

PRIMARY CAPITAL STRATEGY



ESSEX COUNTY COUNCIL
May 2008

1. LOCAL PERSPECTIVE

Our vision

- 1.1 In February 2008, the council published *EssexWorks*, its vision for the future of Essex, from which all corporate strategies and plans flow. One of the priorities in this vision is to improve levels of educational attainment. It is expanded upon in the Essex Children and Young People's Plan (CYPP), as follows:

"Our vision will create an environment which is highly participative and aspirational to ensure that children and young people lead positive and fulfilling lives".

This commitment underpins the Essex Primary Capital Strategy. It forms part of a suite of inter-connected plans, which all have the above vision at their heart. The PCP needs to be seen alongside strategies for Building Schools for the Future; Special Educational Needs and Additional Needs; Extended Schools; Early Years & Childcare. All will contribute to the commitment to develop educational excellence for all young people, through investment in teaching and learning, buildings and ICT, along with strategies for greater diversity of provision, including Academies, Trusts and Federations.

- 1.2 Consultation with primary school pupils demonstrates that they have clear views about the kinds of schools they want and the contribution they expect them to make. Through investment in the PCP, we will provide schools that promote more diverse and personalised environments for learning and teaching. By doing so, we will help to raise standards for all and bring about the key objective of educational transformation, assisting every child to fill their potential.
- 1.3 The PCP will help the authority to work with schools, parents and other partners to deliver its commitments to children and young people and their communities. The strategy is tailored to meet varying local circumstances and needs.

Our communities

- 1.4 Essex is a large and diverse county, containing urban, rural and coastal communities: a map of the county is given at Appendix 1. Its population is 1.34 million. As well as areas of relative affluence, Essex contains 40 seriously deprived areas, those in the most deprived 20% in England. These are in Basildon (22), Clacton (11), Harwich (1), Colchester (5) and Harlow (1).
- 1.5. The south of the county is much more heavily populated than the north. Communities in the south also tend to have lower levels of educational attainment. Even so, there are areas throughout the county where economic and social deprivation are coupled with difficulties in accessing services, resulting in a combination of significant needs.
- 1.6. Investment in schools and their communities will differ according to local requirements. The PCP strategy reflects this diversity but covers all 473 nursery, infant, junior and primary schools and a primary-age special school. Together, they cater for the needs of around 103,000 pupils. An analysis of schools and pupil numbers is given at Appendix 2.
- 1.7 In providing a framework for setting local priorities to meet local needs, the PCP strategy will be used to secure an efficient supply of school places, based on current and future demands. It will take account of parental preferences, the reduction of inappropriate levels of surplus places and educational performance.

2. BASELINE ANALYSIS

- 2.1 The Essex CYPP is based on the DCSF Children's Plan. It sets out how the authority and its partners aim to improve the lives of all children and young people, meeting the needs identified in Every Child Matters (ECM). The Plan notes the correlation between educational achievement and other indicators of community well-being and it highlights the need to address the relatively low levels of educational achievement in some parts of Essex. The performance of schools and pupils is continually reviewed to identify gaps in provision, areas requiring improvement and requirements for appropriate intervention and support.
- 2.2 Key criteria have been used to assess each school's characteristics, in relation to: relative deprivation; educational performance; school admissions; popularity and surplus places; and the condition, adequacy and suitability of their premises. Appendix 3 identifies the criteria and data used in this analysis, which will be used to establish priorities for investment as the PCP progresses.

Educational Performance

- 2.3. Indicators of present progress and educational outcomes are:
- Essex has been a beacon authority for Integrated Children's Services, with a developing Children's Trust approach.
 - The % of children achieving at least 78 points across the Early Years Foundation stage with at least 6 in each of the scales in Personal Social and Emotional Development & Communication, Language and Literacy is 40.8%, which is below the national average.
 - The number of schools below Floor Targets in English and/or Maths at the end of Key Stage 2 has been reduced from 105 in 2004 to 64 in 2007.
 - The % of pupils achieving Level 4+ in English in the Local Area Agreement target schools has risen from 65% in 2005 to 70% in 2007 tests.
 - The % of pupils attaining Level 4+ in Maths in the LAA target schools has risen from 60% in 2005 to 66% in 2007 tests.
 - The % of pupils progressing at least 2 national curriculum levels in English is 81.7%, which is below the national average.
 - The % of pupils progressing at least 2 national curriculum levels in Maths is 76%, which is similar to the national average.
 - There are no primary schools in Special Measures.
 - 215 schools (38%) are providing the core extended schools offer, covering all localities.
 - 240 primary schools (and 1 nursery school) have achieved the National Healthy Schools status. A further 51 schools applied in March 2008; the national target for Essex was exceeded in December 2006.

ICT and the Primary Capital Programme

- 2.4. The numbers of children and young people with no access to a computer in the home are disproportionately from relatively poor backgrounds; their limited access to technology reinforces attainment gaps. Access to appropriate ICT provision plays an increasingly important part in enabling teachers to assess pupils, planning and tailoring resources and learning experiences to the needs of individual pupils, according to their stage of progress.
- 2.5. Within the county, there is already an intensive programme of stakeholder engagement, utilising current on-line forums and ICT working parties. These are well-established across the county and help to ensure an interactive multi-media approach to engagement. Through a process of auditing current provision and resources, analyses of needs and training support will be developed to promote further progress and investment through the PCP. ICT is designed to integrate with the national e-strategy and ECM aims, including multi-agency working. ICT will be used to engage, motivate and help meet the needs of all learners, leading to higher levels of attainment and inclusion.

Every Child Matters

- 2.6. The ability to meet the objectives of Every Child Matters depends on effective collaboration with partners, set out in the authority's CYPP. Investment through the PCP will support the delivery of these objectives and priorities

Areas of deprivation

- 2.7. Part of the revenue funding allocated to schools in their delegated budget is targeted at social deprivation. In Essex, this is determined on the 'Income Deprivation Affecting Children Index' (IDACI). The IDACI is based on the addresses of individual children attending each school. This was considered to be a more sensitive indicator of the needs of pupils in individual schools, in comparison to an indicator based on the address of the school. To be consistent, the IDACI is used as an index of deprivation, set out in sample data at Appendix 3. There are 20 primary schools in the most deprived areas, referred to in para. 1.4.

Be Healthy

- 2.8. The CYPP sets out the authority's objectives, whereby:

"we want:

- i) children to be healthy and able to enjoy their childhood and develop; and*
- ii) children and young people to make healthy lifestyle decisions".*

With these objectives in mind, there are explicit commitments to reduce the percentage of obese children who are between the age of 5 and 10; this will be dependent on a combination of healthy eating and opportunities to engage in appropriate physical activity. A programme of improvements to school meals facilities is already in train, which is resulting in the provision or improvement of school kitchens in 32 schools and improvements in equipment and services in 81 schools. School meals are required to meet tough nutritional standards and the development of facilities to assist their production should contribute to child health. Take-up has risen from 27% to an estimated 39% since 2004.

