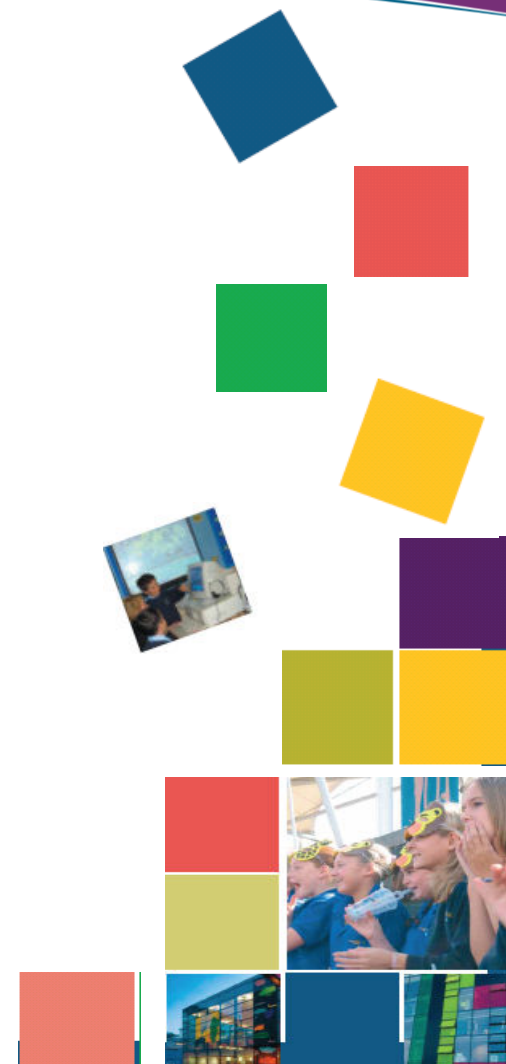


STRATEGY FOR CHANGE



1) INTRODUCTION

Halton's Vision for Building Schools for the Future is to:

Continue to develop learning environments which are innovative, flexible, dynamic and where every learner is valued and has the opportunity to achieve and realise their individual potential.

The BSF programme will be delivered within the context of the Borough's Children & Young People's Plan, which is working towards creating a community committed to realising high aspirations, where all Children, Young People and families are valued and respected and where inclusion and diversity are promoted.

The BSF Programme in Halton will create aspirational learning opportunities delivered in inspirational buildings, fit for 21st Century learning, where every student can achieve their full potential.

This vision for Children and Young People should be viewed in the context of a history of improvement since Halton became a unitary authority in 1998. There has been significant improvement in both attendance and attainment, allied with the highest performance improvement at Key Stage 4 (5 A* - C including English and Maths) in 2007. Halton had also one of the highest rates of improvement in Level 4 and above at Key Stage 2... BSF will enable a further step change in performance and aspiration for young people.

Halton Council, through the BSF Board, has a key leadership role to play in the BSF Programme. This includes being facilitator, advocate and enabler for local communities and other stakeholders in making the vision a reality. This vision can only be delivered through partnership; with our schools, businesses, our young and their parents and carers.

Our 'Strategy for Change' outlines how this will happen in practice.

2) What we commit to doing?

The BSF programme is therefore the platform for change that will enable Halton to make the next step change in learner engagement. The BSF programme combines capital investment, innovative emerging technology, and best practice, within one integrated package.

Our prime goal is to raise standards and the aspirations of learners by unlocking potential.

Our key role is to lead on the development of a Halton wide "Learning Community" within which all learners can develop a real and lasting enjoyment of learning.

Our focus is on the learner and the quality of teaching and learning opportunities they have access to through a dynamic 14-19 curriculum.

Our expectations are high: we will set and achieve challenging targets.

Our pace will increase to ensure we continue to raise standards for every learner and for the community that we serve.

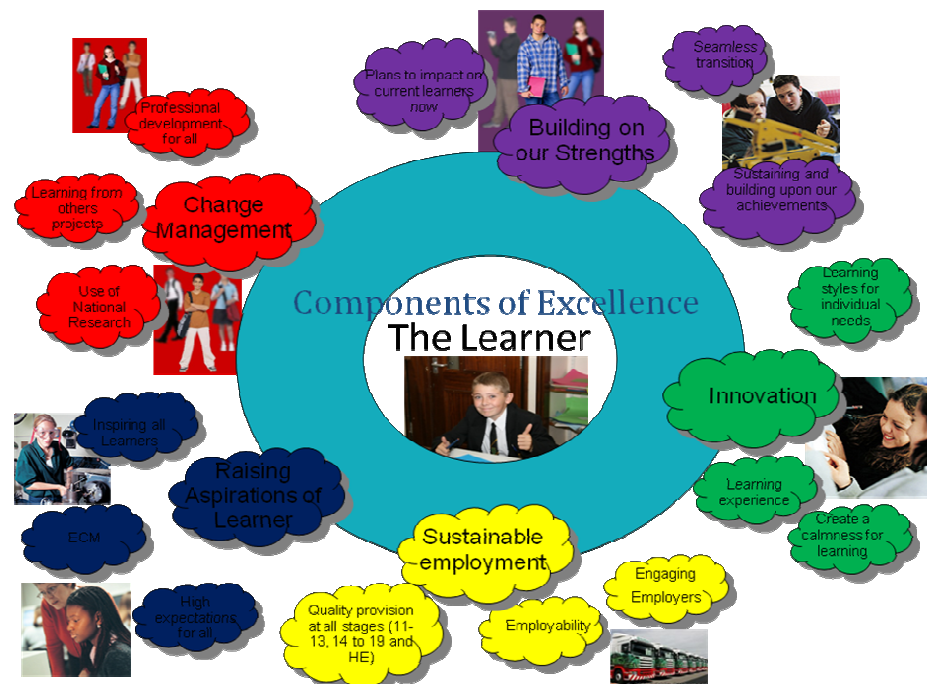
To achieve these goals we will aim high and for continuous improvement.

