development, changing the age of transfer and transformation of the school estate into schools fit for 21st century provision, outcomes for all children will improve. Results at KS3 and KS4 are well above national averages and statistical neighbours.

Every Child Matters

While Poole is a good place for children in which to grow up, and most children achieve and thrive, it is also a place of contrast with significant pockets of deprivation. According to the Indices of Multiple Deprivation 2007, almost a quarter of Poole's super output areas (SOAs) are among the least deprived 25% nationally. However, two SOAs in Poole are among the worst 10% for child poverty in England and Wales and a further eight fall within the worst 25% of SOAs nationally. There is also evidence that the inequalities gap in Poole is growing, particularly in areas within the Wards of Newtown and Poole Town.

Progress has already been achieved with the establishment of six Children's Centres at Hamworthy, Creekmoor, Rossmore, Canford Heath, New Town and Old Town. Three of these are on school sites. In addition, three further centres and outreach provision are planned. This will give us universal children's centre coverage and will fill the current gaps in the Branksome, Oakdale, Merley, Broastone/Springdale, Parkstone, Penn Hill and Canford Cliffs Wards. We will extend this network of provision to ensure that all children and families have access to a wider range of services within easy reach. This will include access to health services, early education and childcare, family support and outreach, access to family information, and support for parents wishing to return to work or education/training.

There is a need to ensure a continuum of service provision 0-19 which is easily accessible to children, young people and families as required. At present there are insufficient flexible-use rooms in schools for multi-agency delivery of services, secure storage for documents and resources, spare rooms for meetings and efficient internet and ICT access. Where there is a possibility of the use of rooms within schools which, if timetabled effectively, could be used for extended service delivery by third parties during the school

day, their use is often restricted due to security issues as access to the rooms is often not segregated from the areas which pupils use. As vulnerable families are likely to be accessing these services, most of whom would not have CRB checks, there are serious implications regarding the safeguarding of pupils and school staff, unless modifications can be made to the buildings to provide effective segregation.

We are continuing to improve our data with regard to establishing unmet local demand. For example, the Borough's Childcare Sufficiency Survey and evidence from the Safer Neighbourhood groups indicate that there are some areas within the town where there is limited access to children's services. For example, Broadstone and Oakdale are shown as areas where there is insufficient childcare provision and other areas of the town are shown to provide insufficient childcare after school and during holidays particularly for the 8-14 age range. Individual school audits also indicate a growing demand for wraparound care during term time.

The majority of children with special educational needs are met within their local mainstream school. Poole also has three Special schools who cater for children with the most complex needs and who work in partnership with our mainstream schools through their outreach and inreach services. If a child's needs require a different kind of provision this is commissioned from schools outside the Borough.

In meeting children's special educational needs, Poole strives to ensure:

- Early assessment and support
- Partnership with parents/carers
- Ensuring the child's views are sought and acted upon
- Resources are targeted appropriately
- Individual progress is regularly reviewed and monitored
- Strong partnerships between schools and across agencies.

All our schools therefore need to provide:

- Appropriately adapted premises to cater for a full range of needs eg. classrooms acoustically adapted for those with hearing impairment, wheelchair access, and accessible toilets.
- Appropriately differentiated curriculum for individual needs
- High quality teaching with appropriate on-going training
- Space and resources in all schools for those who may need small group work
- Space for professionals who may need to either work with children or staff, such as educational psychologists, speech therapists, occupational and physiotherapists.

Poole faces a challenge to meet the requirement that every child who wants a hot meal at school will have access to one. Only Secondary schools and Special schools currently have kitchens on site. This lack of provision dates back to the 1980s, when Dorset was one of several education authorities that opted to re-allocate its school meals budget to other educational priorities. The former kitchens in Primary phase schools have been adapted for use as classrooms. The only meals available in the Primary phase schools were cold packed lunches. Following an appraisal of the various options available to ensure that Poole complies with the Government's deadline, our Schools' Forum decided that the most cost effective method would be for hot meals to be prepared off site and delivered to Primary phase schools instead of re-instating the school kitchens. Transformation will include investment in serveries and eating areas to promote healthy eating, enable extended provision and ensure that meals become part of the personal development of individuals and well being of the school community.

To date 30 schools in Poole have achieved National Healthy School Status and as a result have Whole School Food Policies. The local Healthy Schools Programme is committed to the Government's Million Meals campaign and one school has signed up so far. Healthy Schools contributes to the PSA 12 "Improving the Health and Wellbeing of Children and Young People", in particular NI 52, "Increasing the uptake of school lunches". A consultation event on Healthy Eating has been held with the First Schools Forum.

Our PE and School Sport vision is "We are committed to ensuring that all children and young people have access to a fulfilling and rewarding high quality physical education programme in a safe and supportive environment. " In order to realise this vision we need to ensure that appropriate spaces are provided to support the PSA target working towards the "five hour offer" , ie. a minimum of two hours high quality PE in curriculum time and up to four hours out of schools hours.

Diversity, Choice and Responsiveness to Parents

Poole has 28 schools with Primary age children. There are a number of systems operating in which children transfer to the next phase of education at different ages. This includes:

- First schools where children transfer at the end of Year 3;
- First schools where children transfer at the end of Year 4;
- 1 Primary school where children transfer at the end of Year 6;
- Combined schools where children transfer at the end of Year 7;
- Middle schools (deemed Primary) where children transfer at the end of Year 7 and
- 1 Middle school (deemed Secondary) where children transfer at the end of Year 8.

