

Primary Strategy for Change

June 2008

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Part One: The Local Perspective

The Local Perspective

Halton is a borough characterised by widespread deprivation, however, the progress made in regenerating the borough has resulted in the ranking of the authority increasing to 30th nationally from 21st and previously 14th most deprived. Despite the significant progress made Halton has 8 Super Output areas in the top 975 in England i.e. top 3% most deprived areas.

Halton has a population of 118,000. 97% of the residents live in the urban areas of Runcorn and Widnes, two distinct communities separated by the River Mersey. Children and Young People are one of the five strategic priorities within the Community Strategy and the vision in the Children and Young People's Plan is paralleled by the aim in the Community Strategy for Children and Young People:

“ To ensure that in Halton Children and Young People are safeguarded, healthy and happy and receive their entitlement of high quality services that are sensitive to need, inclusive and accessible to all”

Within the borough learning is considered to be the Social Capital complementing the regeneration of the economy. Raising standards are at the forefront of the Local Authority's priorities linking into national agendas such as Every Child Matters and the Children's Plan.

The Primary Capital Programme (PCP) provides the opportunity for Halton to develop 21st century facilities to enable world-class standards and services for children and their families particularly those in the most deprived areas facing the most challenging circumstances. Halton Borough Council has been tasked with the lead responsibility to develop the strategy with partners and to act as a commissioner of local services that both reflect the needs and develops the aspirations of the local community and contributes to the national and local priorities for Halton. This is a challenging role and will require a comprehensive evaluation and re-alignment of the primary estate to ensure that investment is targeted to areas where it will have the greatest impact.

In recent years there has been significant progress in schools performance, the investment Primary Capital will deliver will enable further change and will help Halton to take a further step-change towards engaging with the whole community. The Programme will combine capital investment and the use of innovative emerging technology to enable a personalised route for all as well as developing best practice in terms of partnership working to deliver world-class services particularly to achieve narrowing the gap for children from disadvantaged families.

Halton's vision for Children and Young People needs to be viewed against a history of improvement since becoming a unitary authority in 1998. There has been a significant improvement in both attendance and attainment. In 2007 our English and Mathematics results were, for the first time, either in line or above the national average. Working in partnership with schools the drive is to further increase standards to achieve excellence. The impact required to narrow the gap and improve attainment has already progressed, further improvement is required and Halton's PCP is intended to facilitate this improvement.

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The vision for the PCP is aligned to the BSF programme as we see this as a 0-19 transformation of learning in Halton:

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

While Halton Borough Council has been tasked to lead in preparing this strategy it have very much engaged with a wide range of partners and stakeholders to ensure that a shared vision and plan evolves.

Our prime goal is to raise standards and the aspirations of young people, as this ultimately gives greater opportunities for personal fulfilment and the opportunity to discover one’s own true potential. We will achieve this in partnership with our stakeholders by seeking to unlock the potential of all learners through high quality provision, exciting and innovative learning opportunities and underpinned by our commitment to removing the barriers to learning through our inclusive approach.

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 and come to value the opportunities that high quality learning can provide.

Our focus is on the learner and the quality of teaching and learning opportunities learners have access to.

Our expectations are very high. In consultation with our schools and other partners in our learning community, we will set and achieve challenging targets.

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

To achieve our goals we will aim high and accept nothing less than continuous improvement. We will continue to strengthen the excellent partnerships that exist within our learning community.

Our agenda is challenging. To achieve this we will build on our existing commitment to becoming a learning organisation that values the individuals within it and those who work in partnership with us.

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Part Two: Baseline Analysis

Standards

Primary school standards in Halton are generally very good, particularly at KS2. The number of primary schools judged to be good or outstanding in Halton since September 2007 is 85%. However, this masks some variation between the performance of schools in similar circumstances.

In KS1 there is significant improvement required. Results are below the national average in most areas and have not significantly improved over the past few years. Improved attainment of boys can be evidenced in writing at level 2b+ and reading level 3, and girls' attainment in maths at level 3. Overall however there is a decline in standards in reading, writing and maths most significantly in the percentage of level 2+.

In KS2, results are very good. Overall the standards in all subjects at L4+ are above the national average. There has been a significant increase in the percentage of pupils attaining level 4+ in both English and Maths. An increase of 5% in English and 2% in maths places Halton as one of the most improved authorities in 2007. A 3% increase at level 5 in English is also to be celebrated. There is a need to continue to narrow the gap between attainment of girls and boys specifically in literacy. In 2007 7 schools were currently performing below floor targets in English and Maths.

In the Foundation Stage there is further development work to be undertaken specifically in communication, language, literacy and personal development. However, the gap between the lowest performing decreased in 2006 to 2007 to exceed the target. There has also been an improvement in the percentage of pupils achieving 6+ in PSED and CLL in the 30 % SOA areas. This improvement was greatest in CLL exceeding the target.

Every Child Matters

Deprivation

Halton's overall deprivation score and rank have improved since 2004. Its rank has improved from 21st to 30th in 2007, rising 9 places and becoming one of the 25 Local Authorities in England to most improve. However, there still remain some areas of deprivation in Halton that rank within the top 3% in England.