- 2.9. Physical activity in schools depends principally on the availability of appropriate indoor and outdoor recreational and sports facilities. Improvement in these facilities has been a focus for capital investment over a number of years, which has seen funding of £18.4 million in the development of 35 halls at primary schools, along with £3 million on 97 projects to improve outdoor facilities.
- 2.10. The combined investment in school meals and opportunities for physical well-being in schools makes a crucial contribution to the implementation of the healthy schools initiative. The development of good habits in childhood should contribute to lifelong health. The outcome of these initiatives, together with the targeted use of SEAL (Social and Emotional Aspects of Learning), reflects the priority in the CYPP given to the development of resilience, independence and autonomy in children, improving children's physical and mental health and well-being. This priority has resulted in 241 nursery and primary schools having achieved the Healthy Schools standard.

Be Safe

- 2.11. Strategies to promote the physical and emotional health and well-being of children also help to enhance their safety. As part of the development of the CYPP and APA requirements, priority is being given to an improvement in the percentage of initial assessments for children's social care carried out within 7 working days of referral. In the main, these performance standards will be achieved through timely and effective professional intervention. The PCP can assist in the achievement of this priority through its contribution to supporting the Extended Schools strategy and the development of TASC teams (Teams around Schools, Children and the

Community), using investment that has improved data management and transfer between schools, parents and professional practitioners.

- 2.12. Approximately 14% of children aged 7-11 in Essex have reported that they have “often” or “very often” felt afraid to go to school because of bullying concerns. Bullying can have a significant adverse impact on young people’s confidence, self-esteem, mental health and social and emotional development. The development of appropriate physical spaces can have a positive influence on behaviour.

Enjoy and Achieve

- 2.13. The CYPP expresses our desire for:

*“ all children and young people to achieve their potential.
Our priorities are to raise achievement across the whole ability range and to support schools which are causing concern.”*

- 2.14. Successful implementation of the PCP will help narrow the achievement gap between disadvantaged groups of pupils and others. Current indicators of educational achievement have been summarised in para. 2.3. Enjoyment will be enhanced by the better provision that has been made for sport and play, along with other improved facilities which make learning and teaching more effective and personalised.

S.E.N/Inclusion

- 2.15. Around 16% of the school population are identified as having a learning difficulty or disability in line with the SEN Code of Practice 2001. Essex intends the PCP to make a major contribution to removing barriers to inclusion. The number of children with statements attending local mainstream schools has risen by 373 over the last 3 years but Essex still remains below the regional and national average
- 2.16. Primary age pupils with special educational needs in Essex are currently educated in a range of settings: mainstream schools; enhanced provisions in mainstream schools (summarised at Appendix 4); all age special schools, which will be developed further through BSF; and 1 primary age residential special school.

Make a Positive Contribution

- 2.17. The CYPP sets out the authority’s priority to ensure that children and young people have opportunities to develop positive attitudes. It summarises the importance of providing opportunities for supervised and unsupervised play, recreational and informal educational activities. These provide a framework within which children can enjoy themselves, develop self-confidence and self-esteem, build social and emotional resilience, learn to get on with others, strengthen friendships, and learn to deal with risks and to value themselves as individuals. The CYPP noted that this priority can contribute to the reduction of anti-social behaviour, providing a springboard for positive activity in the future.

Economic well-being

- 2.18. Children’s experience in the early years provides them with the foundation for success in later life. High quality early years and primary education helps to prevent gaps opening up between disadvantaged children and others. By improving parental access to early years provision and childcare, opportunities for Family Learning are created. Phases 1 and 2 of the CCI (Children’s Centres Initiative) programme has resulted in the establishment of 60 children’s centres in Essex, providing strong support for parents and families, particularly in relatively deprived areas. This has a positive impact on parents’ confidence and commitment to support and encourage their children’s educational progress. In combination with the CCI programme and the development of ‘TASCCs and the Children’s Trust approach, the PCP will be used to help ensure that pupils will have access to improvements in schools’ physical environments and

technological resources, thus providing a strong foundation for high quality teaching and learning.

Diversity, Choice and Access; strategic planning issues

- 2.19. The authority has a legal duty to ensure that there are sufficient primary school places in the county to provide all pupils with an appropriate education and to secure diversity of provision and increase parental choice. Current and anticipated demand for pupil places is established by the collation of data from across the county, taking account of existing pupil numbers, birth rates, population trends, housing developments and the relative popularity of individual schools. This information is summarised in an annual School Organisation Plan which provides details of projected pupil numbers at individual school level and also aggregates schools into planning groups.
- 2.20. The most recent School Organisation Plan (2007 – 2012) shows surplus places slightly above the 10% target:

Table 1 - Primary Schools: Pupil Numbers and Places

Essex Primary Schools	2007	
Pupil Numbers and Places	No. of Pupils	% Surplus Places
	103,241	11.8%

- 2.21. Within the county, the match between the supply and demand for school places varies from one area to another. These issues continue to be addressed through a programme aimed at reducing surplus capacity, improving educational attainment and providing a foundation for the provision of schools which have long-term viability. Over the last 5 years, 10 amalgamations of infant and junior schools have been implemented in the following areas:

Basildon, Epping, Rayleigh, Harlow, Chelmsford, Canvey Island, Southminster and Thundersley.
- 2.22. The objectives of these amalgamations has been to secure more effective and efficient provision of primary education, with the benefit of more coherent planning and smoother transition from Key Stage 1 to Key Stage 2. In four of these cases, the amalgamations have led to an immediate reduction in surplus capacity, whereas in others the amalgamations will rationalise accommodation and usage over time.
- 2.23. There is increasing diversity in school governance and organisation through the establishment of academies, federations and trusts within the county. Their rationale is to stimulate a cultural shift in ethos and expectations, bringing innovation, strong leadership and management, with the aim of developing effective teaching and promotion of high aspirations for all pupils. Within the primary sector in Essex, an increasing number of schools are involved in the development of trusts and federations. The dioceses foster further collaboration between schools in the voluntary aided sector, which can extend across the county’s boundaries.
- 2.24. These new and evolving organisational models are also used to support effective collaboration, helping to improve standards of attainment in under-performing schools – an aspect of diversity that the authority promotes through its role in commissioning high quality education.
- 2.25. Essex is a DCSF pathfinder for the strategic planning and commissioning of school places. As part of this work, the authority is developing processes for engaging with groups of schools on a regular basis, to review data, output and standards across the group, to help and support those schools in identifying issues of concern and areas for action.