This pattern provides significant challenges for planning continuity in teaching, learning and personal development and is confusing for parents. A system of pyramids provides a high degree of continuity in admission patterns for parents but variations in structure provides differing degrees of access to the opportunities available in First, Middle, Primary and Combined schools.

In April 2007 the School Organisation Committee approved proposals to change to a Primary and Secondary school system with effect from September 2013. Change will take effect in the Corfe Hills pyramid when funding becomes available through the Building Schools for the Future programme. The change will ensure:

- Pupils transfer from Primary education to Secondary education at the end of KS2 aged 11 years (rather than aged 12, or aged 13 in the Corfe Hills pyramid);
- Pupils start Secondary education in Year 7 at the beginning of KS3;
- First schools become Infant schools for KS1 or Primary schools for KS1 and KS2;
- Middle schools become Junior schools for pupils in KS2;
- Combined schools become Primary schools for pupils in KS1 and KS2.

The pattern of schools includes a mix of Community, Foundation, Voluntary Controlled and Voluntary-Aided schools. Parents can opt for secular, Catholic or Church of England schools, although the range varies from area to area. A small number of parents also opt for Independent schools or schools in neighbouring authorities. Over 90% of first preference applications are met each year.

Poole recognises that surplus places impose an additional strain on school budgets. Two thirds of schools with Primary age pupils have surplus places. Six schools were identified in the 2007 Surplus Place Return as having a high surplus (more than 25%): Sylvan First, Turlin Moor Community Middle, Talbot Combined, Turlin Moor Community First, Manorside Combined and Bearwood Primary and Nursery. For some of these schools, action has already been taken to reduce the surplus places:

- Turlin Moor Community First and Middle Schools amalgamate in September 2008 to create Turlin Moor Community School. The new school will be 1.5 FE (PAN 45) whereas the current schools are 2 FE (PAN 60)
- Bearwood Primary and Nursery School has reduced from 1.5 FE (PAN 45) to 1 FE (PAN 30)
- Talbot Combined School has reduced from 3 FE (PAN 90) to 2 FE (PAN 60).

The adaptation of surplus accommodation will provide an opportunity to create additional facilities that are required to ensure all families have access to services within easy reach and specific facilities such as children's centres, and improved provision for health care.

However, from 2008 onwards the fall in the number of Primary age pupils will stop. The rising and erratic trends in live births since 2002, and the new build developments in Poole, will lead to an increase and fluctuations in the number of Reception age children and subsequent pupil numbers at Primary level over the next five years and beyond. The rise in the number of 4 year olds for the Borough as a whole is estimated to be 180 to 200 children between 2008 and 2012. As these cohorts begin to move through the schools, pupil numbers are likely to increase again from 2009. By 2012 it is estimated that Primary rolls will reach around 11,000, an increase of around 500 children over 5 years. By 2016 assuming fertility levels remain unchanged, Primary rolls are estimated to reach over 11,500.

This increase is unlikely to be distributed evenly across the Borough. The rise in fertility and increase in births since 2002 has been more pronounced in certain areas. The distribution of new builds is also concentrated in areas of Poole Town Centre, Hamworthy East and Canford Cliffs and will peak between 2009 and 2011. Some schools will be able to absorb much of this increase due to current spare capacity as a result of recent falling rolls. However, where rising births combine with popular schools with no spare capacity and with the added pressure from new builds, there is likely to be significant pressure for additional school places.

The establishment of a more consistent pattern of Infant, Junior and Primary schools will enable more real choice for parents. Expansion of popular schools is proposed in areas where demand is also forecast to increase, particularly served by Courthill First and Lilliput CE VC First Schools from 2009 and Heatherlands and Old Town First Schools and St Adhelms CE VA Combined School from 2012. Additional capacity will also be needed in the areas served by Baden Powell & St Peters CE VC Middle and Oakdale Road South Middle Schools from 2012. These changes will also ensure that many more Primary age children have less distance to travel to their nearest school with subsequent reduction in travel time and environmental benefit. Phasing will need to be planned to coincide with the timing of resources available through Building Schools for the Future, Primary Capital Programme and other funding streams.

Our proposals will improve parental choice overall as well as providing a more efficient match of school places to demand.

Buildings and ICT

The age of Primary phase schools in Poole varies from the oldest built in 1871 to the newest schools built in 1997. Many have been extended or remodelled at various times resulting in a wide range of differences in sufficiency, suitability, condition and operating costs.

Condition surveys were undertaken in 2005. A total value of £4.7m outstanding maintenance was identified in all schools ranging from around £6k to over £546k. The most significant condition issues identified tended to be in schools built or extended between 1960 and 1980. Since 2003, considerable investment has been made to address these outstanding issues but much remains to be done. Suitability surveys were also undertaken in 2005. Many of the issues identified relate to undersized classrooms, poor lighting and ventilation, lack of external areas and poor standards of accessibility for people with disabilities.

Our approach to change will address outstanding sufficiency, condition and suitability issues as we transform the school estate and secure improved outcomes for children, young people, their families and their communities. There is significant need for remodelling of most schools to ensure that transformation will secure the range of facilities needed to support fully the Foundation Stage, KS1 and KS2 in terms of the range of learning spaces required for large and small groups, personalised learning, school management and extended services.