The Windmill Hill Ward is Halton's most deprived area and Birchfield is still the least deprived. 8 Wards in Halton are categorised to be in the top 40% most deprived in the country. These Wards are where 50% of our primary and nursery schools are situated. The Wards are: Windmill Hill, Riverside, Halton Lea, Norton South, Grange, Castlefields, Kingsway and Halton Brook. **(Appendix A (i) schools in deprived Wards ranking and A (ii) is pupils who live in deprived Wards linked to the school they attend.)**

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Healthy Schools

In Halton 100% of our schools are engaged in the healthy schools programme and 91% of our Primary, Infant, Junior and Special Primary schools have National Healthy School Status. However, despite this, the North West Public Health Observatory recently compiled a range of health indicators for children. The observatory combined fifty outcome indicators for children into a single index. Halton came 42nd out of 43 for the combined health indicator. It shows that health of children in Halton was poor relative to other areas with similar levels of deprivation.

We have worked hard with Halton partners to continue good quality catering for the primary schools and all primary settings currently purchase their school meals provision through the Local Authority's School Meals Service. All schools have access to working kitchens and some schools provide catering support to children centres and to support extended services on site.

SEN and Disabilities

The recent inspection of Children's Services in Halton by OfSTED acknowledges the strong lead and rapid progress made over the preceding 3 years in developing a well-planned strategy for inclusion. This rightly focuses upon building the capacity of schools, with special schools now using their expertise to provide high quality support, advice and training to mainstream schools to enable children to be supported in their local settings. The PCP will strengthen the capacity of schools to meet the needs of children with more complex needs and disabilities and continue to build upon the improving outcomes in this area.

Progress to date includes:

- increase in the number of pupils with SEN being supported in their local mainstream setting;
- reduction in the number of children requiring a statement of SEN to be made for them;
- reduction in the number of children being educated in special schools outside of Halton;
- re-organisation and re-designation of the Borough's 4 special schools;
- re-organisation of the Local Authority's SEN services;
- review of the SEN funding arrangements to enable resources to be targeted to need earlier without recourse to a statement.

An outstanding action remains the review of SEN units attached to mainstream settings. A review has identified that specialist resource provision is required in a small number of mainstream schools particularly focussing upon:

- pupils in the autistic continuum;
- pupils with severe communication disorders;
- pupils with emotional and behavioural difficulties;
- pupils with hearing impairments; and
- specialist assessment facilities for young children with complex needs.

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Extended and Children Services

Halton has a dynamic extended service delivery through Schools and Children Centres. These are at the heart of the boroughs strategy to tackle poor outcomes for children linked to health, family support, and access to specialist services, childcare provision, and 'places to go things to do'. Targeting services according to identified need and delivered through universal settings such as schools and children centres is at the core of Halton's Children and Young Peoples Plan.

This work is being driven by our Preventative Strategy which promotes 'progressive universalism' i.e. strengthens the offer of services available through universal settings, and targets resources for identified needs to be delivered and met through these settings thus reducing the need to access specialist services in specialist venues which are at times stigmatised.

Halton's strength is that it has placed its services in the heart of communities through schools and Children Centres developing 'campus' models of organisation offering a wider breath of services from a variety of partners including the private and voluntary sector. This robust model will feature strongly in the development of the Primary Capital Programme and Building Schools for the Future.

Workforce Development

Halton's children are the Borough's future. It is our current generation of children who will determine the shape and face of the Borough and provide leadership through participation and engagement in democratic systems. As professionals working with and for the children and young people of Halton, we must work well together to prepare them for their future role.

To succeed in this aim the Children and Young People's Alliance Board is driving forward in updating its Children's Integrated Workforce Strategy. This is key to delivering the promises contained in Halton's Children and Young People's Plan and is integral to achieving the aims and priorities in key strategies and operation strategies across the Borough that are co-ordinated through Halton's Children's Trust Arrangements.

Key priorities for the workforce have been identified as follows:

- i. Integrated processes
- ii. Induction and training
- iii. The early years workforce
- iv. Succession planning in school leadership and re-modelling of the school's workforce
- v. The development of parent and family support services
- vi. Building capacity in the 3rd sector

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- vii. Integrated and targeted youth support
- viii. Recruitment and retention of specialist staff
- ix. Children with disabilities
- x. Promotion and development of safeguarding
- xi. Workforce data and collection
- xii. Participation and engagement processes

Services for children over coming years will no longer be defined by solitary professions or roles, but will offer a compliment of talent and expertise for children. This will enable us to strengthen universal services, increase investment in prevention and reduce the need for specialist services. Increasingly we are ensuring the services we provide are shaped around a very clear analysis and prevalence of need and relevant to the defined needs of learning communities of Runcorn and Widnes and individual localities

Diversity Choice and Responsiveness to Parents

There are currently 4 nursery schools and 52 primary schools and 1 primary special school. 16 of the primary schools are voluntary aided either Catholic or Church of England. There are 20 schools with capacity below 210, 15 schools with capacity for one form of entry and 17 schools with capacity for more than one form of entry.

| SCHOOL TYPE | NUMBERS |
|--|---------|
| Nursery Schools | 4 |
| Community Primary Schools | 27 |
| Community Infant Schools | 2 |
| Community Junior Schools | 2 |
| Voluntary Aided (Catholic) Primary Schools | 11 |
| Voluntary Aided (Catholic) Infant School | 1 |
| Voluntary Aided (Catholic) Junior School | 1 |
| Voluntary Aided (Church of England) Schools | 3 |
| Voluntary Controlled (Church of England) Schools | 5 |
| Primary Community Special School | 1 |
| TOTAL | 57 |

30% of the current places offered in Halton are in faith schools, either Church of England or Catholic. Halton would wish to retain the balance between faith and community provision within the borough.