- 2.26. Schools have been organised into 26 locality-based Local Delivery Groups (LDGs), fostering collaboration between local schools, with benefits for both school improvement and for developing extended services. Specialisms and equipment can be shared and smooth transitions for pupils moving between primary and secondary education can be encouraged. Opportunities are enhanced for stretching the most able pupils in primary schools and to provide easier access to gifted and talented provision. Successful schools supporting weaker schools can help drive up standards and disseminate good practice, enabling more schools to benefit from the best leadership available. The Children's Trust approach means that multi-disciplinary TASC teams work in collaboration with LDGs, and through both extended schools and children's centres, to provide comprehensive access to services and support.
- 2.27. Complementing its role as a DCSF pathfinder in the planning and commissioning of school places, the authority's pathfinder project for the PCP is aimed at strengthening the infrastructure of a LDG in Wickford. There are three main components of the pathfinder:
- the development of a Collaborative Learning Centre. This will provide the capacity, with rich ICT resources, for schools to have access to expertise and facilities not easily provided in individual primary schools – e.g. science, design and technology, music and modern foreign languages, It will also facilitate groups of pupils (such as gifted and talented), drawn from schools across the LDG, working together on specific topics or themes, and will provide facilities for community use;
 - enhancement of ICT resources, to support the ability of schools to set, record and assess work tailored more precisely to the needs of individual pupils, contributing to improvements in the personalisation of education in the primary sector;
 - 'environmental' improvements at primary schools in the LDG – including 'teaching areas for the future' and improvements to outdoor areas, providing examples:
 - i) to inform the development of the county's 'model' primary school brief, which will be used as a basis for future schemes;
 - ii) of the kind of smaller-scale projects that could be undertaken by schools using devolved capital allocations - acknowledging that many schools will not benefit directly from major PCP investment.
- 2.28. In order to steer strategic decisions and ensure that there is coherent strategic planning and commissioning, with school organisation developments linked to improved performance, the authority has set up a school organisation board (SOB); its role is explained in para. 4.9.

Buildings

- 2.29. Asset management plan (AMP) surveys have been undertaken for all schools, to assess their condition, sufficiency and suitability. This information has been used to determine priorities for capital investment over the last five years. In accordance with the authority's AMP strategy, full condition and suitability re-surveys of school premises will be undertaken in 2008 and 2009.
- 2.30. Table 2 gives data concerning the condition-related costs of the county's primary schools.

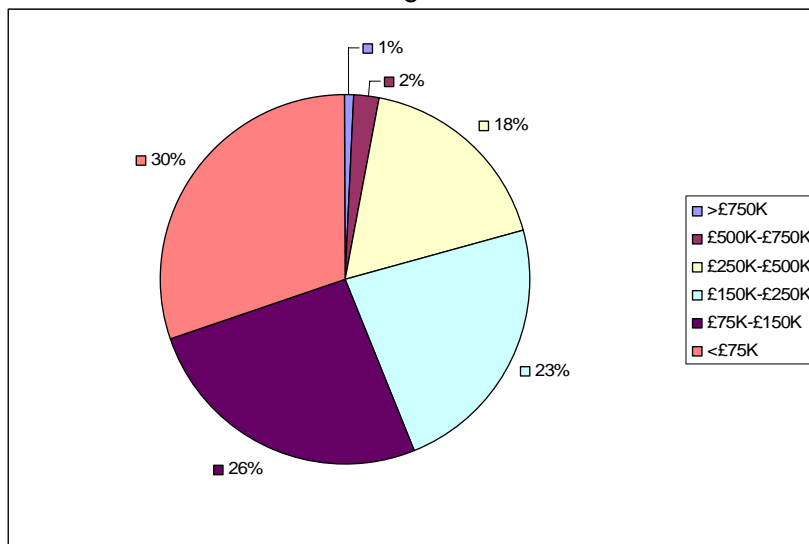
Table 2 - AMP Condition-related costs in Primary Schools

Category of Need	LA Costs	VA Governing Body Costs	School Costs	Total
1	£20,270,300	£1,279,400	£3,621,377	£25,171,077
2	£68,295,552	£7,397,850	£23,930,595	£99,623,997
3	£32,218,982	£4,065,900	£26,176,148	£62,461,030
Total	£120,784,834	£12,743,150	£53,728,120	£187,256,104

2.31. One of the key objectives of the PCP is to rebuild or take out of use primary school buildings that are in the worst condition, i.e. schools which have the highest potential repair costs. The sample data in Appendix 3 demonstrates that, in a number of cases, schools which have high condition-related needs also have identified suitability needs. In addition, there are two split-site schools (Epping Primary- formed from the amalgamation of separate junior and infant buildings- and Maldon All Saints Primary School), which are potential priorities for consolidation on single sites.

2.32. The condition-related needs of individual schools can vary significantly, shown at Fig.1.

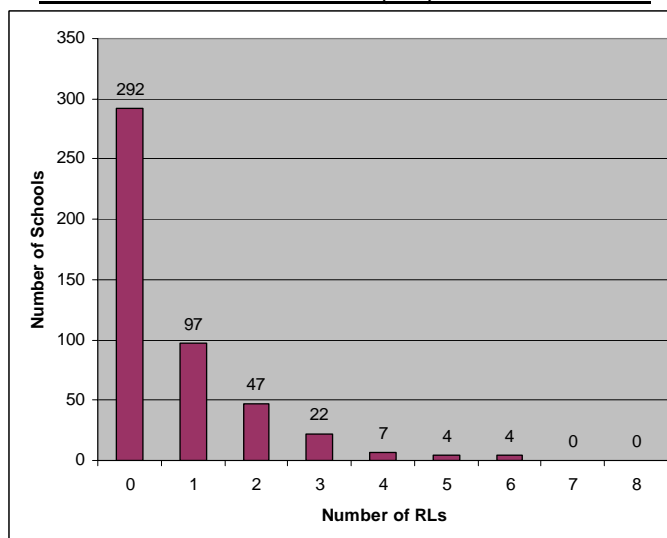
Fig. 1



2.33. Although not universally the case, major capital investment in condition-related works often addresses suitability issues and vice versa. For example, significant investment has been made in replacing relocatable accommodation in the county's primary schools; details of this accommodation are summarised in Fig. 2.

Fig. 2

Distribution of relocatable (RL) accommodation



2.34. A second major programme of improvements in primary school accommodation has centred on the development of school halls at schools lacking such appropriate facilities, referred to in para. 4.9. – to improve opportunities for sports and P.E. and the ‘whole school’ activities that help to create an environment in which pupils can ‘enjoy and achieve’. Currently, there are still 20 schools, with either no hall or one below 100m²

- 2.35. Other suitability improvements have been promoted through annual joint-funding programmes. These have focussed on a number of priorities, such as: Foundation stage facilities – including outdoor areas; ICT resource areas; libraries; improved staff areas to assist in workforce reform.
- 2.36. The PCP will be used to increase and extend the opportunities to improve the resources available to pupils, staff and the wider school community.