Our agenda is challenging: to achieve we will commit to becoming a learning partnership that values the individuals within it.



Furthering our journey to excellence

3) How will we achieve excellence?



As a result of BSF Investment, educational outcomes will continue to improve the attainment gaps will narrow further. Personalisation of learning and exciting new curriculum developments such as Specialised Diplomas will improve performance significantly at key stage 3 and 4 and our aim is to ensure that all Haltons Schools exceed national averages. Evidence of our aspirations can be seen in our School Provision chart.

Halton secondary schools have greatly improved its attendance and this will continue to improve because our learners are better motivated to attend school and enjoy learning. The personalised and flexible learning will secure this, supported by state of the art ICT which ensure our learners are engaged. This will in turn reduce the number of NEETS.

BSF will help to further enrich out of school learning across Halton. A wide range of activities is currently in place and will be enhanced but with the use of ICT the access will be made universally available to all learners at home in our schools and on the move. This will further support development of whole life learning and family learning.

Through the BSF programme we will:

- Transform secondary education in our schools and promote higher standards and achievement for all;
- Promote schools as key centres for transforming learning and improving learning outcomes across the Borough and within communities;
- Improve the learning of every young person by developing improved capacity for responding to learner diversity;
- Add value to the learning experiences for all participants, demonstrated through improved learning outcomes;
- Develop and consolidate whole system change in the delivery of a dynamic and relevant 14-19 curriculum;
- Develop improved learner pathways to ensure progression through both academic and vocational routes;
- Put ICT and an e-enabled learning strategy as a core offer in learning including student based guidance and achievement tracking. Ensuring e-learning is at the heart of all provision;
- Develop learning spaces that can cater flexibly in localities, meeting the diverse needs of learners, and contribute to the continued regeneration of the Borough;
- Promote the role of school settings as the heart of local communities and as key delivery points for a wider range of services (co-location of social care, health support, community provision, adult learning etc);
- We are conscious of the need to ensure that sustainability is an integral feature of our current work and BSF planning. All secondary schools are currently addressing sustainability issues through the curriculum and this will be enhanced as schools involve their learners in the design process
- Develop environments that can cater flexibility for the integrated delivery of children services within community focused, local delivery sites.
- Maximise collaborative working across settings to share and disseminate specialisms and maximise access for learners to high quality teaching and learning experiences;
- Promote confidence within the local community that the Borough can offer high quality teaching and learning opportunities for all learners;
- Promote diversity in the provision of schools through supporting the development of specialist schools, collaboration between schools, federations and governance arrangements that promote system-wide reform and management.
- Provide environments where learners will learn to learn with enthusiasm, purpose and prepare them for the future opportunities and the challenges that they will meet;

Furthering our journey to excellence



4) Where are we starting from and what do we need to do next?

Halton welcomes the opportunity the BSF Programme offers to ensure that every young learner in secondary education is confident, creative, aspirational, independent, resilient and enjoys high self-esteem.

Whilst significant progress has been made economically, the Borough of Halton is still characterised by widespread deprivation. Progress made in regenerating the Borough which has resulted in the IMD ranking of the Borough increasing to 30th from 21st, 14th and previously 7th.

Learning is critical to the Social Capital that complements the regeneration of the economy. Educational attainment and achievement at school and the acquisition of important employment skills, critically affects employment opportunities and social mobility. Through BSF our aim is to provide a locally educated, skilled and flexible workforce essential to the continued development of the Borough.

The impact of the drive to narrow the attainment gap and improve performance resulted in Halton secondary schools achieving the highest performance improvement in the country for GCSEs A*-C, including English and Maths, in 2007. The increase of over 9% in 2007 builds on a 5% increase in 2006. Progress is now needed to improve the numbers of learners achieving 5 A*-C including English and Maths; performance at Key Stage 3 and post-16. The BSF Programme will provide the impetus for this objective.

Improving secondary attendance has been a key priority within the Borough. In attendance, significant improvement has been achieved, with Halton's ranking increasing from 7th poorest in 2004/2005 in secondary attendance to 51st best in 2006/2007. The second most improved Authority in secondary attendance nationally.

Our focus has been on addressing the type of secondary provision required to build on these achievements; and to stimulate greater progress. Radical plans for school organisation have been agreed which address school surplus places; gaps in provision; provides a more diverse offer for the learner; and through the co-location of two special schools on mainstream sites; capitalises on the outstanding provision already offered by Halton's special schools.

The BSF Programme will therefore enable Halton to improve and modernise its secondary provision through either rebuilding or remodelling the existing estate. It is planned to create a range of flexible learning spaces that will facilitate different learning opportunities. This includes a more responsive curriculum; personalised learning and the needs of the local workforce and local community. The investment in technology will allow the development of an ICT enabled learning community and facilitate different ways of delivering learning across the Borough. Investment in Halton secondary provision will ensure full inclusivity and all ability.

Facilities Management and Life Cycle provision will be used to ensure the long term sustainability of secondary development.

5) How do we propose to ensure choice, diversity and access to schools for all parents and learners in Halton?