There have been significant changes in the demography of the borough. Over recent years there has been a growth in the number of surplus places across the borough due to declining pupil numbers. It is estimated that in January 2009 based on the new net capacity calculation Halton will have 9 or 17% of its primary schools with surplus places above 25%. **(See Appendix B total surplus places identified in each Ward).**

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However, recent data from the PCT now shows that in Appleton, Beechwood, Broadheath, Farnworth, The Grange, Halton Brook, Halton Lea, Kingsway and Riverside the number of births has been increasing. These trends in births will need to be considered when undertaking the next phase of primary re-organisation in Autumn 2008.

Opportunities to provide a more diverse range of provision within the borough have already been explored. In Halton the opportunity has been taken to locate most Children's Centres on to primary school sites to ensure the services offered are easily accessible to children and families.

Diversity of provision is being further developed in the authority through the establishment of an All-Through Trust School combining a nursery, infant, junior and secondary school.

Buildings and ICT

We have worked closely with our Diocese partners and Property Services to audit all schools in terms of condition and suitability, which has enabled a clear rationale as to which schools are in the greatest need. This intelligence will not be used in isolation but will help to direct the priority for the Primary Capital Programme in order to support improvement in terms of educational standards, delivery of the ECM agenda, rationalise school place provision and provide value for money.

A wide range of I.T. equipment is currently available in schools. Individual schools are responsible for the ongoing development and procurement of their ICT infrastructure with guidance and support being provided by the LA. This allows moderation of the effectiveness of practice and product and targeted training to develop staff capacity to support the raising of standards. Some schools have very good ICT provision and are using this effectively. The LA recognises that ICT is not a static subject. It constantly develops at an exponential speed and any schools being built or remodelled to meet the needs of future learners will need to be able to accommodate technologies that may not yet be available or indeed invented yet. The LA has identified some areas that should be included in future school development alongside the need to create a school that has an accessible and flexible infrastructure that can support future technological advances whilst also meeting the needs of today.

There is a borough wide broadband managed service from which all school benefit. Our management information system (MIS) has evolved in the support of finance and organisational administration in schools, which has assisted in supporting the administrative workload thus freeing up teachers to concentrate on learning. There are 2 dedicated City Learning Centres, based on school sites on either side of the borough, which provide access and services to all schools and our communities.

What will the Strategy achieve?

This strategy is a long-term plan for educational transformation. It is not simply about replacing old and worn out buildings and carrying on as before. The plan will commit us to exploring new models of school organisation and governance and new ways of working in well designed, sustainable and inspiring buildings which will pave the way for new and better ways for children to learn and teachers to teach. It will link the investment to the realisation of our important local priorities: closing the gap in attainment levels between the highest and lowest achieving schools in the Borough and aligning the supply of school places with demand. In so doing it will

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help us to improve the lives of children and families for many years to come. We have identified 9 key strategic areas where we wish to make an impact on outcomes for children and families;

- improving educational outcomes and supporting poorly performing schools;
- reducing surplus places and ensuring that we have sustainable schools;
- supporting teaching and learning through ICT;
- enhancing capacity for early intervention and effective multi-agency working;
- enhancing capacity for extended services and wider community use;
- supporting inclusion and further enhancing the provision for pupils with special educational needs;
- promoting healthy eating;
- increasing participation in sports and physical exercise; and
- promoting new approaches to school organisation and governance.

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Part Three: Long-term Aims

The Children's Plan

Halton is committed to excellence and equity. The aim of the Children's Plan is for "every young person to achieve their potential and enjoy their time in education". Both PCP and BSF funding are essential investments required to provide world-class buildings and technology required to transform pupils learning. Both PCP and BSF can only be effectively delivered through working with all partners: children, families, communities as well as the Local Authority, Diocese, school staff and governors. The main driver for capital investment will be to tackle under investment and to raise aspirations.

Halton's Vision and Key Priorities

'Halton will be a thriving and vibrant borough where people can learn and develop their skills; enjoy a good quality of life with good health; a high quality, modern, urban environment; the opportunity for all to fulfil their potential; greater wealth and equality, sustained by a thriving business community; and safer, stronger more attractive neighbourhoods'.

Halton embraces the Primary Capital Programme as a further vehicle to drive change and to make a difference to children and families. This programme will address safety through changing environments that will be developed and designed with the full engagement of children and their families. This programme will underpin universal service delivery and learning in the heart of the community. Investment in the learning infrastructure will contribute to urban renewal and develop further opportunities. Halton has a key priority for its children and young people through learning and play, this programme will equally help to skill up communities to enjoy employment learning and skills and it will develop a programme which will ensure the most effective and efficient services into local communities based on local priorities and local needs.

Halton recognises that the *Primary Strategy for Change* is the significant opportunity for educational transformation, through which children's futures can be substantially improved. It represents an opportunity to be innovative, tackle underachievement and provide a robust and responsive primary phase that places the achievement and well-being of children at its heart. Through the provision of high quality learning environments, it will allow truly personalised learning to be provided for all children, allow us to realise the ambitions set out in Every Child Matters and the Children & Young People's Plan, and unlock the potential of all pupils in the Borough.

Effective teaching and learning is underpinned by a responsive approach to individual learning styles and pupil need, realised through the co-ownership of learning with both pupils and teachers. The *Primary Strategy for Change* defines the principles against which this will be facilitated within a flexible, integrated, coherent approach to curriculum content and models, and will be developed in collaboration with pupils, parents and the expertise of officers and external partners.