Summary - Baseline analysis

- 2.37. The baseline analysis shows there is a continuing need to build on recent progress, focussing over the initial PCP period on:
- reductions in surplus capacity through amalgamations and other measures such as removal and replacement, where appropriate, of relocatable accommodation
 - relocation and/or consolidation of split-site schools. Further into the programme, consideration will be given to other site deficiencies, eg requirement for detached playing fields
 - provision of indoor/outdoor facilities to support the ECM priorities for 'Healthy Schools' and 'Enjoy and Achieve'
 - use of the AMP assessments to identify and deal with the highest condition and suitability needs, weighted in relation to areas of deprivation as a means of narrowing attainment gaps
 - ensuring that ICT investment complements modernisation programmes and supports the personalisation of learning
 - links with the development and use of extended schools and CCI schemes, complementing other funding opportunities, to support parents and their children.
- 2.38. As the programme progresses, criteria and priorities will be reviewed, building on the evolving role of the authority as a commissioner and its collaboration with LDGs and other stakeholders.

3. LONG-TERM AIMS

- 3.1. The vision for Essex is set out in the council's programme "Essex Works" and our ambition to liberate potential, described in the CYPP. This includes a commitment to increasing educational attainment and skills. Therefore, the authority's long-term aims for the PCP are simple and straightforward; they are to use the capital investment from the programme, in conjunction with other funding, *to transform schools and transform lives*.

Educational performance

- 3.2. One key indicator of our commitment to raising school standards is a reduction in the number of schools which provide inadequate education and lack the capacity to improve. In order to reduce the effects of a failing school on the life chances of pupils, it is necessary to shorten the time a school spends in an Ofsted category. To help reduce the number of schools causing concern, we use key data to identify where a school may be experiencing difficulties and would benefit from targeted support, including capital investment through the Primary Capital Programme. Targeted support, strong collaborative partnerships and the challenge provided by School Improvement Partners and LA advisers can help some schools to make progress.
- 3.3. Educational attainment at Key Stage 2 is a key indicator of future attainment at Key Stage 4. Consequently, it is a significant influence on a young person's life chances. Standards across schools are variable and the authority is working intensively with a sub-set of target schools, with about 4,300 pupils, which failed to meet the floor targets at Key Stage 2, to improve attainment at Level 4+.
- 3.4. Children from relatively deprived backgrounds are three times less likely to achieve good outcomes at age 16. Over three quarters of the schools failing to reach the floor targets at Key Stage 2 for English and/or Maths were in the 33% of schools ranked highest on the index of deprivation. Therefore, the CYPP identifies as a priority the narrowing of the gap between the

progress and attainment of children from disadvantaged backgrounds and the achievement levels of other groups of pupils. Our aim is to see progress on this indicator exemplified by a lower percentage point gap between pupils eligible for free school meals and their peers and a higher percentage of free school meals pupils achieving at least Level 4 in English and Maths at Key Stage 2.

- 3.5. In summary, our aim is to improve educational attainment, so that Essex performance is at least in line with statistical neighbours and above national averages, by:
- retaining and extending the diversity of provision in the authority's schools;
 - reducing the variance in performance between schools, measured by schools achieving threshold targets and narrowing the gap between schools;
 - reducing the level of unproductive surplus placers to below 10% (and 25%, with at least 30 places, in individual schools, where applicable), to enable more resources to be invested in the provision that is retained and in successful and popular schools;
 - collaborating with groups of schools to develop and implement the provision of facilities and services that can be used jointly, to enable benefits and individual strengths to be shared and utilised across the group;
 - ensuring that, by the above means, parents, pupils and the communities served by schools have the best possible choice and access to high quality provision which will cater for the needs of all pupils and their families.

ICT

- 3.6. The role of Information and Communications Technology is fundamental to transforming primary education in Essex. ICT has been recognized as a key learning tool, integral to all aspects of effective learning and teaching. Catering for the variable needs of pupils and teachers, the development of appropriate ICT strategies offers a practical and creative approach to life long learning in Essex. ICT developments recognize the diverse nature of the county and the different stages reached by schools and partners in embedding ICT.
- 3.7. The authority will use a range of options for the implementation of ICT within the primary capital programme, with the potential for it to become a part of the managed ICT service which is being developed for the BSF programme. The specification for the BSF managed service anticipates its potential extension to include primary schools and other organisations
- 3.8. As well as meeting curricular needs, the ICT managed service will provide the authority with management functions, including intelligent information systems, electronic communications and better information flow. These facilitate improved decision making and transparency, ensuring that ICT will improve communications and administration to enhance leadership and management. Further development and use of pupil tracking systems will help ensure that teaching and learning assessments can be tailored more effectively to meet individual needs.
- 3.9. Our aim is to improve the availability and use of high quality ICT resources. PCP investment will underpin, further accelerate and expand all the authority's objectives for ICT, in order to:
- develop personalised learning and extend the scope and range of its virtual learning platform initiative through the provision of secure on-line learning spaces and social networking for the wider community and the LA (local authority);
 - provide personalised learning feedback to pupils through their virtual learning environment;
 - develop a common digital infrastructure across schools, achieving economies in procurement;
 - provide stronger digital links between primary and secondary schools, to facilitate smooth and effective transition;
 - promote the development of personalised learning and inclusion for pupils with special educational needs;

- extend links between schools and the LA to aid communications and data exchange, contributing to the efficiency and effectiveness of schools' management and administration systems;
- extend the use of mobile technologies as a tool to expand learning and facilitate communication;
- enhance parents links with schools and engagement in their children's learning;
- develop its web services to ensure secure equality of access "anytime, anywhere";
- promote a culture of e-working and e-learning within Essex and its schools

3.10. Appendix 5 illustrates how ICT is being used to:

- transform the range of teaching and learning styles available and develop a more dynamic curriculum.
- open up new and more personal opportunities for the individual learner;
- dissolve the boundaries of time, location and culture separating school and home, allowing a continuum of learning;
- focus the attention of the community on primary schools and their work meaning that learning is now at the heart of the community; and,
- enable parents to be better involved in their children's learning and provide opportunities for them to improve their own skills.

School Place Planning and Modernisation of the School Estate

3.11. The School Organisation Plan sets out the issues and objectives for the provision of school places. Our target, set out in the most recent plan, are shown in Table 3

Table 3 - Primary Schools: Pupil Numbers and Places

Essex Primary Schools	2012	
Pupil Numbers and Places	Projected No. of Pupils *	% Surplus Places
	103,842	10.0%

* Forecast number, including adjustment for new housing

3.12. Overall, the current surplus of places is planned to reduce to a level locally which is consistent with the national objective of maintaining a surplus capacity of 10% or less.

3.13. Within that overall figure, action will be taken to reduce pockets of surplus capacity in areas of the county, where required to deal with the impact of demographic change with initial support being considered for proposed action in:

Brentwood; Harlow; Hullbridge; Colchester; and Clacton

3.14. In part, reductions are offset by increased provision in other parts of Essex, where there is housing growth and a demand for additional places, leading to requirements for some redistribution of provision, particularly in Harlow, Chelmsford, Colchester and Uttlesford.