Through working closely with individual schools, Diocesan Authorities and other key stakeholders Halton will support and develop a diverse range of provision across the Borough. Expanding popular and successful schools and driving up standards in all secondary provision will ensure that all parents have the choice of accessing high quality provision for their children wherever they live. This is exemplified by:

Diversity - Plans to develop a Shared Faith High School will help create greater community cohesion and ensure that parents are able to opt for Church of England secondary provision within the Borough for the first time. Diversity within the Borough will be further enhanced through the provision of an All Through Trust School for learners aged 0-16 years in the form of The Grange Partnership.

Academy - The development of an 11-19 Academy within the Borough will support the further development of a secondary school which has already transformed many areas of secondary performance. It is anticipated that the Academy will attract learners previously unwilling to attend the secondary school, thereby ensuring its viability and promoting greater social cohesion and community engagement.



Specialist School Status - ensuring each secondary school has complimentary specialist status with all schools offering a second specialism will ensure greater choice and diversity for learners, parents and carers.

Special Schools – all the current special schools in Halton have been rated either good or outstanding by OFSTED, with one of the special schools achieving specialist status. Each school will be developed as a centre of excellence and will continue to share its expertise and experience with mainstream schools through outreach support. Inclusion and outreach will be further enhanced through the plans to co-locate two of the special schools onto the site of two mainstream secondary schools. This will ensure that at the same time as enhancing inclusion, young people feel secure in their own school environment.

Successful and Popular Schools - The two highest performing secondary schools within the authority will be expanded in response to parental demand. One school increase by 375 to 1500; and the other increasing by 150 to 1200.

Current diversity of Halton School	Agreed diversity of schools after BSF
6 Community schools	3 Community schools
2 Voluntary Aided Schools (2 Roman Catholic)	2 Voluntary Aided Schools (1Roman Catholic and 1 Shared faith)
3 Special schools	3 Special schools (2 to be co-located on to main stream sites)
Key stage 3 Pupil Referral Unit	Key stage 3 Pupil Referral Unit
	1 Trust School
	1 Academy

6) How will Halton promote challenge and improvement in our schools?

BSF will provide a major impetus to improving learning outcomes for all children and young people and impact on raising the aspirations of the local community. In the Summer of two schools did not achieve 30% 5*A - C including English and Maths at GCSE in both cases these schools are improving and we are proposing different governance structures. Improved English and Maths has been identified as a priority for all schools to maintain and improve. Our School Improvement Strategy enables the Local Authority to monitor, challenge and support the performance of all secondary schools. All schools have a School Improvement Partner (SIP) that work to agreed protocols and processes.

Our schools experience a rigorous annual cycle of data analysis, and self-review. Each school has a bespoke approach with a summative evaluation recorded in their Self-Evaluation Form (SEF). The self-evaluation process, the outcomes and priorities, are monitored and moderated by the SIP, through challenge and appropriate intervention. Our schools set challenging targets which are agreed with their SIPs. In 2009 the expectation has been based on the Fisher Family Trust Data. No targets will have been set below floor targets. This is all aggregated and moderated by the Department for Children, Schools and Families (DCSF) and National Strategies.

Schools work closely with their SIPs to agree an annual programme of additional support and consultancy. Currently no Halton school is causing Ofsted any level of concern. Moreover the outcomes of inspections for all secondary, secondary special and alternative education provision have all been positive in 2007/2008. The Council's Children and Young People's Directorate meets on a quarterly basis to review data and outcomes for all schools and agrees challenge and intervention. Schools are given additional support once self-evaluation grades have been agreed by the SIP, or in cases where leadership issues arise. The Council has been able to demonstrate decisive action in schools causing concern, with a significant and timely reduction in schools in Ofsted categories.

Our school improvement strategy enables the Council to challenge and support the performance of all secondary schools, and to:

- Provide effective advice to schools on their improvement priorities;
- Support headteachers and governors in setting robust, challenging but realistic targets;



- Ensure that schools causing concern receive well planned, co-ordinated support;
- Demonstrate commitment to the promotion of self-managing and self-evaluating schools; and
- Support the development of learning communities and the delivery of sustainable improvement through the confederations of schools and school partners.

To deliver the BSF programme the Council will promote re-modelling and workforce reform to deliver new and transformational learning and teaching practices. Our change management processes will ensure that staff are fully prepared to embrace new and exciting opportunities. The Local Authority, with Headteacher colleagues and other stakeholders within the partnership, have a mutual responsibility for the transformation of learning and teaching across the Borough. Through BSF investment we will significantly improve the physical environment for learning and teaching, providing state of the art ICT infrastructure and equipment and focus on the needs of the individual learner

7) How will we develop extended services from schools and facilitate community use?

Extended service delivery through schools and Children's Centres is at the heart of the Borough's strategy to tackle poor outcomes for children. This delivery is linked to health, family support, access to specialist services, child care provision, and 'places to go and things to do'. Targeting services according to identified need and delivered through universal settings such as schools and children's centres is at the core of Halton Children and Young People's Plan. This work is pulled together within a Preventative Strategy which will deliver 'progressive universalism' i.e. strengthens the offer of services available through universal settings, and targets resources for the vulnerable to be delivered through these settings. This reduces the need to access specialist services. Additionally the partnering of schools in the delivery of extended services through a 'campus' or Centre of Learning is strengthening the breadth of the offer of services to children and families within localities. **This work will be enhanced through BSF by:**

Locality developments/opportunities Health: BSF provides the opportunity to explore multi-functional spaces for health services and family support. Evidence of successful working through joint/integrated working of Education Welfare Officers and School Health Advisers running joint sessions with parents where children have absence issues linked level health issues. This is a model of delivery to be developed in the future, and will be key to tackling absence issues in identified schools.