The priorities are to:

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1. Continue to raise standards by the end of the Foundation Stage, Year 2 and Year 6 and ensure that all pupils, including under-achieving groups, make very good progress throughout their primary education, especially in core subjects
2. Ensure that all children and young people, particularly those from vulnerable, disadvantaged and minority groups, are able to participate successfully in education
3. Ensure that parents and the wider community are increasingly engaged in a stronger partnership with schools, to achieve greater community cohesion and transformation.

Consultation

The *Primary Strategy for Change* will be widely consulted on to take account of the views of stakeholders. Consultation will include pupils, parents, schools, governors, children's centres, local early years and childcare providers, dioceses, primary care trusts and other associate providers. The proposals for investment will be subject to approval of the Council and the DCSF.

Determining Priorities

The focus of what we are trying to do is to transform teaching and learning in the 21st Century. Whilst the baseline analysis gives an indication of the schools with the highest scores, proposals for investment will need to take into account wider considerations including; the locally determined strategic priorities set out in the Children and Young People's Plan; long-term demographic trends; patterns of parental preference and the potential to deliver individual schemes.

Diversity, Choice and Responsiveness to Parents

The Primary Capital Programme will be used to promote best value through the efficient and effective and economic provision of school places which recognises that over provision of surplus places is uneconomic and represents the inefficient use of resources to promote effective education for all pupils.

The review of surplus provision within the borough will be considered on an individual area basis to ensure that the needs of each community are met and that the strong relationships between schools are maintained.

In undertaking a review of surplus places consideration will be given to school size. It will be essential to ensure that no school becomes so small it is no longer viable in either financial or curriculum terms. Consideration will also need to be given to the maximum size of any school and the need to ensure provision is local and easily accessible. Removal of temporary accommodation will also be considered a priority.

The transport implications, availability of sustainable transport routes and impact on congestion and the environment will also be assessed.

As part of the review of primary provision options for amalgamating, closing and federating schools will be explored along with other types of governance and alternative uses by other partners of school facilities.

Consideration will be given to the expansion of schools which are both popular and successful. A detailed review of the SEN units attached to schools will ensure that their location and the provision they offer is appropriate to the changing demography.

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Part Four: Approach to Change

Capacity Building Change Management

We see the Primary Capital Programme as an additional vehicle to transform learning in Halton driving the primary sector forward and enabling a full 0-19 joined up approach. This programme for Halton will continue with the developed platforms already in place across early years settings and pre-schools, including all maintained voluntary and independent settings; mainstream primary and secondary schools including their extended services and children centres right through to delivery of the 14-19 curriculum.

Delivery of the Primary Capital Strategy will require strong and effective leadership and the commitment of all stakeholders. Difficult and challenging decisions will need to be made when addressing the level and type of school places required in the borough. Maintaining and strengthening community cohesion throughout a time of change will be essential. The learning gained from the special schools and more recent secondary schools re-organisation will be invaluable.

The integration of Health as part of Halton's Children and Young People's Directorate from 1st April 2008 will further strengthen the move to integration of services to Children and Families.

Joint Planning with all partners and effective communication will be required to ensure all partners are included, involved and are kept informed.

In Halton significant additional investment has been made to address Change Management in secondary schools as part of the development of the BSF Programme. Much of this learning can be used for primary. Increased investment in personalisation, integrated service delivery, the development of the School and Children's Workforce and opportunities for leadership, curriculum and multi-agency training will help transform standards.

In Halton a Programme team consists of a range of skilled LA officers who bring knowledge and experience in specialist areas and help to piece together the complexities of this capital programme, which will assist in the programme being delivered producing the very best outcomes for children and families in Halton

Planning, Monitoring and Evaluation

To provide capacity and learn from the work already undertaken on BSF the work of PCP and BSF will be linked and co-ordinated. Joint team working will be developed with both teams located together. The systems for programme management established through BSF will be utilised for PCP. Reports will be provided to the Alliance Board, Diocesan Colleagues, Asset Management Group and Senior Management Team on the progress of the Project.

Key performance indicators will be agreed for each project and these will be shared, monitored and evaluated.

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Consultation and Prioritisation

We have been consulting widely working with a varied range of partners to present the aims and objectives of this Programme and indeed to identify the opportunities for Halton based on our local priorities and needs. We see the priorities as standards; under performance; quality of buildings; surplus places and narrowing the gap for our deprived communities linking strongly into the extended service, Children's Centres and extended schools agenda.

We have worked with head teachers from all Primary and Nursery settings to develop an agreed set of principles and the vision for the Primary Capital Programme. In addition, a copy of the Strategy has been made available on the Halton website.

Through our links with Liverpool Arch Diocese, Liverpool Diocese, Shrewsbury Diocese and Chester Diocese who have the responsibility for over a third of our primary schools we have developed a relationship of openness and have agreed to assess all schools against an agreed criteria in order to tackle the most significant issues as a priority. This has meant regular engagement with the Programme Team and our Property Services Team since December 2007.

Strategically for Halton we have developed links across all Directorates engaging with the issues around the environment; planning; housing; regeneration as well as services such as libraries and community centres and equally with other partners such as the Primary Care Trust. This has helped to develop a shared understanding of each of our priorities and is now growing into a joint planning and development opportunity.