Our proposals will ensure that 21st Century ICT provision is embedded using Building Schools for the Future, Primary Capital Programme, Harnessing Technology and other funding streams. Every school will be equipped with a comprehensive, robust and effective Learning Platform incorporating elements such as a Virtual Learning Environment and Management Information System. This provision will support the use of a range of information management processes which will promote improvements in learning and in school administration. ICT will also be used to enhance the management of buildings by, for example, allowing more sophisticated environmental control (lighting, heating, sound control, ventilation, air conditioning) and underpinning better security and facilities management.

Consultation in 2004 on the proposal to change the age of transfer revealed that the majority of parents would like their children to be able to walk to school. Many schools have travel plans which will be reviewed annually and many actively encourage pupils to walk or cycle to school. Many schools have cycle and scooter storage on site. Children and Young People's Services will continue to involve the Transportation Services School Travel Advisor and other appropriate officers at all stages of the process. Project planning will take account of the need for both promotional literature and for contributions to infrastructure modifications identified as part of the planning process.

Section 3: Long-Term Aims

Poole fully supports the national priorities set out in *Every Child Matters* and extended in *The Children's Plan – Building Brighter Futures*. These documents provide a national strategic framework within which we can work with Government to plan, develop and improve provision for children and young people in Poole and neighbouring authorities. The framework sets out ambitious goals to be achieved by 2020 that are entirely in line with our aspirations in Poole for educational attainment and personal well being for each young person. Parents, schools, children's services and other partners will continue to develop ways of working together to ensure that every child has the best start in life, enjoys their childhood and is prepared for adult life. Our proposals will support the achievement of the goals in *The Children's Plan – Building Brighter Futures* by:

- Creating Primary schools equipped for 21st century learning, at the heart of the community, with a range of children's services in reach of every family
- Delivering a strategic approach to capital investment – supporting national policy aims, delivering world class standards, access to joined-up services for children and families, and addressing local needs and priorities
- Rebuilding, remodelling or refurbishing at least half of all Primary schools, including rebuilding or taking out of use at least 5% of school buildings in the worst physical condition
- Focusing resources on deprivation
- Re-configuring the Primary capital stock (schools) to account for demographic change.

Striving for Excellence is the Council's Corporate Strategy, providing a framework within which the Council plans, develops and delivers its services. It sets out what the Council aims to achieve over the next four years and identifies its contribution to the wider community strategy, key partnerships and other joint strategies and plans. The Primary Capital Programme is an integral part of these plans. One of the Council's corporate objectives is "Supporting children and young people" and one of the corporate priorities is "Transforming our Schools for the Future".

The Council has been assessed in its 2007/2008 APA and JAR as a "good" authority which indicates that we have the skills, enthusiasm and dedication to deliver an effective Primary Capital Programme.

A vision for Primary education in Poole

Headteachers and Chairs of Governors attending the Primary Capital Programme Consultation Meeting in November 2007 agreed a range of principles to underpin schools for 21st century learning. They agreed that Poole's vision for Primary education should include the following:

Equality of opportunity Our schools will provide an entitlement to learning, for all children, where high expectations of excellence for all children raise their aspirations and their ceiling of achievement. A school where education makes the difference to those whose life experience has put them at a disadvantage.

Emotional development Our schools will provide the opportunity for children to grow emotionally, to develop the way children relate to each other and to adults. A school where children are physically and emotionally secure because they feel safe to air their ideas, be with others and have access to the school.

Learning inspired teaching Schools where our growing knowledge about learning and development informs the teaching, curriculum and organisation as it does in the best early years practice. Our schools will therefore provide for:

- Learning that builds on the role of the parent as the child's first educator in a building that provides space to maintain that partnership
- Learning rooted in experience, in a rich and stimulating built and natural environment extending beyond classrooms
- Learning that is maintained by positive social relationships that come from shared moments such as solving a mutual problem, sharing an idea or sharing play and sport
- Learning sustained by a comfortable physical environment with adjustable temperature, noise and humidity levels
- Support for independent choices to be made by learners, recognising their right to be unique and to create and sustain personal pathways
- Support for the flexibility and independence that learners acquire; including spacious classrooms and more flexible building spaces allowing for different class and group sizes
- Support for aspects of the curriculum that need special spaces for learning eg. sports hall, drama and music studios, and outdoor learning
- Sharing and using knowledge, skills and understanding between all people, whether child or adult
- Reflection on learning so that recognition of what learning feels like and how learning happens becomes a love of learning
- Learning that continues beyond the school day and the school curriculum and is enriched by the environment and by technology
- Technology that allows children to develop wider relationships with other learners and teachers, a wider experience and a broader culture.

Respect for staff Schools where the staff's role as educators is respected and reflected in the space they have to work in, the technology that supports their role and their need to continue their own learning. A school where staff are helped to stay emotionally and physically healthy and to develop relationships with staff in other schools.

Earliest intervention Investment that follows through on addressing problems early on rather than later intervention.

Meeting the needs of the whole child An accessible building that aims to include all children and meet their needs to achieve, be healthy, safe and as adults be economically secure. A building that extends, without stigma, access to other services that only some children and families may need and respects their need for privacy and space.

We intend to develop all schools as extended schools supporting all aspects of a child's development, in partnership with parents, and will support schools to become the heart of their communities. They will provide access to a range of services and information for children, young people and parents as well as community use of the facilities. Schools will cater for a wide range of needs with the support of specialist services and other schools. Special schools will cater for those children and young people with complex and specific

needs and support teachers in developing inclusive practice in mainstream schools. Curriculum and facilities will be flexible to meet the individual development needs of all children and young people. Schools in partnership may offer different elements of the curriculum. Specialist schools at Secondary level will continue to share their expertise as well as developing new specialisms and new roles in the development of services.