Family Support: a major review of family support is to be undertaken in 2008 with a view to rebalancing service delivery to have a stronger preventative focus. Access to family support and co-locating of workers within schools settings is a potential outcome.

Places to Go things to Do – extended schools : progress has been made towards meeting the core offer of delivery of the varied range of activities including study support, play. Progress has been made in opening up the school facilities for use by the wider community. A Play review is underway that will strengthen this offer and will include the review of play centres. This statutory duty to promote Positive Activities for teenagers from 1st April 2008, and requirement to extend the universal range of provision is developing. The Learning Centre model is well underway in a number of area networks. The specialisms offered by the secondary schools widen the community offer to children, young people and the wider community to access specialist facilities. There is evidence of investment in study support contributing to improved learning outcomes. Extending access to school library facilities for students and parents through extension of opening hours has led to significant improvement in levels of attainment at the school in 2007.

Halton has been successful in embedding inter-agency working through integrated processes such as Common Assessment Framework and workforce development issues. As a consequence implementation of extended service delivery in localities via schools and children's centres as hubs is becoming more established. Extensive consultation with children, young people and their families has been undertaken in 2007 and when combined with the strategic needs analysis across the borough and within localities significant priorities emerge. Feedback from consultation indicates the following:

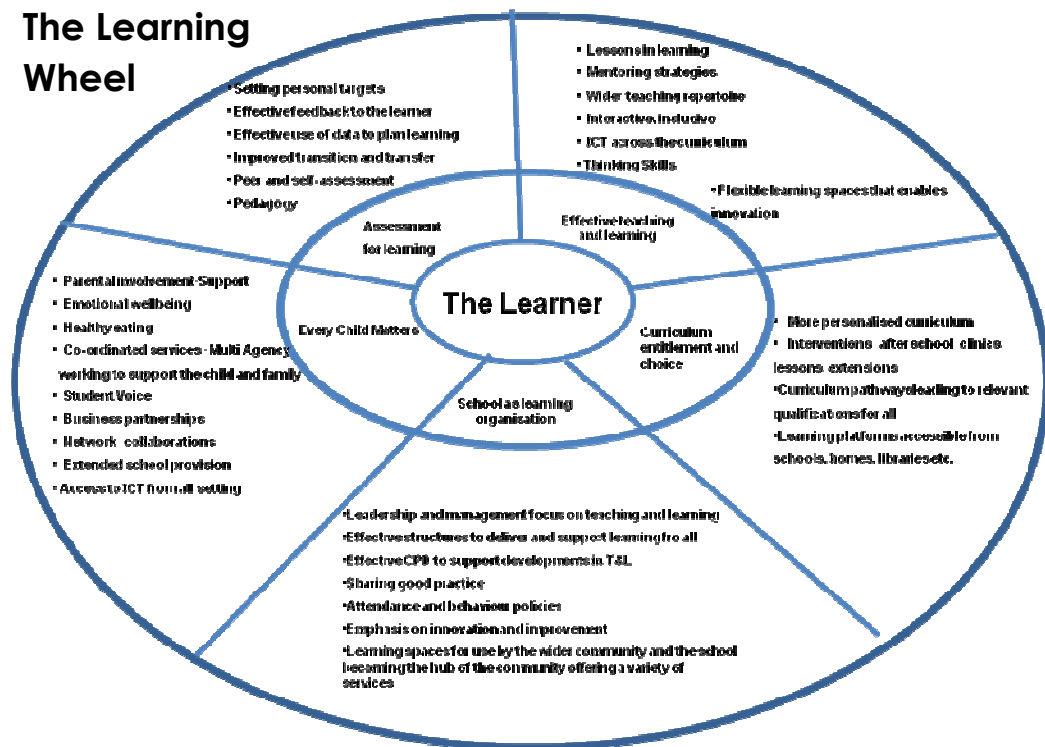
- Greater opportunities for family learning
- Improved access to Citizens Advice Bureau
- Careers guidance for parents
- * Health advice and support
- * After school childcare where transport links hinder access to provision
- * Parent/family support

BSF presents a clear opportunity to use school settings as a delivery vehicle for access to wider support services for children and families, and enable the holistic needs of children to be addressed. It follows that education outcomes for children and young people would improve as a consequence.



8) How will Halton deliver personalised learning?

The Learning Wheel



In Halton every learner is given the opportunity to reach their full potential through a tailored curriculum and teaching methods.

All schools have begun to determine their own plans to deliver personalised learning. BSF will support these plans. This will mean that:

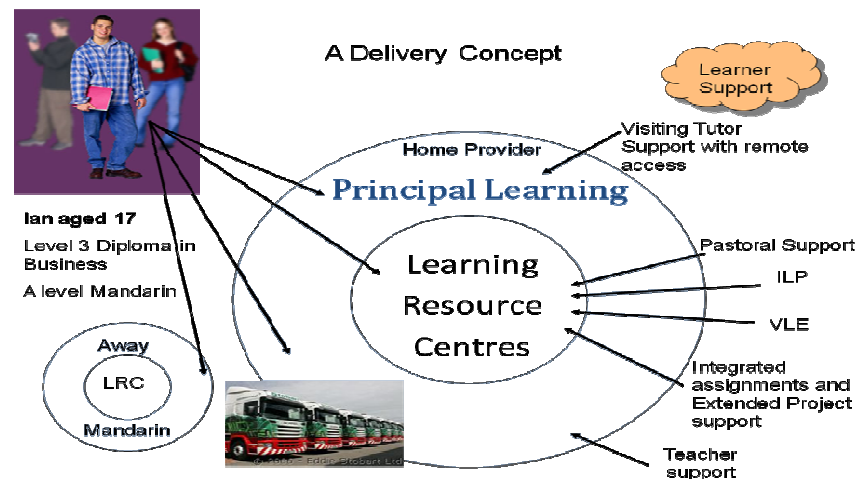
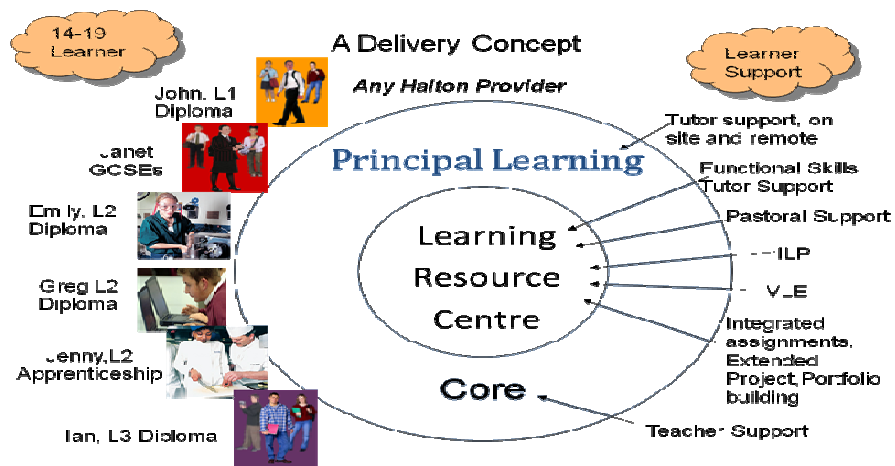
- Learner's individual needs being met both within school and in the wider community.
- Learners having greater involvement in their learning with a curriculum 'package' that will enable them to fulfil their potential.
- Parents' or carer being more engaged with their child's learning and have the opportunity to play a more active role in schools.
- Teachers sharing best practice both with school, the Local Authority and beyond, so that learners emerge as successful and confident learners.
- Learning spaces will be designed to allow for flexible learning.
- ICT will be an invaluable tool in developing independent learning and to function appropriately in an ever-changing technological world.
- School organisation will become more flexible to allow for different lengths of time to be assessed for the variety of learning experiences that will take place.
- A far more flexible curriculum that allows for the different skills and characteristics of each learner.
- Build skills for life and fit for employment
- The new curriculum will allow for more flexibility, focusing upon 'learning and acquiring skills rather than content driven. This will allow schools to explore 'real' learning situations and project based approaches with learners being more creative, independent, self confident and learning collaborate with others in group situations.

9) How will Halton ensure effective delivery of the new 14-19 entitlement?

Halton 14-19 partnership has ratified a 14-19 strategy and vision to provide young people with first class learning and world class opportunities. Realisation of this vision will enable learners to accelerate their learning and achieve their goals. Learners will be offered learning that allows them to gain qualifications at level 2 earlier in readiness to start advanced level 3 study, or undertake enrichment activities. The well-established 14-19 partnership consisting of Halton Officers all secondary schools Head Teachers, the College Principal, and representatives from Diocese, LSC, Connexions and Work Based Learning Providers has the responsibility for implementing the 14-19 strategy and local Education Plan through the collaborative structure to ensure that the full national entitlement is met by 2013. New Diplomas in each occupational sector of the economy will delivered through the co-ordination of the partnership commissioned by the Local Authority (after 2010) using a quality framework approach. Gateway consortiums of the partnership have been successful in five applications for delivery commencing in September 2008 with plans in place for 13 to be available from 2011. This will be particularly at relevant Level 3 which will greatly strengthen the Level three offer and performance of Level 3 at age 19. Specialist schools will strengthen partnerships between 14 to 19 school-based providers and other The Halton 14-19 partnership are regularly audit current and anticipated capacity to deliver the reformed 14-19 curriculum. This will inform commissioning and decommissioning of provision, clarify resource requirements, and inform our diploma and other curriculum delivery planning. The 14-19 partnership will work closely with the LSC until 2010 when responsibility for commissioning provision transfers to the Local Authority. The Halton 14-19 Partnership builds on strong collaborative arrangements that already delivered aligned timetables, and is delivering increase choice, encourage those who are deterred by travel and enable young people to access the course they wish to follow, irrespective of their home or base school or college.