We have commenced with the development of a matrix to identify key priorities for Halton from the Primary Capital Programme leading to the following key areas for assessment; educational standards; deprivation; building condition and suitability and surplus places. Opportunities for joining funding to existing developments will also be considered.

The Executive Board for Halton Borough Council will consider the Primary Capital Strategy at its June 2008 meeting.

Achieving Educational Transformation

The strategic approach described above will deliver educational transformation through a Borough-wide approach to the removal of barriers to learning but also through encouraging innovation in the use of flexible learning environments supported by ICT. Schools will be encouraged to develop both individual and collaborative approaches using federations and trusts, both to secure provision but also to engage external expertise. Whilst the themes of this programme are common the approaches will differ in relation to the need of each school community. ICT will be a key driver in sharing best practice and thinking as each phase develops, encouraging a process of continual improvement. The LA's professional development strategies and workforce reform programmes will support the development in each school, recognising that capital programmes allow transformation, but it is the people that deliver it. This will be achieved through:

1. Enabling the Authority to develop e-learning strategies to encourage communication between and within schools through the establishment of a Virtual Learning Environment

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(VLE) providing a reliable and resilient infrastructure both inside the school and outside. This will allow schools to access and share information such as video files, video conferencing and data files. The sharing of good practice can also be developed further through the use of ICT.

2. Helping schools to address the personalised learning agenda through school buildings that are fit for purpose and improving the working environment for both staff and pupils to develop an increased sense of pride and purpose in schools
3. Rationalising school numbers and sizes to ensure that better curriculum models can be delivered to improve the quality of education.
4. Enabling a smooth curricular and pastoral transition from the primary to the secondary phase for every child, to reduce the negative impact of change and the associated dip in pupils' progress.

Enabling the Authority to target resources in foundation stage at schools that serve the 20% most disadvantaged children to enable facilities to be better developed to deliver the CLLD development programme.

Every Child Matters

This strategy allows Halton to further embed the Every Child Matters agenda and take a leap forward in the delivery of Children's Services. It firmly sets the school as the key deliverer of services and embeds each school in the heart of the community, offering swift and easy access to services, enhanced integration of delivery and better outcomes for children in all ECM areas.

Finance

We have identified all funding that could be available to support this Programme (as detailed below). The table shows figures across all sectors 0-19.

Financial Statement -

Supported Borrowing

Standards Grant (17 month period)

DFC roll forward/draw down

| | 2009/10 | 2010/11 |
|---------------------------------|---------------|---------------|
| DFC INTO SCHOOLS | YEAR ONE | YEAR TWO |
| Non-VA schools | £1,888,760.00 | £1,888,760.00 |
| VA schools | £792,434.00 | £792,434.00 |
| NON-VA SCHOOLS FUNDS: | | |
| Primary Capital | £3,000,000.00 | £5,378,000.00 |
| Modernisation | £1,093,666.00 | £103,096.00 |
| "" "" | | £990,570.00 |
| Basic Need | £410,987.00 | £410,987.00 |
| Access Initiative | £197,999.00 | £197,999.00 |
| EXTENDED SERVICES FUNDS: | | |
| Extended Schools | £226,136.00 | £116,880.00 |
| Children's Centres | £47,194.00 | £49,661.00 |

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| | | |
|--------------------------------------|-----------------------|-----------------------|
| Childcare | £545,573.00 | £545,573.00 |
| ICT FUNDS: | | |
| Harnessing Tech | £433,368.00 | £470,009.00 |
| Other ICT (to be identified) | TBC | TBC |
| <u>VOLUNTARY AIDED FUNDS:</u> | | |
| LCVAP (estimated) | £872,208.00 | £872,208.00 |
| LCVAP 10% Contribution? | Not confirmed | Not confirmed |
| HBC FUNDS: | TBC | TBC |
| HBC Fund (estimated) | £431,330.00 | £431,330.00 |
| Totals: | £ 9,939,655.00 | £12,247,507.00 |

This Programme will identify links with other building developments and projects which is essential to ensuring value for money and effective planning. Approval has been given to the development of an All Through Trust School in Runcorn. This project will involve the development of a 0-16 school. It will combine a nursery, infant, junior and secondary school under one roof. Early Adopter Status has been awarded to develop the Trust. BSF can support the secondary development.

In addition, Halton has recently been successful in securing funding through Play Builder Status. Links with the Primary Care Trust have also identified potential opportunities for integrated services on to school sites around GP surgeries.

We are planning to use the funds in the table to explore how we can maximise the development across PCP and BSF. Joint planning has been established now with fund holders to ensure a seamless approach to the allocation of capital resources.

Every effort will be taken to address Value for Money issues in terms of; small schools (Rural are protected), reviewing governance models; capitalising on joined up funding and procurement where appropriate.

The LA will be reviewing strategic investment and options for;

- exploring the scale of economies and programme acceleration through the appropriate use of Private Fund Initiative (PFI) and Prudent Borrowing; and
- joining up funding with external national and EU funding streams.

Procurement

The Local Authority is currently exploring the establishment of a LEP to deliver its BSF Programme. If this is established there would need to be further discussion on extending its scope to cover the PCP. However, prior to the establishment of a LEP, Halton Borough Council's Property Services Department would be asked to commission the work required for any community school development through their existing framework arrangements.

Governance

Structures of governance will be explored to enable the best opportunity in terms of choice and diversity of the primary sector, as well as pursuing the option of an academy.