Standards

Poole recognises the need to improve standards and narrow the achievement gaps. The strategies we have used to narrow the gap in the Foundation stage have included the deployment of a skilled team of early years advisory teachers and childcare officers to monitor, challenge and support settings to meet the whole needs of the child, foster the conditions for play and learning and maintain a focus on the development of language and emotional well being. Our success is evident in the exceptional increase in the numbers of children with 68 points and 6 or more points in Communication, Language and Literacy and Personal, Social and Emotional Development and the narrowing of the gap between the lower 30% and the upper 70% by deprivation. This has been greatly contributed to by the development of children's centres and their use to meet a wider family and child support need and act as a hub to re-affirm networks and partnerships with a broad range of providers from the Private, Voluntary and Independent sector.

Poole has two Primary phase schools in special measures. One is making good progress and the other is awaiting its first HMI monitoring visit and is assessed locally as making good progress.

At KS2, three schools in English and four in mathematics fell below the floor targets of 65%.

Poole is committed to addressing these issues. Measures to tackle underperformance were agreed at the Standards Meeting between Poole, GOSW, the National Strategy teams and Ofsted in October 2007 and are as follows:

- Analyse results with schools to clarify in detail the conversion issues by subject, gender and level and confirm the accountability of school leaders for this performance.
- Deploy SIPs to challenge schools on rates of progress, and use the new targets to sharpen attention on conversion and expectation.
- Analyse the similarities and differences between the results in Combined and Middle schools, and correlate outcomes with the staffing and deployment approaches taken (e.g. use of subject and phase specialists), including focus on what were the ingredients of success where schools improved against the LA trend.
- Maintain and extend the use of Intensive Support Programmes in schools below the floor targets or where pupil progress is slower than it should be because of the confirmed success of this programme
- Focus on pupil tracking systems in work with all schools by the LA team, especially the accuracy of teacher assessment and level of expertise in this area

A range of measures is in place but investment in the school estate, infrastructure and professional development will enable a sharper focus in this area and provide opportunities to remedy long term weaknesses and transform the experience for children, their families and communities.

The change in the age of transfer which was widely agreed with parents and schools in 2007 is planned for 2013 and will secure improvements in curriculum continuity and progression. The change will also improve school accountability for end of Key Stage achievement and individual pupil progress. The change in the age of transfer, changes to school organisation and the Primary Capital Programme will enable us to:

- Create Infant, Junior and Primary schools with capacity to provide the broad range of learning opportunities, professional development and budget flexibility required in Foundation, KS1 and KS2;
- Broaden the range of provision and services available by establishing effective collaborative arrangements including federations, as we are currently consulting on with parents in the Middle school in special measures, and the establishment of Trust schools as we have with a Special school for children with complex health needs;
- Design schools to support an ICT rich learning environment and a Common Learning Platform across appropriate groups of schools in order to change and transform learning allowing anywhere, anytime learning for school and community. ICT development, improvements and change management supporting a fully managed service provision across the whole of the estate will begin as early as practicable to ensure that this vital element permeates all briefing and design processes. ICT design is an essential driver in our plans for transformation;
- Establish networks of staff between schools to improve professional development and curriculum continuity;
- Provide spaces and support for staff that meets their needs, their professional development and, thereby, encourages recruitment and retention;
- Refine the offer for children with special needs and allow us to develop a continuum of integration and collaboration between Special schools and mainstream schools to provide effective outreach support and early intervention thus enabling more young people to attend a local mainstream school and retain better links with their peers.

Our schools will also have an impact on families and communities, enabling them to have confidence in their children's futures and encouraging their role in developing literacy, numeracy and the ability to sustain learning. They will reduce the number of times that children require protection and parents need sanctioning. We will do this by:

- Integrating planning and execution of the, Primary Capital and Targeted Capital, BSF, Children's Centres and MyPlace programmes to achieve additional benefits for young people, families and communities.
- Investment for prevention and early intervention and follow through in the knowledge that catching problems early and using an integrated approach is more effective than later specialist interventions
- Co-locating social care, youth and health services within schools so that provision extends, without stigma, access to other services for young people and their families as part of mainstream community provision
- Enhancing extended services in collaboration with Council sport and library facilities, local Secondary and Special schools and other community providers
- Enhancing community outreach to improve customised support for vulnerable groups and families.

Every Child Matters

We intend that any child born today in an area of disadvantage will benefit from a new children's centre (co-located with a Primary phase school where possible), move to a Primary phase school transformed through the Primary Capital Programme and other investment and transfer to a Secondary school transformed through BSF investment and the academies programme and continue in education or training to 18 via new pathways. This approach, with effective safeguarding arrangements and access to support services, will enable every child to have a good experience of childhood and be prepared for adulthood.

Extended schools, together with children's centres, are key access points to services which support the delivery of the Every Child Matters outcomes for children and young people 0-19 and their families.

Investment in buildings and infrastructure alone will not transform learning opportunities. Our Children and Young People's Plan demonstrates how a multi-agency approach intended to secure access for all children and their families to services within easy reach, is an essential element in improving the outcomes of the Every Child Matters agenda.

Opportunities to join up investment in childcare, children's centres, early years and extended schools with the Primary Capital Programme will be central to our planning. Examples that are currently being considered include:

- Multi-agency provision, including a children's centre, maintained nursery and early years setting, incorporated in the new building for Hillbourne School and Nursery. Discussions are also on-going with the Primary Care Trust on the possibility of locating a health centre on the site.
- Children's centre outreach provision and multi-agency staff facilities developed in surplus accommodation at Branksome Heath Middle School.