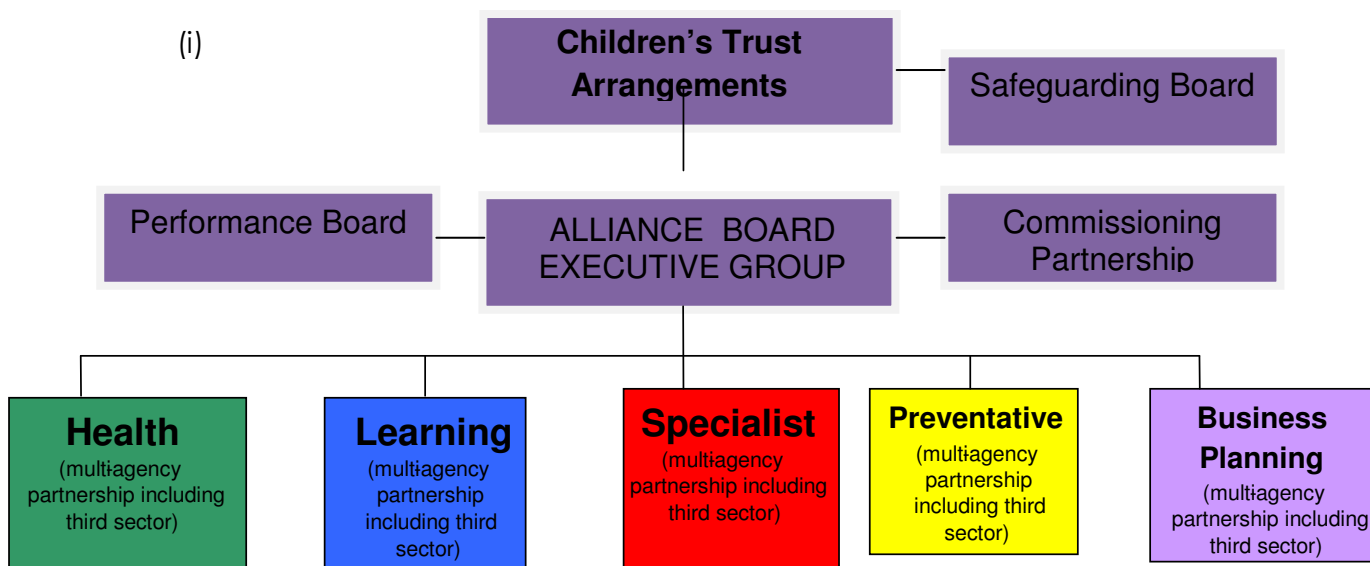
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10) Children's Trust Arrangements (Teams Around the Child) – the integration of Services and BSF

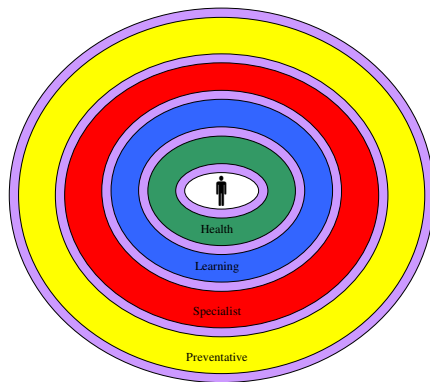
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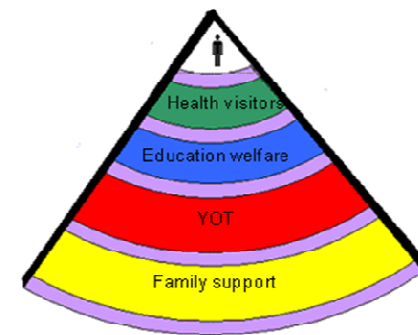
Halton has a long established strategic partnership for children. Initially entitled the Alliance Board, this has now evolved into the Borough's Children's Trust Arrangements. The Alliance Board piloted a series of Mini (Children's) Trusts in the areas of Complex Needs, Children in Care, Emotional Health and Wellbeing amongst others. This as a means of piloting integrated strategy, commissioning and integrated delivery in specific areas of need. As a prelude to full Children's Trust Arrangements, NHS provider staff from the PCT joined the Council family of services in April 2008. The Children's Trust Arrangement acting as the Governance Body for the new alignment of services. See (i)

At the heart of the new arrangements is an integrated approach to commissioning driving integrated service development. Services will be tailored through the commissioning process to provide a tailored series of 'Teams Around' the Child depending on need. This is illustrated through Diagrams (ii) and (iii) below. diagram.





The model is predicated on the notion of progressive universalism : where Specialist Services are accessed through a Universal Offer. BSF offers the prospect of a group of Centres of Learning delivering a range of extended and family support services. This based in area networks or localities.



(ii) Different Support Services available

(iii) Example of a Team Around the Child

11) How will Halton champion the needs of all Pupils including those with SEN

BSF will allow the authority to co-locate services and facilities to promote inclusive learning and reduce the need for segregated provision. Additionally it will provide increased access to a broad and balanced curriculum and enable extra curriculum activity to be more effectively resourced to deliver age appropriate experiences. BSF will provide the opportunity to allow the development of flexible models of support and delivery between secondary schools, special schools and other providers.

BSF will provide the opportunity to develop a more coherent continuum of provision across the mainstream/special schools spectrum. Additionally through BSF we would seek to that all our secondary provision is designed to provide barrier free access to all or ensure that all provision is designed to enable barrier free across secondary provision (and b As part of a continuum for supporting learners with more challenging behaviour, specialist complementary provision will be developed. This provision will be flexible enough to al transition back to mainstream. Broad and balanced curriculum for PRUs will be enhanced through the use of technology to secure access to a full mainstream curriculum.

12) How will change be achieved?

Staff in schools are our most important asset. We need to retain and develop our experienced workforce to make best use of their skills and expertise. Therefore it is important that we manage the period of change as sensitively and meticulously as possible. This work has started and was spotlighted by our recent 4ps Gateway as good practice. Halton will be working with schools and other stakeholders to provide strategic support for new methods of management and curriculum delivery. Key to this process are the changing roles of all staff within schools and particularly the key roles of senior and middle managers in managing change and developing a clear transformational agenda.