3.15. PCP investment will be used to support both strategic planning objectives and improve the provision and quality of school buildings and grounds, by:

- ensuring schools have sufficient and suitable accommodation for their needs, taking account of DCSF and local standards of provision – measured by AMP assessments over the period of the programme;

- redeveloping the 5% of schools with the highest condition and suitability-related needs over the period of the PCP, where required to accord with national and local priorities;
- combining PCP funds with other capital resources to ensure that the reach of the programme is maximised, when future funding levels are confirmed, and used to address priorities for the modernisation of the schools estate, based on agreed strategic needs, clear educational principles and transparent criteria relating to the condition and suitability of schools;
- ensuring that supply and demand for school places is appropriate and responsive to parental preferences
- developing and using design standards and forms of project procurement which will help to ensure that high quality facilities are provided through the capital investment available. Premises will be fit for purpose and help to inspire, motivate and meet the needs of learners, staff and others in providing the extended services required in the community – measured by project evaluations undertaken on PCP schemes;
- fostering examples of good practice in school design that will inform the continuing review and improvements to designs and specifications and can be used by schools and others undertaking improvements – measured by the review of schemes, specifications and their applicability to new projects:
- developing new schools and extensions that add value to the quality of the local environment and contribute to the council's objectives in relation to a reduction in carbon footprints and economic and social regeneration – measured by BREEAM assessments and community surveys.

Every Child Matters

- 3.16. **Be Healthy:** The programme of improvements in sports and recreational facilities complements the development of the School Sports Partnership Strategy and the county's contribution to the Sportsex County Sports Partnership. PCP funding for halls and outdoor facilities will continue a commitment to health-related improvements for pupils, helping to secure the five hours entitlement for sport and recreation in all schools, including two hours for extended activities, thereby increasing access and high quality provision for all pupils.
- 3.17. **Be Safe:** The PCP will help to complement the anti-bullying strategies implemented in schools by developing improved indoor and outdoor environments. These provide more varied facilities, including quiet areas and better-designed amenities which will help improve behaviour and reduce the incidence of bullying, designing out anti-social spaces.
- 3.18. **Enjoy and achieve/Make a positive contribution:** Learning through play is crucial to younger children. The development of appropriate play and recreational facilities will be achieved through linkage between PCP, the Essex Play Strategy, which is being revised in consultation with the district councils, Early Years and Extended Schools strategies. This will help to secure the benefits identified above, helping to counteract the potential lack of opportunities for those living in relatively deprived communities with poor public services. Investment in the PCP recognises that early experience of education plays a significant part in shaping future life chances, noted in paras 3.3 – 3.4. In combination with the extended schools programme, the PCP will provide a hub for community services, where appropriate, by:
- exploring opportunities for co-ordinating PCP developments with asset management plans of partners, eg PCTs
 - linking the PCP with mainstream schools' capital funding, as well as extended schools' priorities and the developing provision of Children's Centres
- 3.19. **SEN/Inclusion:** Our vision is for children and young people with SEN and additional needs to have:
- a positive family life leading to as independent an adult life in the community as possible;
 - a broad, balanced and relevant range of learning opportunities;

- improved life chances;
- social and leisure pursuits in the community;
- access to, and use of, community facilities;
- family, friends and key people in the community to support their independence and participation
- swift and easy access to resources and support services, enabling early intervention
- education as close to their own homes and communities as possible;
- access to respite care, where appropriate

3.20. Inclusion is about the quality of children's educational experience: how children are helped to learn, achieve and participate fully in the life of the school involving all members of the community, taking account of individual characteristics and needs. PCP investment will also be a key driver to improving behaviour and attendance which can otherwise undermine inclusion and the performance of both individuals and groups of pupils.

3.21. Key aims within the Essex SEN and Additional Needs Strategy (2008-2012) are to:

- Raise attainment and achievement of children with SEN and Additional Needs
- Promote prevention and ensure early identification, assessment and intervention for children and young people with SEN and Additional Needs
- Develop and resource a flexible range of provision to support good educational outcomes and to meet a continuum of need
- Increase participation of parents/carers, children and young people in SEN and Additional Needs provision
- Build capacity in schools and the community to meet the needs of children and young people with SEN and Additional Needs

4. APPROACHES TO CHANGE

Developing a capacity for change

4.1 Capital investment through the PCP is an important catalyst for change. However, this will need to be complemented by other change management strategies which will help to ensure that the investment in physical resources is matched by investment in people. As part of its PCP pathfinder, the authority has been working with schools involved in this scheme to develop 'The Essex Horizons Programme' – a series of CPD events for the senior leadership of schools, which address key issues:

- What is on the horizon for children's learning?
- What is on the horizon for primary education and curriculum development?
- What is on the horizon for school design?
- What is on the horizon for monitoring, assessment and evaluation?
- What is on the horizon for technology?

4.2. The programme will focus on developing individuals, teams and the whole organisation to take forward and manage school improvement effectively. It is aimed at building capacity to take ownership and control and use strategic and pro-active thinking. This development is central to the local vision for primary education and transformation and will be extended to ensure that school strategies are supported by change programmes.

4.3. The authority is extending its capacity to support and challenge schools specifically involved in BSF and PCP by establishing a strong strategy team within the school improvement and early years service. Its role is to collaborate with schools in the development and implementation of school visions and the strategies for change that form an integral part of the successful introduction of the BSF and PCP initiatives. These organisational changes reflect the strong aim to work in partnership with schools, communities and other partners to create transformational schools that can inspire and motivate children to learn and meet the community's needs for the future. In the case of voluntary schools, the authority's resources

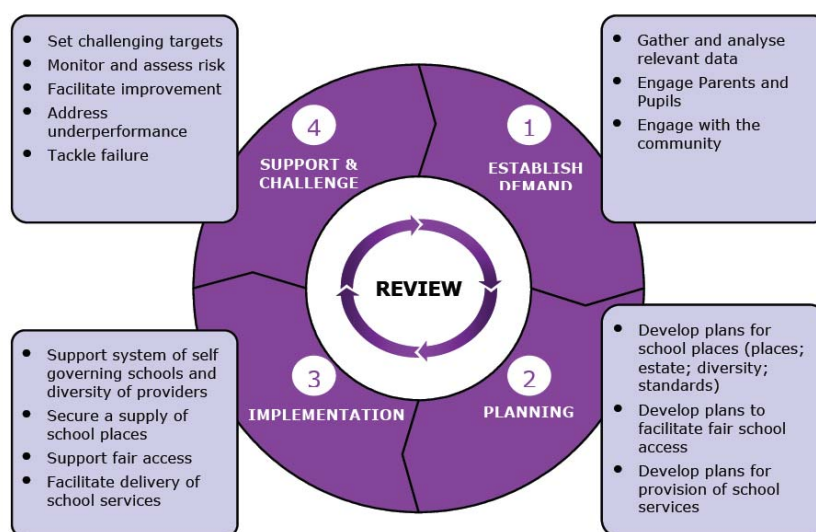
will be complemented by the work of diocesan colleagues with their schools, contributing to the further development of their character and ethos, to meet the specific objectives of the dioceses, but within a common framework for all schools in Essex.