Other developments could include a children's centre on the site of Stanley Green First School, children's centre outreach from Bearwood Primary School, 0-19 provision linked with the youth centre and local church in Merley and potential for children's centre outreach provision on a school site in Broadstone/Springdale.

As demand for different services grows, for example, for parent support and children's centre outreach work, there is a need for space within schools to deliver these services. However, the scope for services to use the space during term-time is limited due to the reasons described in Section Two. It is our aim to develop, adapt and extend, if necessary, school buildings to provide the accommodation needed to meet the needs of both schools and the communities they serve. By 2010 all schools will be expected to deliver access to the extended schools core offer of services. At present approximately 50% are able to offer full access. Primary schools particularly are struggling to provide some services due to the lack of appropriate space. Some of this demand can be met through relatively minor alterations.

Poole is committed to developing its healthy eating strategy through the provision of a high quality transported hot meals service in Primary phase schools. In addition to negotiating with a commercial provider (in partnership with two neighbouring authorities) for a contract for the provision of hot meals, we have also established a service whereby meals are supplied by local Secondary schools and an in-house service from a hub kitchen based on the site of a Special school. All these meals are produced on a non-profit making basis, which ensures that high quality meals are produced, with a high percentage of the costs

being spent on locally sourced ingredients. Geographically Poole is a small town and no in-house produced meals are likely to be transported further than four miles, with the majority transported just a few streets away. It is our aim to expand the capacity of the hub kitchen and increase the number of Secondary schools providing hot meals for local Primary phase schools in order that we become entirely self-sufficient in the provision of transported hot meals without the need for a contract with a commercial contractor. The Primary Capital Programme, together with Devolved Formula Capital grant, will support the development of serveries, dining areas and storage for tables and chairs in all Primary phase schools.

By December 2009 all schools will have achieved National Healthy Schools Status meaning that they will be offering access to extended services and working to promote healthy lifestyles and behaviours. These include “encouraging the take up of school lunches, reviewing school food provision and lunchtime arrangements, schools adopting the whole school approach, including teaching children through the curriculum about healthy eating and involving children and parents in the change process” from the PSA Delivery Agreement.

In order to meet the PSA target and the five-hour offer for PE and School Sport, we need:

- Specific indoor space for PE which is not used for lunches and assemblies
- Safe outdoor space that is fit for purpose such as playing fields, MUGAs and zoned activity areas on the playground
- Secure access for community use in the evenings, weekends and holidays.

Investment will ensure that all children have access to indoor and outdoor areas for play, sport, games and activities such as drama, music and quiet reflection. Investment will also reflect the need to improve the quality and range of medical facilities in schools for routine screening, administration of treatment e.g. medication or therapy, and access to health advice. This will require joint planning with the health authorities.

Diversity, Choice and Responsiveness to Parents

The current model of school management is not sustainable in the longer term. Poole needs to continue to move away from service delivery and further develop commissioning of services from a variety of providers better placed to meet the increasing demand for higher performance and better public services. Innovative thinking needs to develop new models including collaborative arrangements between maintained schools, partner organisations such as health, and the private and voluntary sectors. Our proposals for changes to school organisation will:

- Produce effective plans to ensure that by 2013 no school has more than 25% surplus places and the overall surplus places across Poole is less than 10%:
 - A plan for the removal of surplus places has been in place since 2003 and in the past 5 years 5.5 forms of entry have been removed from the Primary phase. Action has already been taken in relation to four of six schools with a high surplus identified in the 2007 Surplus Place Return. The proposals consulted on for the Primary Strategy for Change remove surplus places from the remaining two schools
 - The issue of rising pupil numbers in the Primary phase over the next five years and beyond means that the Council must plan carefully to ensure that there are sufficient school places.

- Address the high level of surplus places in schools:
 - Heatherlands First School will change from a 3 FE First school to become a 2 FE Primary school
 - The catchment area between Heatherlands First School and Sylvan First School will be reviewed so that 1 FE from Heatherlands can be accommodated at Sylvan
 - A specialist base for pupils with Autistic Spectrum Disorder may be developed in surplus accommodation at Manorside Combined School if the school's Admission Number is reduced from 60 to 45.
- Use surplus space where possible to secure extended provision:
 - A specialist base for pupils with Autistic Spectrum Disorder (ASD) may be developed in surplus accommodation at Manorside Combined School if the school's Admission Number is reduced from 60 to 45
 - Surplus accommodation at Branksome Heath Middle School will be used for children's centre and multi-agency working when the school's Admission Number is reduced from 150 to 120 in 2013.
- Ensure that additional places are provided to meet high and increasing levels of demand:
 - The Admission Number of Lilliput CE VC First School will increase from 60 to 90 in 2009
 - The Admission Number of Baden-Powell & St Peter's CE VC Middle School will increase from 150 to 180 in 2012
 - The Admission Number of Oakdale South Road Middle School will increase from 140 to 150 in 2012.
- Strengthen school governance to raise standards through the creation of new collaborations such as federations and Trusts:
 - The governing bodies of Canford Heath First and Middle School are currently consulting on the proposal to federate. Federation could take place before the new school year in September 2008. The Headteacher of the First school has been appointed as Executive Headteacher for both schools.
- Consideration will be given as part of the planning for an Academy to be developed in the BSF Wave 6 project as to whether there is potential for it to be all-age.
- Seek the views of parents and other stakeholders in the development of specific proposals for individual schools:
 - In developing our proposals for the changes to school organisation described above, we have consulted extensively with schools, parents and other stakeholders. Since 2004 we have undertaken extensive consultation on the age of transfer and Poole's complex school system. In the Autumn of 2007 we expanded our consultation with schools to include the Primary Capital Programme. A formal first phase of consultation on options for change was undertaken during February and March with school staff and governors, diocesan partners and the Learning and Skills Council. A second formal

phase of public consultation was undertaken in April and May on specific proposals for change to school organisation and initial investment priorities. This consultation included the widespread distribution of 21,000 consultation leaflets and public meetings in the four school pyramids where changes are proposed. Statutory consultation will be undertaken on the proposals to be implemented before 2013.