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Design

Project designs within our Primary Capital Programme will be developed in line Building Bulletins, exemplar designs, DDA guidance and the advice and guidance of the Property Professionals commissioned to undertake the work. Staff and pupils along with other building users will be consulted and kept informed throughout the development and design of the project.

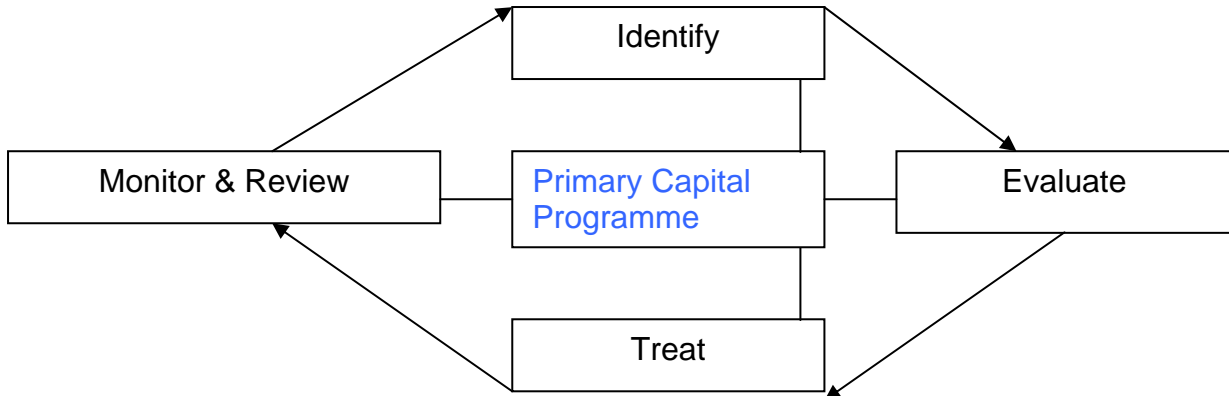
We will address carbon emissions through development and design moving towards 60% reduction in emissions and have three primary schools that are starting to develop as a pilot. We will continue to work with the Carbon Trust to examine better ways of working to make school environments more sustainable.

Risk Management Process

Risk Management is an integral part in the development of the Primary Capital Programme and a risk register is in place to ensure that any threats or opportunities identified are managed appropriately. The risks identified are given a red, amber or green status and the register is reviewed and updated by the Programme Lead Officer as the programme progresses. Any risks identified as red are reported to Senior Management Team.

The risks are separated into Strategic and Operational risks and key partners and stakeholders within the programme development are involved in managing those risks in conjunction with the programme's lead officers.

The risk management process adopted is detailed below and is aligned to Halton Borough Council's Risk Management process:



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Part Five: Initial Investment Priorities

This programme will deliver for Halton over the 14-year life cycle a planned approach to rebuilding or decommissioning 15% of primary schools in the worst condition, and transform 35% of schools through remodelling. (**Appendix C – DCSF Expectation from PCP for Halton**). Data has been collated which shows educational standards, building condition and suitability, deprivation and surplus places. Other considerations will be value for money and opportunities to join up funding with other programmes and projects

Schools that do not feature on the early stages of the programme must continue to have investment and the LA and its partners will enable all schools to be part of this continuum of transforming learning through robust project planning to ensure the allocation of resources across all other funding streams are not compromised.

Schools may be performing well and may not sit in a deprivation area and their building conditions may be having a direct impact on learning. The LA will therefore continue to support all schools and ensure all schools and partners are clear in the plan for each individual school, community and service delivery to ensure all plans deliver to all children and families.

Phase 1 2009/10 – 2010/11

A detailed review of secondary provision has been undertaken in 2007/2008. This will now be followed with a detailed review of primary provision across the borough commencing in Autumn 2008. As the outcome of this review is not likely to be available in sufficient time to inform the investment priorities for 2009/2010 and 2010/2011 it is suggested that projects identified for funding in the first two years should be those not likely to be effected by this review.

When selecting school projects/priorities proposed for Phase 1 the following considerations have been given:

- Those buildings whose condition and suitability are poor;
- The use of funding to ensure it is spent within the 2 year timescale;
- Both community and faith provisions;
- Pupils who attend schools and live in areas of deprivation;
- Projects that represent value for money;
- Schools that require improved outcomes for all pupils

Based on the above the following projects/priorities are proposed:

1. To support and develop the BSF proposal of an All Through Trust School in the area of the Halton Brook Ward. Encompassing 3 out of 57 schools, (The Grange Nursery, The Grange Infants and The Grange Junior School). This project will enable the creation of 1 All Through Trust School 0-16 established under the governance of a Trust in the heart of the community.
2. The proposal to remodel Our Lady Mother of the Saviour Catholic Primary School in order to complete the project and compliment the investment from Shrewsbury Diocese.

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3. The proposal to remodel All Saints Upton CofE Primary School from split site to compliment investment already made to deliver the extended services agenda.
4. An in-depth audit to be undertaken of all ICT within primary schools in order to utilise the Primary Capital Programme funding to link up with other funding streams to ensure there is a phased development plan to deliver full integrated learning systems across schools. Schools will again be prioritised once we have undertaken School Organisation.
5. To continue with the promotion of the ECM agenda and delivering extended services in the heart of communities in and around schools. To link funding and utilise surplus space in and around schools to facilitate this service delivery. Continue to work with partners on regeneration and to identify joint capital projects that help to support the ECM agenda.