The LA is beginning work with all schools to capture and share existing strengths and plan for transformation through a visioning process. Fortnightly meetings are held with all Secondary and Secondary Special Headteachers to ensure that education transformation work is being developed in all schools. We are working with schools individually, building on existing good practice, to successfully implement our coordinated change strategy. Leadership reviews will need to be considered in all our secondary schools, as we will need to assess their strength and readiness for the major changes to come. Through Haltons drive to embed Every Child Matters there is a clear remit to develop a workforce that focuses on social inclusion. Through our Continuous Professional Development (CPD) programme we will ensure that all staff feel fully confident and equipped to deliver to these programmes. This will include ensuring that we align all CPD strategies with a multi agency focus and the development of appropriate training programmes. To achieve transformational



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change we need to ensure that we value and build on the strengths of the schools whilst appreciating the need to manage the change process effectively. In order to be successful the following areas should be considered:-

- Align all schools vision to the Children and Young Vision and the corporate vision to enable that coherent community regeneration takes place
- Ensure that the change process has strong leadership and distributed leadership
- Motivate and increase capacity for change and improvement involving ALL practitioners
- Skill all practitioners so that they are able to use ICT as a tool for improvement technology
- Empower all staff to be proactively participating in the school change process
- Encourage individuals to research strategies to further develop and introduce innovation into the school
- Consider how we teach and can the style and delivery be changed.
- Establish empowered change teams in each school to drive through innovation and change.
- Facilitate stakeholder involvement

13) Proposals for the School and FE Estate - Key priorities for the school estate in terms of location, size and cost.

The key priorities for the school estate are set out in the table in Part 1. It is currently envisaged that the number of secondary schools will be reduced to reflect the pupil forecast numbers. Where it has been possible we will co-locate our special schools on our secondary school sites. Early desk top technical appraisal identifies that the programme is affordable within the expected level of funding. Throughout 2006, 2007 and 2008 Halton have carried out widespread consultation with key stakeholders. During the preparation of Strategy for Change Part 2 Halton will further refinement the desk top plans to ensure that the plans deliver best value and provide the educational transformation required within the funding envelope. This work will consider the expected mix of new build, refurbishment and minor works for each school and select the sample schools

The initial desk top technical appraisal considered the Building Needs (Sufficiency, Suitability and Condition factors) identified in the school surveys undertaken by specialist consultants. These exercises involved site visits to all schools to assess conditions and ascertain key issues and priorities. As we develop Strategy for Change 2 a series of options will be considered and costed for each school for inclusion in the programme. All options will be further analysed to establish that they provide the best educational transformation in relation to cost. The scope of works at each school will be based on BB98/BB77 guidance and will be agile and flexible.

Our key priorities for the school estate are to:

- Promote high quality learning providing flexible, adaptable, sustainable, fully accessible buildings.
- Safe, secure and stimulating environments to learn and develop.
- ICT facilities which allow access to a broad and balanced curriculum to meet the needs of all learners.
- Schools with enhanced facilities in at least one specialist area providing a resource for other schools and stimulating interest and participation by learners and the community.
- Respond to the needs of learners by personalising the curriculum, providing vocational and work related training, offering local employers more facilities, creating new opportunities for collaboration.
- Meet the needs of school staff by providing suiting of curriculum areas and resource bases, supporting research and preparation.
- Provide stimulating and recreational external environment.
- Meet the needs of learners by providing recreational areas, appropriate toilets, quality dining, personal space, study and research facilities.
- Develop or extend each school's specialist facilities so that each school can play its part in Borough-wide provision;
- Be the focus of community development and regeneration.
- Support the work of local primary schools and local businesses.
- Help each school to become an extended school, at the heart of its community, with the opportunity to co-locate other services;
- Enable all our young people to become effective life long learners
- Improve the context for learners' learning and attainment;



- Transform learning and teaching through e-enabled, e-learning; and, promote greater inclusion of the most vulnerable learners.

14) Overview of Pupil Place Requirements and Planning Projections

Estimates show the need for 7,900 pupil places and for investment to ensure we can offer state of the art provision.

Future Secondary School Populations (2007 to 2013) - Using actual primary school population data over the standard 7 year age profile (i.e. 4 years age to 10 years inclusive) as at 2006 we are able to predict the likely population of secondary schools for the next 7 years from 2007 to 2013 .

Predicting Secondary Pupil Numbers 2014 to 2018 - Given that there is an accepted correlation between births and school attendance we are able (using averages based on previous years) to predict the likely number of pupils attending school from 2014 to 2018 (based on birth rates from 2002 to 2006). e.g. Average conversion from birth rate to school attendance is 91.75%. Therefore for every 1000 births in the area it is expected that 917 will attend schools in that area. Using 2002 to 2006 birth rates, we can then apply this conversion (reduction factor) on each year and then add 12 years onto this (standard secondary starting age) to predict the likely populations for secondary schools from 2014 to 2018. e.g. if it is predicted that there are 1000 births in 2002 then this would result 917 secondary pupils in 2014 (12 years on).

Widnes / Runcorn % Split of Pupils - Using actual data for primary school pupil numbers from 2003 to 2006 we can calculate the average % split between the two areas. The average over these years for the two areas is 54% / 46% for Runcorn / Widnes respectively. We have used this average split on the projected pupil numbers from 2014 to 2018.

Headline strategic vision for ICT



The key to the success of BSF is the integration of learning and teaching, physical environment/buildings, infrastructure and technologies. None can be considered in isolation. Information and communications technology (ICT) is a core part of the programme with specified funding provision. Our vision is for an ICT enabled learning community, building on our current ICT strategy. Through BSF, ICT will transform the way that education is delivered in Halton. The BSF ICT strategy opens the way to a new pedagogy, making it easier for teachers to plan and access high quality materials and help learners and their parents to explore the subjects they are studying. The use of new technology will energise learners and practitioners. ICT will enable practitioners to personalise learning. We aim to develop and exploit ICT as part of our overall programme to raise standards and is seen as a key enabler of our education vision.