Information and Communication Technology (ICT)

ICT will be central to the transformation of teaching and learning. It will allow schools to work in innovative ways, providing a range of tools, educational content and creative techniques so that resources are available whenever and wherever teachers and learners need them.

ICT will empower teachers, learners and managers by making the curriculum more accessible and personalised. Better management information generated through ICT will help to identify how well learners are progressing and enable early intervention. There will be a particular focus on raising standards, especially in areas where it can have the greatest impact (such as in literacy and mathematics or for underperforming groups). Although ICT is a key element, the vision is based primarily on learning rather than on technology.

E-learning will complement traditional teaching methods. Used imaginatively and creatively, ICT will make learning more effective and motivate all learners by providing alternative approaches to learning. Learners will increasingly have the facility to direct their own study and will benefit from being given more flexibility, more independence and more choice in how, when and, as independence develops, what to learn. Learning will become increasingly effective as it is better tailored to the needs of individuals.

The transformation of teaching and learning, in line with the Government's E-strategy (Harnessing Technology), will be achieved, for example, by enabling more engaging lessons, by promoting more effective sharing of ideas and by provision of online services for parents, carers and children. Harnessing Technology funding is already being used to enhance the ICT infrastructure for all Primary schools, providing every school with a safe high-speed scalable Internet connection which will enable collaboration between schools and communication and access to a wealth of learning resources and materials. At the same time, it is supporting the implementation of learning platforms which will, for example, support better management of workflow, allowing teachers to choreograph personalised programmes of learning and give each learner an online learning space and associated content and tools which are accessible whenever and wherever they are needed. ICT-based collaborative personalised learning will permit learners to study in the ways that best suit them.

The introduction of an ICT Managed Service, developed in collaboration with the local Building Schools for the Future programme, will ensure that every school has a consistently reliable well-maintained and sustainable range of relevant ICT resources to support effective learning. Ubiquitous ICT will support innovative and flexible approaches to teaching and learning, and will play a key part in their transformation.

ICT will help to place each school at the heart of its community by allowing a range of services to be offered to local communities. This will encourage parental and community involvement in education and promote inclusion by giving access to digital resources.

Buildings

Since last Autumn we have undertaken extensive consultation on our educational aims and the prioritisation of projects within the Primary Capital Programme. We have used a scoring matrix agreed with schools to prioritise schools based on a number of criteria including: condition, suitability, sufficiency, standards, demand for places and deprivation. This has produced a rank order of priority and it is anticipated that 15 of the 28 Primary phase schools will benefit from Primary Capital Programme funding with the remaining 13 investing Devolved Capital Funding to improve their facilities.

Desk top evaluations of all schools have been undertaken and masterplans have been developed for the 15 highest priority schools with a further 13 to be undertaken over the next year. The masterplans take into consideration the future plans for the school in terms of size, whether it will be an Infant, Junior or Primary school and proposals for extended schools and children's services provision. Existing buildings have been compared with the relevant DCSF design guidance (BB99 and BB77) to identify the extent of modernisation required.

Hillbourne School and Nursery has been identified as the worst condition building. The school is a Combined school for pupils aged 3 to 12 (Nursery to Year 7) and was created in 2006 through the amalgamation of Hillbourne First School and Nursery and Hillbourne Middle School. The school currently operates from the two existing First and Middle school buildings, located on the same site but at some distance apart. An options appraisal has concluded that the costs of extending, adapting and refurbishing the Middle school building would be close to the cost of building a new 2 FE Primary school. The timing of the new build project will be co-ordinated with the change in the age of transfer as the specialist accommodation for Year 7 will be required until 2013.

A long-term investment plan has been developed which estimates the total levels of funding to be received through the Programme, as well as other funding streams that can be used such as formulaic funding, school contributions, capital receipts and s106 contributions. We have assumed that we will complete the Programme by 2021. This will enable us to programme the projects within the phases of the Programme, linked to the three year spending review periods, when the allocation of funds is confirmed, and give assurance to decision-makers that projects brought forward for approval are affordable within the long-term aims of the Programme. Costings are currently drawn from the desk top assessments but the long-term plan will be reviewed and adjusted as projects are developed and greater cost certainty is gained.

Section 4: Approach to Change

The Council has been assessed in its 2007/2008 APA and JAR as a “good” authority. We will build on this assessment to deliver the Primary Capital Programme and to ensure that a corporate approach is adopted for its effective implementation.

Poole is committed to developing the Primary Strategy for Change through consultation and needs analysis and to developing the capacity required to implement change. This approach will ensure that children and young people do not experience delays in implementing this transformation programme.

Capacity building and change management

Poole has developed its strategic planning for Primary and Secondary education following an extensive period of public and stakeholder consultation. Since 2004 this has focussed on a Borough wide review of school organisation which resulted in proposals to change from a three tier structure of education to a Primary / Secondary structure being approved by the Poole School Organisation Committee in April 2007.