Phase 2 2011/12 – 2012/13

1. Continue to move towards the national target for Halton to rebuild or decommission 15% of its primary schools and to remodel 35%.
2. Use the School Organisation to prioritise schools with surplus places as criteria for Phase 2 funding. This will commence Autumn 2008.
3. Grow popular and successful schools where future growth demography predicts. We will take into account surplus places in neighbouring schools, as a reduction of surplus will be a priority before growth.

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Appendix A (i)

Most Deprived Wards & Schools in those Wards

| School Name <i>* PINK Schools: In top 40% most deprived Wards Nationally.</i> | Ward | IMD Ward RANK 1=most deprived |
|--|---------------|----------------------------------|
| Windmill Hill Primary School | Windmill Hill | 1 |
| St Berteline's CofE Primary School | Windmill Hill | 1 |
| West Bank Primary School | Riverside | 2 |
| Hallwood Park Primary & Nursery School | Halton Lea | 3 |
| Woodside Primary School | Halton Lea | 3 |
| Palacefields Primary School | Halton Lea | 3 |
| Our Lady Mother of the Saviour Catholic Primary School | Halton Lea | 3 |
| Murdishaw West Community Primary School | Norton South | 4 |
| Brookvale Primary School | Norton South | 4 |
| Halton Lodge Primary School | Grange | 5 |
| Astmoor Primary School | Castlefields | 6 |
| The Park Primary School | Castlefields | 6 |
| The Brow Community Primary School | Castlefields | 6 |
| St Mary's CofE Primary School | Castlefields | 6 |
| St Augustine's Catholic Primary School | Castlefields | 6 |
| Simms Cross Primary School | Kingsway | 7 |
| Ditton Primary School | Kingsway | 7 |
| Birchfield Nursery | Kingsway | 7 |
| Castle View Primary School | Halton Brook | 8 |
| The Holy Spirit Catholic Primary School | Halton Brook | 8 |
| The Grange Junior School | Halton Brook | 8 |
| The Grange Infant School | Halton Brook | 8 |
| The Grange Nursery | Halton Brook | 8 |
| Ditton Nursery | Broadheath | 9 |
| St Gerard's Catholic Primary and Nursery School | Appleton | 10 |
| St Bede's Catholic Junior School | Appleton | 10 |
| Fairfield Junior School | Appleton | 10 |
| St Bede's Catholic Infant School | Appleton | 10 |
| Fairfield Infant School | Appleton | 10 |
| St Basil's Catholic Primary School | Hough Green | 11 |
| All Saints Upton CofE Primary School | Hough Green | 11 |
| Oakfield Community Primary School | Ditton | 12 |
| St Michael's Catholic Primary School | Ditton | 12 |
| Halebank CofE Primary School | Ditton | 12 |
| Ditton CofE Primary School | Ditton | 12 |
| Our Lady Of Perpetual Succour Catholic Primary School | Ditton | 12 |
| St Edward's Catholic Primary School | Mersey | 13 |
| Westfield Primary School | Mersey | 13 |

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|--|--------------|----|
| Victoria Road Primary School | Mersey | 13 |
| Runcorn All Saints CofE Primary School | Mersey | 13 |
| St Martin's Catholic Primary School | Norton North | 14 |
| Gorsewood Primary School | Norton North | 14 |
| Brookfields School | Halton View | 15 |
| Moorfield Primary School | Halton View | 15 |
| St John Fisher Catholic Primary School | Halton View | 15 |
| Warrington Road Nursery | Halton View | 15 |
| Weston Point Community Primary School | Heath | 16 |
| Weston Primary School | Heath | 16 |
| St Clement's Catholic Primary School | Heath | 16 |
| Pewithall Primary School | Heath | 16 |
| Hillview Primary school | Beechwood | 17 |
| Beechwood Primary School | Beechwood | 17 |
| Lunts Heath Primary School | Farnworth | 18 |
| Farnworth CofE Primary School | Farnworth | 18 |
| Hale CofE Primary School | Hale | 19 |
| Moore Primary School | Daresbury | 20 |
| Daresbury Primary School | Daresbury | 20 |

Appendix A (ii)

Percentage of pupils per school from the top 2 most deprived Wards (postcode data)