Planning, monitoring and evaluation

i) Commissioning

- 4.4. The authority will act as a commissioner of high quality school provision for children and young people in Essex by:
- establishing demand;
 - planning sustainable provision;
 - implementing strategies to secure quality and access;
 - supporting and challenging providers.
- 4.5. The council's cabinet approved a "Strategy for Developing Diverse School Provision in Essex" in January 2008. In doing so, the authority adopted a range of principles and guidelines for school planning, set out at Appendix 6. Supplementing these principles is an options strategy where a need is identified for local authority action, having taken account of the school planning guidelines; the options for action are set out in Appendix 7. These approaches follow the principles set out in the DCSF Commissioning Cycle, summarised at Fig. 3.

Fig. 3 - DCSF Commissioning Cycle



- 4.6. As a commissioner of school provision, the authority has a duty to challenge and support providers, to ensure that their educational provision is the best quality that can be delivered within the budget available. This role will be discharged by working with each school's headteacher to review the quality of provision and identify any aspects that need improvement. It will work with the LDG to identify support that can be provided by both the authority and by local or other Essex schools to effect that improvement, using statutory powers of intervention only when appropriate. One aspect of securing improvement is to consider alternative forms of school organisation. As the PCP is developed with partners, it is proposed that targets which focus on schools' pupil numbers and popularity should be developed with LDGs at a locality level. It is also intended to work with LDGs and partners on the development of local targets and criteria that focus on outcomes for pupils.
- 4.7. In adopting the principles and actions outlined above, the planning of school places will have regard to how diversity of provision in each area can best meet needs, provide choice and improve outcomes for learners. Strategies for tackling under achievement will be implemented

through collaboration between schools and local authority services and local partners in the Children and Young Peoples' Strategic Partnerships (CYPSPs), usually organised around a locality. Developments in ICT will be harnessed to support the principle of 'learning anytime, anywhere', to empower learners to make curriculum decisions, to support teaching and assessment and to enable early intervention through shared systems across multi-disciplinary teams. The focus on learning and the learner will require a remodelled workforce and effective programmes of continuing professional development to provide the necessary quality of leadership, teaching and learning support.

- 4.8. The implications for buildings and spaces in primary schools reflect the needs arising from learning activities, workforce support, extended schooling and the Every Child Matters agenda. The PCP adds significant capital investment, although to maximise its impact it will be necessary to join-up this investment with other resources, continuing the practice adopted in the implementation of Children's Centres in the county. The Sure Start Children's Centre programme has seen the development of 60 children's centres in Phases 1 and 2, many of which have been established on school sites, contributing to a firm foundation for extended schools. This will be continued through both the Extended Schools Strategy and the PCP.

ii) PCP Governance

- 4.9. The council's cabinet will approve the strategy and the programme, the delivery of which will be overseen by the Cabinet Member for Schools, Children and Families and the Deputy Leader, with responsibility for Commercial, Property and Infrastructure Services. Recommendations for PCP projects to support the strategic objectives of the authority will be made through the School Organisation Board, which has been established to provide a single forum to support all aspects of school organisation. The key objectives of the Board are to:

- establish demand through area reviews of pupil numbers, places available, parental preferences and school performance;
- plan provision by developing area plans;
- promote diversity and ensure easy access to provision of a high standard for all learners;
- identify approaches for implementation which promote the partnership working of the authority's Children's Trust approach in Essex;
- support and challenge schools where there is under performance, with early intervention, when required.

iii) Programme management

- 4.10. The ongoing delivery of the programme and projects will be undertaken by the authority's Commercial, Property and Infrastructure Services directorate. This has recently been established to consolidate expertise within the council in order to focus on the delivery of major programmes, including BSF and the PCP. A senior project officer has been appointed to coordinate the management of the programme, with projects being delivered through framework contracts for procurement, explained in more detail below, in paras. 4.21 – 4.23. The programme will be scrutinised by the Essex Project Board. Its role is to ensure that major programmes and projects are developed and implemented in line with the authority's strategic objectives and that the relevant resources (financial and personnel) are aligned appropriately with the programme, scheme objectives and timescales.

iv) Risk Management

- 4.11. The authority has an established risk management framework (JCAD) for managing the risks of major programmes and activities, which identifies and scores potential risks, their probability

and impact, together with mitigating actions that can be taken. Major risks are reviewed on a monthly basis. An example of the risk log, showing 5 key risks for the PCP, is given at Appendix 8.

v) Consultations on Strategy, Priorities and Criteria

- 4.12. The development of the PCP draft strategy took place in consultation with the Essex Primary Headteachers' Association (EPHA), the Dioceses of Brentwood and Chelmsford, along with the authority's AMP consultative group. Pupils from a representative sample of schools across the county took part in a workshop to discuss their views about primary schools of the future, as a precursor to more detailed work that will be undertaken with the Sorrell Foundation, when work begins on a range of specific projects; this will follow on from a successful initiative in BSF schools which was undertaken with the Foundation.
- 4.13. The PCP strategy sets out proposed priorities which have been consulted upon with all primary schools, through EPHA. Additional consultations with early years providers were undertaken through the Early Years service and wider consultations with the public, potential promoters and other stakeholders were undertaken through the county's website, contributing to the council's e-government strategy.

vii) Monitoring and Evaluation

- 4.14. The fit between the PCP and strategic needs of the authority and its partners will be reviewed annually by the School Organisation Board, referred to previously. This review will include, over time, an examination of the extent to which the capital investment, planned and delivered in conjunction with LDGs and other stakeholders, has succeeded in contributing to improved educational performance in the areas given priority.
- 4.15. Project progress is reviewed on a quarterly basis and evaluations of completed individual capital projects are already undertaken in the county. These will be continued in the PCP and the results used to provide examples of good practice, which will inform future design criteria, project specifications and procurement practices. The outcomes from the programme and project monitoring and evaluations will form part of an annual report to Cabinet on the progress of the PCP and a review of priorities and achievements, as part of the overall review of the capital programme.