Extensive consultation with schools, parents and other stakeholders has been undertaken over the past six months on the Primary Strategy for Change. In parallel with this, consultation on our Strategy for Change for Building Schools for the Future has also taken place. Poole is in a joint project with Bournemouth in Wave 6 of BSF to improve the quality of Secondary provision. All of these strands are rooted in Poole’s Children and Young People’s Plan.

Secondary school leaders have taken part in the NCSL programme for school leaders in BSF and it is planned that the programme will be offered to Primary school leaders. It is acknowledged that there needs to be an effective partnership between school leaders and the local authority team to create and achieve a shared vision and to maximise the potential that BSF and the Primary Capital Programme offer to transform learning.

A restructuring in Children and Young People’s Services is currently being undertaken to build the staffing capacity needed to deliver BSF and the Primary Capital Programme. The post of Children’s Services Capital Programme Manager has been established to lead a team of buildings officers who will act as “expert client” and procure the services needed to deliver all programmes and projects.

The Council has adopted the Prince 2 methodology for project management and it is planned that all those involved in planning, procuring and delivering projects will undergo Prince 2 training.

Planning, monitoring and evaluation

Poole is fully committed to transformation through the Primary Capital Programme. The Primary Strategy for Change has been approved by the Full Council, our two diocesan partners and by ?? of our 28 Primary schools (*?? to be completed when responses received from schools*)

New governance arrangements for the Children’s Services capital programme have been put in place over the past year. A Children’s Services Capital Programme Board has been

established to oversee the capital programme, school organisation plan and asset management plan. The Board does not have decision-making powers but recommends decisions to Cabinet and Council as appropriate. The Board comprises five Elected Members (3 from the Administration, including the Portfolio Holder for Children's and Young People's Services, and 2 from the Opposition) and is attended by senior officers, including the Strategic Director (Children's Services) and the Heads of Property, Legal and Financial Services. The Capital Programme Board meets on a monthly basis.

The work of the Capital Programme Board is supported by the Schools for the Future Steering Group comprising Headteacher and Chair of Governors representatives. The Board is also supported by the Children's Services Capital Monitoring Group, chaired by the Strategic Director (Children's Services) and attended by senior officers from Children's Services involved in the planning and delivery of the capital programme, and the Heads of Property and Financial Services. This group meets monthly to monitor progress on the capital programme overall and to consider issues and developments to be reported to the Capital Programme Board. A RAG (red/amber/green) system is used for all projects to identify milestones, costs, programme and risks.

Every programme and large project (over £1m) has a project board comprising officers and stakeholder representatives and chaired by the Senior Responsible Officer who is either the Strategic Director (Children's Services) or the head of one of the three Children and Young People's Services units.

Post project review meetings are held after project completion, involving all relevant stakeholders (including consultants and contractors) to assess the impact of the project, identify good practice and learn lessons.

As described previously, the selection of individual projects for the Primary Capital Programme will be made through scoring schools against a range of key criteria to develop a priority order. Additional factors will be applied to translate the priority order into a programme. Factors include targets to improve standards, address the 5% worst condition issues, remove surplus places or add new places, and to ensure that schools have the appropriate accommodation needed for changing the age of transfer. Stakeholders have been involved in developing the initial investment priorities and will be consulted for subsequent stages of the programme.

Achieving educational transformation

Our proposals are intended to ensure that a change management programme is put in place to prepare all those involved to capitalise on the opportunities for transformation which the stimulus of building and refurbishment affords a school.

The local authority will establish a multi-disciplinary transformation team for each school in the first allocation of investment. In this phase the school's multi-disciplinary transformation team will be created and led jointly by a senior officer of the local authority and the Headteacher. The number of people and the range of expertise on the transformation team will change as the demands shift through the phases of the programme for each school. However, it will always involve colleagues with a passion for personalising learning, the use of ICT, extending services and community involvement. Each team will be comprised of members of the school leadership team, local authority officers, and skilled teachers and teacher mentors from across the LA. There will also be technical support afforded through the architect and the local authority expert client for the school estate. There will be personnel and financial expertise. There will be expertise in

community development, safety, sustainable transport and health.

The transformation teams will themselves need further training in change management and learn to act in concert with the school and LA and within their team. We will enhance our capacity by putting team members forward for the Training and Development Agency's 'Managing and sustaining change' programme and have nominated individuals in the team who will work with the co-leaders to maintain this training. We will inspire through external speaker programmes and links to 'expert' groups.

Although transformation team members will have a 'home' in their team they will also be part of 'expert' groups where the detail of issues that require cross school vision and action can be handled and passion and expertise maintained. Therefore we will sustain expert groups for personalised learning (including assessment for learning, co-operative and accelerated learning), student voice, inclusion, ICT, healthy schools, attendance and behaviour, sport and culture, and community and parent learning. Some of these groups will be local but others will be regional and national e.g, the Cultural Hub and BECTA. The expert groups will also provide a contact with schools in the LA where investment will not take place for some time so that a single vision is maintained and local policies and solutions take account of different school circumstances.

Initially, in advance of the design and costing phases, the transformation teams will work with the whole school workforce and the communities served by each school to translate aspirations into ideas for change. Later the teams will pilot these ideas well in advance of their building programmes, ensuring that people are ready for the buildings that will house our vision for personalising learning, including young people and being at the heart of communities.