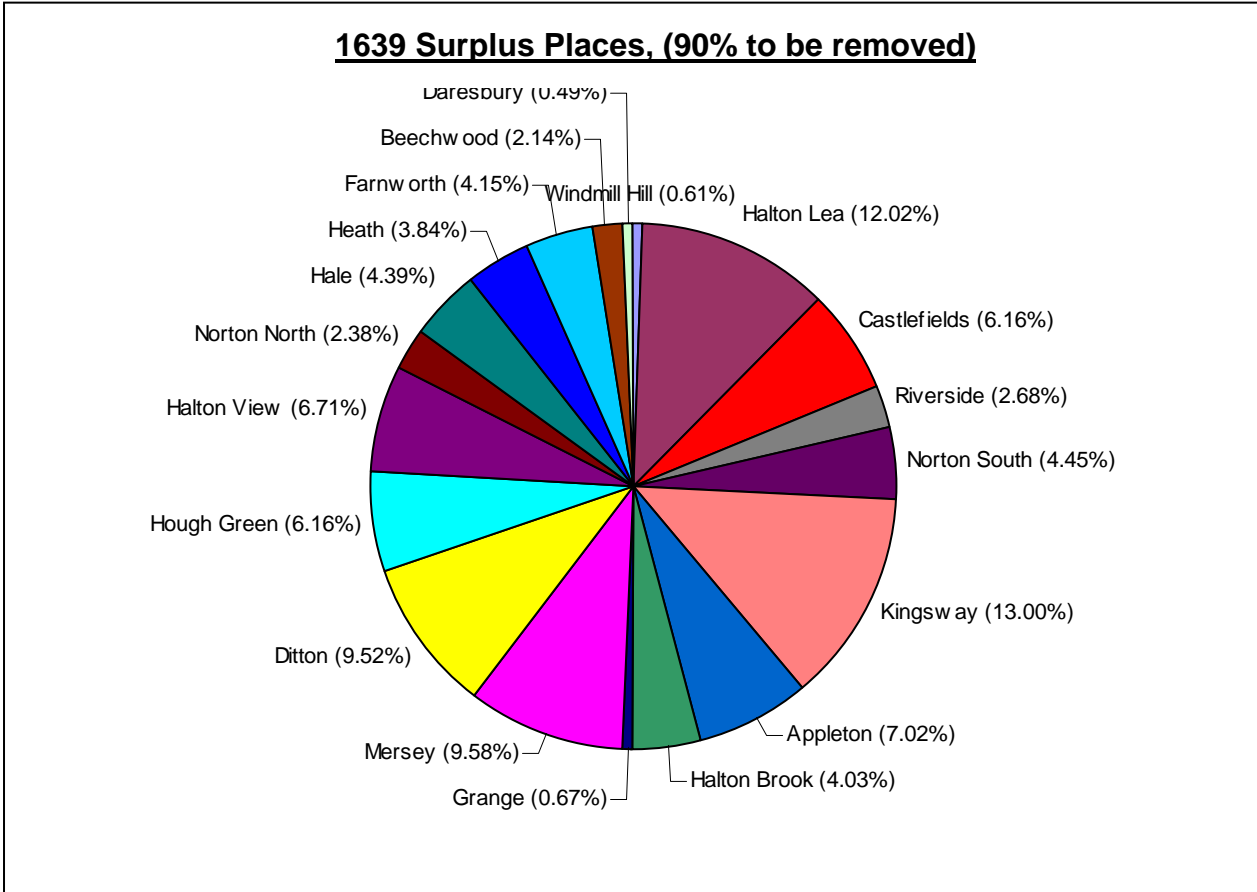
| School Name | % Deprivation Pupil P.C 2008 |
|--|---|
| Windmill Hill Primary School | 94.7% |
| Hallwood Park Primary & Nursery School | 94.3% |
| Halebank CofE Primary School | 92.9% |
| Castle View Primary School | 86.0% |
| West Bank Primary School | 84.6% |
| The Park Primary School | 83.5% |
| Woodside Primary School | 82.8% |
| St Gerard's RC Primary and Nursery School | 80.0% |
| The Holy Spirit Catholic Primary School | 75.7% |
| Astmoor Primary School | 74.4% |
| All Saints Upton CofE Primary School | 71.6% |
| St Augustine's Catholic Primary School | 71.4% |
| Simms Cross Primary School | 70.7% |
| Brookvale Primary School | 68.1% |
| Halton Lodge Primary School | 66.8% |
| Our Lady Mother of the Saviour Catholic Primary School | 66.7% |
| Palacefields Primary School | 65.0% |
| St Basil's Catholic Primary School | 63.3% |

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|---|-------|
| Runcorn All Saints CofE Primary School | 56.9% |
| Murdishaw West Community Primary School | 54.1% |
| Gorsewood Primary School | 53.9% |
| St Martin's Catholic Primary School | 52.3% |
| The Brow Community Primary School | 52.3% |
| The Grange Nursery | 46.6% |
| St Michael's Catholic Primary School | 43.6% |
| The Grange Junior School | 43.4% |
| Brookfields School | 41.3% |
| The Grange Infant School | 40.9% |
| St Mary's CofE Primary School | 40.6% |
| St Edward's Catholic Primary School | 40.0% |
| Oakfield Community Primary School | 38.7% |
| Ditton Primary School | 31.9% |
| Ditton Nursery | 31.8% |
| Hillview Primary school | 25.5% |
| St Bede's Catholic Junior School | 24.9% |
| St Bede's Catholic Infant School | 23.6% |
| Fairfield Infant School | 21.2% |
| Our Lady Of Perpetual Succour Catholic Primary School | 20.0% |
| Ditton CofE Primary School | 19.3% |
| St Berteline's CofE Primary School | 18.5% |
| Fairfield Junior School | 15.8% |
| Beechwood Primary School | 14.3% |
| Victoria Road Primary School | 14.2% |
| Weston Point Community Primary School | 11.6% |
| Weston Primary School | 11.4% |
| Hale CofE Primary School | 10.5% |
| Westfield Primary School | 7.9% |
| Birchfield Nursery | 6.0% |
| St John Fisher Catholic Primary School | 5.8% |
| St Clement's Catholic Primary School | 5.8% |
| Warrington Road Nursery | 5.1% |
| Daresbury Primary School | 4.8% |
| Lunts Heath Primary School | 4.1% |
| Moorfield Primary School | 3.8% |
| Moore Primary School | 2.5% |
| Pewithall Primary School | 2.5% |
| Farnworth CofE Primary School | 1.1% |

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Appendix B



Appendix C