Building Schools for the Future will deliver the following:

- Provide physical environments for learning that exploits integrated technologies to the full. Building design will anticipate future technological developments
- Enable flexible access to engage media rich resources • Halton wide personalised learning platform/environment to allow flexible access for all users in the wider community (Linked to Halton Community Grid programme)
- Provide a robust ICT infrastructure across Halton through design, commissioning, deployment and management.
- Deliver a centralised school management information system to allow wider access to information for strategic development.
- New ways of teaching and learning
- New and more efficient ways of assessing and tracking progress
- New ways of managing the business of education
- New ways of engaging and communicating with parents



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The ICT infrastructure to be procured through the BSF programme in Halton must be set against the context of ever evolving teaching and learning, and technological and organisational developments and opportunities. The infrastructure we put in place now must be sufficiently flexible to respond to such developments. Our intention is to develop a managed service as part of the LEP

Programme Management

BSF Steering Board - Sets and champions overall strategic direction and vision

Due to the importance of BSF to the Authority and its cross cutting nature the Senior Responsible Officer is the Chief Executive. The Chief Executive leads the BSF Steering Board. The role of the Board is to provide the strategic steer for the Building Schools for the Future programme in Halton. The Board includes representation from a wide range of stakeholders to ensure that the programme is firmly embedded in the regeneration and renewal of borough. The SB will report to Members as appropriate.

BSF Programme Board

The role of the Programme Board is to ensure that the BSF programme is delivered effectively and efficiently. The Programme Board ensures an internal focus to the work on BSF and provide an effective means for ensuring progress according to the timetable.

Delivery Team

The Delivery Team is responsible for the day to day delivery of the Building Schools for the Future programme. The Delivery Team reports to the Programme Board through the Programme Director or Programme Sponsor providing regular monthly reports on progress. Lead officers of the DT will be responsible for the delivery of a specific workstream within the programme as a whole. Leads will report back to the Programme Director on a regular basis on progress within their workstream. This team will ensure that BSF is fully embedded in all aspects of the work of the Council.

Support Network

Halton have considered the resource needed to deliver the BSF programme with Executive Board, Headteachers, MPs and Senior Managers within the Council. There is a commitment to support the BSF programme. This commitment is demonstrated by the readiness of corporate services to support delivery teams and the programme boards.

It has been decided that the team will be co-located in an open plan office. Other waves have advised that this maximises efficient programme delivery and synergy between different workstreams. Workstreams have been identified in all key areas and Lead Officers appointed from across the Council. Additional revenue has been secured to ensure successful programme delivery. The Delivery Team will be further enhanced as appropriate by the commissioning of a range of external consultants to complement the project delivery in the specialist areas of Technical, Legal, Finance, Educational Transformation and ICT

PID & Risk Management

A risk log and dash board reporting system have been developed and are being maintained by the Delivery Team. The log is presented to all Board meetings by the Programme Director. All risks are given a "RAG" status and only the red or most important risks are reported to the board including the direction of travel. Risk management is seen as a key activity for a program of this size and its successful delivery.

15) Existing and Planned Consultations

Consultation and collaboration have been at the core of Halton's BSF programme. Halton have established strong links with the local communities, partners, schools and learners as highlighted in the BSF communication strategy. Following a series of public consultation Halton's Executive Board has agreed to construct the BSF programme as listed in section 5 above. We will continue to consult on these proposals as required as we develop our business case. Approval in principle has been given by the Executive board to a Local Education Partnership (LEP) procurement model and the proposed funding arrangements. A Halton Culture, PE and Sport stakeholder group has been established to consult with and shape the delivery of these curriculum areas as the programme develops. BSF investment will provide the opportunity for the development of a holistic Authority approach to Culture and sporting facilities



One of our key documents has been our communication plan that set out a framework so that stakeholders can see where contributions are needed and how they can be made, raise awareness of BSF as a major change programme to transform learning in Halton and generate enthusiasm about the BSF programme All communication is demonstrate the role of the BSF programme at the heart of local regeneration and highlight the educational benefits of the BSF programme.

Regular consultation and development meetings are ongoing, and will continue throughout the BSF programme, with all of the stakeholder groups: Regular meetings, publications and updates are provided to all stakeholders both informing and gaining feedback. The mechanisms for BSF consultation has been established, Halton is committed to a continual process of dialogue with all stakeholders, in particular with schools, and is working with all schools on a comprehensive change management programme to ensure that the innovative changes identified in the Strategy for Change are realised and embedded in a transformational education. For further details please see the communication strategy in the programme Initiation Document. Our consultation has been describe as exemplar and we are willing to share our practice with Authorities in later waves.

Learners involvement has and will be vital to the success of BSF as a transformational Programme, to date Haton has engaged with learner to ensure their view are incorporated in our planning Halton are planning to commission the Sorrel Foundation to carry out a series of workshops with it learners to consider design principles that will be used in the competitive dialog process.

16)Headline KPI;s

- Improve overall attainment at GCSE 5 A*- C including English and Maths
- Reduction in the number of Halton Pupils educated out of borough at 11 and 16
- Reduce the number of learners who a NEETS
- Improve attainment in underperforming groups – Narrowing the Gap and Raising the barrier
- Increased collaboration between schools
- Pupil destination outcomes
- Successful participation rates of change management CPD being provided to support BSF
- Student Leadership involvement
- Family and Peer involvement
- Workforce reform
- Inclusion
- Sport, Arts and Culture
- Spread and diversity of Specialism

We will provide significant more detail in relation to these KPIs in Strategy for Change Part Two

Halton’s Secondary School Provision

This chart tells