Educational transformation

- 4.16. The PCP will be an important catalyst for achieving educational transformation, by contributing to an objective that will ensure, over time, that primary schools are developed and equipped for learning in the 21st century and meet the needs of children and communities across Essex. In order to achieve this objective, PCP investment will be combined with other funding for extended schools and early years. Primary schools will complement the development of children's centres across Essex, 60 of which have been developed through Phases 1 and 2 of the CCI programme – to provide a strong foundation for the educational development of young children. These set the foundation for work with their families and communities through a Children's Trust approach, set out in more detail in the Essex Extended Schools Strategy. This is based on a multi-disciplinary children's workforce, operating as TASC teams, and through multi-agency working.
- 4.17. Whilst capital investment in building improvements is important, the strategy for change also requires investment in the capacity of people to embrace, develop and implement new ways of working through changing educational practices and use of ICT. The authority's approach to these developments has already been explained, including support for individual schools in developing and implementing targeted strategies for change that are linked with the development of associated capital schemes. At the heart of the council's approach to the PCP, and its contribution to addressing ECM priorities, is a commitment to engage actively with

parents, schools and partners in commissioning and setting priorities that will help to raise aspirations and transform standards across the county.

Finance

- 4.18. Funding starts in 2008/09, with a number of national pathfinder schemes and extends to the whole country from 2009/10. To date, PCP funding for Essex consists of £6.5 million, already agreed for the approved pathfinder project in the county, and a provisional allocation of capital grant of £24 million over the following two year period, 2009/10 (£10.6 million) – 2010/11 (£13million). Allocations are then expected to be around £7.5 million for each of the remaining years of the programme, subject to future Government public spending reviews.
- 4.19. In addition to specific PCP allocations, other DCSF funds are provided for modernisation and as devolved capital allocations to schools. The specific primary capital allocations increase the overall resources available to invest in the county's primary schools and allow a larger programme of work to be planned and implemented in a coherent way. Together, this investment allows an expanded primary capital programme to be developed. Further resources to develop new and extended/improved primary school facilities are provided through the approved use of capital receipts, subject to any necessary DCSF approvals, and S106 contributions where additional housing developments generate a need for further school places, and funds from partners. These resources will extend the scope of the Primary Capital Programme, contributing to its objectives concerning to the further provision and renewal of the primary schools estate in Essex.
- 4.20. Where schools benefit from PCP investment of up to £500,000, it is proposed that they contribute 1 year's devolved capital allocation or 10% of the value of the project, whichever is the lower, to the project funding. For schemes with a value of £500,000 or more, it is proposed that they contribute the lower sum of either 2 years' devolved capital allocations or 10% of the total cost of the scheme. The national provisions for the PCP also require voluntary aided schools to make 10% governor contributions towards the funding of their schemes. Schools benefiting from PCP funding would not normally be expected to receive additional capital support during the programme, except for any agreed subsequent need to provide additional places. Schools will continue to receive devolved capital funding.

Procurement

- 4.21. The authority recognises that efficient and effective procurement will be an important factor in securing 'value for money' from its Primary Capital Programme. Effective procurement practices, implemented in collaboration with the construction industry, will help develop market capacity, with benefits for both clients and providers. Therefore, the authority has collaborated with others in the Eastern Region to establish a joint procurement consortium, in line with the recommendations of the Department for Communities and Local Government (DCLG) and the 'Achieving Excellence' campaign of the Office for Government Commerce (OGC).
- 4.22. The result of the regional collaboration is 'SMARTE EAST', the procurement of a regional supply chain for major capital investment. It is intended to reduce the overall cost of procurement and provide training and development for construction services in the area. The collaboration will run a forward plan of contract renewal, giving greater certainty in the management of the supply chain resulting from better work flow information, improved long-term programme management and flexibility to adapt to changing market conditions and projected expenditure. These arrangements are particularly relevant to the long-term nature of the PCP and SMARTE EAST will be the procurement route for initial PCP priorities.
- 4.23. As the authority develops its BSF programme and establishes a Local Education Partnership (LEP), consideration will be given to the use of the LEP for later phases of the PCP – particularly if PFI schemes are developed across both the BSF and PCP programmes. It is also envisaged that the ICT managed service, to be provided by the LEP, will be extended to include primary schools, generating further opportunities for collaboration between schools.

Design

- 4.24. Originating from the long term educational aims are the design principles which will help to provide the environment in which learners can develop and flourish. The authority will use its Construction Management and Built Environment (Urban Design and Landscaping) teams to ensure that project commissions, specifications and designs place a strong emphasis on design quality. In common with its BSF programme, the county will make use of a client design advisor to provide appropriate expertise in this area. It has adopted a clear set of principles for both BSF and the PCP to underpin the design of new and adapted schools. These principles sit alongside the CABE ten points for a well-designed school and the Urban Design Points for the Successful Integration of a School into the Local Context. The principles are summarised below and explained in more detail in Appendix 9, which sets out the relationship between learner entitlements and design requirements.
- 4.25. Key design principles comprise:
- provision of a variety of size of space, including areas for individual and small group work
 - spaces for informal and formal learning
 - spaces which facilitate visual, aural and kinaesthetic learning
 - an environment which enables enquiring and investigative learning
 - spaces which help teachers and others to employ a range of teaching styles and to engage flexibly with groups and individuals
 - access to ICT services which facilitate personalised learning
 - designing out possibilities for anti-social behaviour, by careful design of circulation areas and toilets, amongst areas where pupils congregate
 - designing in provision for extended schools services – subject to the overall requirements of the LDG and extended schools strategy, with provision for community and multi-agency use
 - provision of improved dining and sports facilities, to support Healthy Schools and the associated ECM objective
 - development of welcoming, accessible and secure entrances for pupils, parents and visitors, to foster pride in the school and local community.
 - consider the potential development needs of partners, subject to available funding.
- 4.26. The adoption of the above design principles will help to:
- create environments which maximise learning
 - promote a culture of inclusion
 - develop an open and secure school environment
 - foster social engagement and community cohesion
 - contribute to the further development of extended schools, with examples of good practice and collaboration.
- 4.27. The standard schedules of accommodation, given at Annex 10, provide a basis for discussion and agreement with schools on the nature of individual projects. They illustrate a range of possible combinations of spaces, provision for ICT and community use. They are capable of further adaptation, within the overall space standards, to cater for alternative forms of school organisation. Projects are developed collaboratively with headteacher and governing body representation and it is intended to extend the work, undertaken with the Sorrell Foundation for BSF projects, to the engagement of primary pupils at schools with PCP projects
- 4.28. The authority aims to build on previous experience in developing award-winning primary schools at Chancellor Park and Notley Green, with the objective of ensuring that all new schools in the PCP will achieve at least a BREEAM 'Very Good' rating. The programme will be used to contribute to carbon emissions reduction targets, with the following design implications:
- use of alternative energy technology, where appropriate and cost-effective, such as bio mass boilers

- use of energy-saving solutions, incorporating sustainable features that become part of the learning environment
- locating new schools, where practicable, to maximise their accessibility by pedestrian and cycle routes
- developing imaginative landscaping schemes, to provide a range of learning and social spaces
- ensuring as far as possible that little is wasted, with surplus recycled, composted or donated, where appropriate.