Successful models of curriculum change management such as the Primary Intensive Schools programme will be adapted for the schools in the first investment phase, transforming learning and teaching through incremental Intensive Support Cycles where focused development using powerful evidence-based learning approaches such as parental involvement, one to one tuition, assessment for learning, cognitive acceleration and co-operative group work inspires and binds the staff of the school to the vision in real life and where staff learn the change skills of action research, coaching and lesson based learning. The team will also have a budget of money to meet the additional specific needs of staff undergoing significant development.

Initially led and established by the LA senior officer, over time, the leadership of the transformation team will shift to the Headteacher and the transformation team will fall under their direction, providing a resource that understands the school, its immediate needs and future aspirations. The Headteacher will be supported in transforming leadership approaches through this process, distributing leadership as a consequence of the need to promote school wide change. This approach is intended to sustain and improve standards and young people's experience during what will be for some schools a major building programme.

Every Child Matters

The school at the heart of its local community is central to Poole's vision, particularly Primary education. As described previously, much progress has already been made in making extended services accessible in or through schools and the Primary Capital Programme offers the potential to develop this further.

The masterplans for each school include short, medium and long-term plans for the co-location of children's centres and wider community services with new or refurbished schools. For example, multi-agency provision, including a children's centre, maintained nursery and early years setting, will be incorporated in the new building for Hillbourne School and Nursery. Discussions are also on-going with the Primary Care Trust on the possibility of locating a health centre on the site.

In 2013, First schools which currently cater for pupils in Years R to 3 will become Infant schools for pupils in Years R to 2. It is planned that any surplus accommodation remaining after accommodation shortfalls have been addressed, should be adapted for use for early years settings where the Childcare Sufficiency Survey identifies a need.

Finance

In February 2007 the Council approved the Children's Services Capital Strategy 2007-2014. This document sets out details of estimated income that the Council expects to receive over the period 2007-2014 and the estimated costs associated with implementing the actions needed to achieve its agreed priorities. These priorities include Building Schools for the Future, the Primary Capital Programme and changing the age of transfer and are part of the Schools for the Future project to transform Primary and Secondary education.

Poole's allocations for the Primary Capital Programme (subject to approval by DCSF) for the first two years of the programme are:

2009/10	£3.0 million
2010/11	£5.3 million
2011 – 2023	It is expected that funding will continue at similar levels subject to future decisions on public spending.

This will not be sufficient to meet the cost of transformation in Poole. A long-term investment plan for the Primary Capital Programme has been developed which estimates the total levels of funding to be received through the programme, as well as other funding streams that can be used such as formulaic funding, Sure Start funding, school contributions, capital receipts, s106 contributions and contributions from partner organisations.

Procurement

It is anticipated that the Local Education Partnership for the BSF Wave 6 project will be in place within three years and, once established, will be the delivery mechanism for Primary Capital Programme projects.

Poole has expressed an interest to join the South West Building Construction Framework which will be in place from April 2009. It hoped that delivery of the initial investment priority projects through this Framework will achieve efficiency and value for money until the LEP comes on stream.

Poole is already working with Bournemouth on the BSF Wave 6 project. Convergence between the two Authorities in areas where efficiency and value for money can be achieved are corporate aims and the Primary Capital Programme provides an opportunity to continue joint working.

Design

Poole is committed to ensuring design quality. A number of recent Children's Services projects have been awarded national and local awards and more importantly, have been deemed successful by the end users.

We believe that delivering excellent design can only be achieved by having early involvement of stakeholders and end users; a clear vision; a concise and comprehensive brief; and a realistic budget. Senior Responsible Officers will act as design champions and will ensure that appropriate reviews are undertaken at key stages of projects.

We intend that Design Quality Indicators will provide a tool for evaluating the design quality of school buildings from the inception of the project through the design stages and once the building is complete. They will be used to ensure that school communities (workforce, children and parents) are involved the development process.

In planning to create sustainable school buildings for future generations with excellent environmental performance, Poole will ensure:

- all new build projects achieve a BREEAM "very good" rating
- consideration is given to energy efficient design principles and reducing dependency on fossil fuels for heating and lighting
- encouragement for methods of transport to and from school other than travel by car
- innovative on-site waste minimisation and management solutions
- incorporation of innovative water management technologies to reduce metered water consumption and identifying sustainable drainage systems that reduce flood risk
- maximum use of recycled and sustainable materials in the construction, fitting and furnishing of buildings, without compromising the appearance, performance and user acceptability
- promotion of Solar Passive Design.

We also plan to provide on-going support for schools on the management and maintenance of school buildings to ensure the investment through the Primary Capital Programme and devolved funding to schools is sustained in the longer-term.

Section 5: Initial investment priorities

The initial investment priorities for the first four years of the Programme (2009-2013) will:

- replace the 5% worst condition building (Hillbourne School and Nursery)
- provide additional accommodation to increase the capacity by 1 form of entry of a popular and successful First school in an area of the Borough with rising pupil numbers (Lilliput CE VC First School)
- address standards in schools (where capital investment is required) by provision of additional facilities for teaching, learning and personal development where there are significant shortfalls (Branksome Heath Middle School and Longspee School)
- improve in-Borough provision for children with Behavioural, Emotional and Social Difficulties (Longspee School).
- implement school organisation proposals in response to parental preferences to create an all-through Primary school (Heatherlands First School, Sylvan First School and Branksome Heath Middle School)
- join up investment in childcare, children's centres, early years and extended schools with the Primary Capital Programme (Hillbourne School and Nursery and Branksome Heath Middle School).