5. INITIAL PRIORITIES AND PROGRAMMES

Selection criteria

- 5.1. The selection criteria are intended to support the strategic objectives of the Children's Trust approach in Essex, comprising:

Strategic planning of provision –

- o Innovation and diversity in governance – implementation of agreed federations, which require capital support, relocation or co-location of services/schools (e.g. rural schools);
- o strategic reorganisation decisions, eg to change size, character (e.g. age range) and/or location of school provision;
- o implementation of amalgamations of junior and infant schools, where development of new facilities would address significant suitability or condition needs and/or generate capital receipts to re-invest in school developments;
- o continuing commitment to diversity of provision, with a recognition of the need to support development of all types of primary schools, including voluntary aided and controlled schools;
- o support for collaboration between schools in LDGs – subject to the outcome of the pathfinder scheme to benefit all schools in the locality by developing a collaborative learning centre;
- o expansion of popular and successful schools where there is a strategic case agreed;
- o investment in schools retained within a locality, where required to improve efficient use of existing facilities, or in conjunction with regeneration schemes;
- o development of integrated services in the LDG areas, in collaboration with funding from Extended Schools and Children's Centre strategies and any funding from partners;
- o developments in mainstream primary schools that support the objectives of the Essex Strategy for Special Educational Needs and Additional needs – including initial priority being given to the support of two pilot 'Nurture Groups'.

Modernisation –

Modernisation priorities have been developed in consultation with EPHA and the dioceses, comprising:

- o suitability and condition-related improvements drawn from AMP assessments – with initial priorities drawn from a combination of the 10 primary schools with the

highest condition-related needs and the 10 schools with the highest suitability-related needs;

- replacement of unsatisfactory relocatable accommodation by permanent buildings, where there is a long-term need to meet the teaching accommodation requirements in DCSF and local standards – with priority given to those in the relatively worst condition. Replacement will be conditional upon the relocatable accommodation being taken out of school use on completion of the schemes;
- provision of halls at primary schools lacking this facility – with priority given to schools with either no hall or a space of less than 100m².

5.2. The above criteria are not mutually exclusive. Priority will be given to those schools for which PCP investment will address several needs. The authority wishes to develop a balanced programme which addresses a range of issues across Essex, drawn from the above priorities. Subject to funding constraints and a readiness to develop and deliver schemes within the timescales available, priorities will be determined initially on the following criteria for the first 3 to 4 years of the full PCP, from 2009/10:

1. Reorganisation proposals which have been agreed and remove surplus places, where they require new or remodelled school buildings to secure their effective implementation.
2. Reorganisation proposals which have been approved to secure more efficient and effective educational provision, including amalgamations and developments for primary pupils approved under the Strategy for Special Educational needs and Additional Needs
3. The provision of halls and replacement of relocatable accommodation at schools for which approval has been secured and which are not subject to review.
4. Schools which are in the group of 10 primary schools with the highest condition-related – and/or suitability-related needs, with priority determined on their combined ranking scores, weighted by an index of relative deprivation, already used to determine funding levels for schools. (Weightings of 5:3:1 are applied to each of three IDACI ranking groups referred to in Appendix 3b.)

5.3. These initial priorities will be subject to review as the PCP is implemented and new requirements are defined, as the authority's engagement with its partners continues to be strengthened over time.

5.4. Priorities for voluntary aided schools will continue to be developed and determined with the Brentwood and Chelmsford dioceses and trustees, based on the above principles.

Initial Priorities

5.5. Following on from the pathfinder scheme, the initial priorities are drawn from the preceding principles and a 'readiness to deliver' schemes. They use a variety of funding streams; the PCP is part of a wider strategic approach. These first proposals are based on feasibility studies and/or school reorganisation proposals being at a reasonably advanced stage, to ensure that the schemes selected are capable of being delivered within the necessary timescale. The initial priorities for support in the first three to four years of the expanded, strategic primary capital programme are shown below and include VA, VC, Community and Foundation schools

New/Replacement premises:

- Felmore Primary School – removal of surplus places, combined with a need to address the most significant condition-related priorities
- Maltings Lane – relocation and change of character (age range) of Chipping Hill Infant School, to provide appropriate redistribution of primary school places
- Stansted, - new primary provision, including potential relocation of St Mary's Primary School to a new site, to secure a more appropriate distribution of primary places to meet demographic change and new housing needs
- Takeley – new primary school provision (Priors Green)/potential relocation

Amalgamations:

- Purford Green Primary School – consolidation of newly approved amalgamated school in single set of premises, with reduction in surplus capacity; potential for site rationalisation and generation of capital receipts for reinvestment
- Canvey, Winter Gardens Primary School – consolidation of newly approved amalgamated school in single set of premises, with reduction in surplus capacity
- Epping Primary School – Amalgamation and consolidation on single site

Replacement of relocatable accommodation and provision of halls:

- Colchester, St Andrew's Nursery and Infant School – replacement of relocatable
- Doddinghurst Junior School – replacement of relocatable
- Gosbecks Primary School - replacement of relocatables
- Colchester, Old Heath Primary School – replacement of relocatables
- Danbury Park Primary School - replacement of relocatables
- Brightlingsea Infant School - replacement of relocatables
- Gosfield Primary School - replacement of relocatables
- Stanley Drapkin Primary School - replacement of relocatables
- Stock Primary School - replacement of relocatables
- Kendall Primary School - replacement of relocatables
- White Court Primary School – replacement of relocatable accommodation and associated suitability and condition needs
- Matching Green Primary School – provision of hall
- Bentfield Primary School – provision of hall
- Stapleford Abbots Primary School – provision of hall

AMP Condition – and suitability-related priorities:

Subject to review of school development plans/needs:

- Coppins Green Primary School – in association with a reduction in surplus places
- Larchwood Primary School – in association with potential reduction in surplus places
- Burnham Primary School
- Ravenscroft Primary School
- Mersea Primary School
- St John Fisher Primary School

SEN/Inclusion - Development of 2 primary 'Nurture Groups' for pupils with behavioural, emotional and social difficulties (BESD) in mainstream schools.

Extended schools – links to PCP

Where schemes are being developed as PCP priorities, it is proposed that outstanding needs identified in the Extended Schools strategy for the LDG concerned would also be reviewed, to determine the potential for these being incorporated within the PCP scheme.

Diocesan priorities for VA schemes

To enable the dioceses to plan for future contributions to the costs of projects at voluntary aided schools, two further schemes have been identified as their additional key priorities. It is intended that the initial development of the following schemes would be undertaken during the first three years of the PCP, although the main costs would follow in the next phase:

1. Bowers Gifford, St Margaret's Primary School – replacement of relocatable accommodation;
2. St Pius X Primary School – co-location of the primary school with a secondary school and the Chelmsford new model special school. In addition to educational benefits of co-location, this will enable the potential disposal of the existing site, owned by the trustees, with reinvestment of the associated receipts.

Review of priorities

- 5.6. The Primary Capital Programme extends over a 14 year period. Therefore, priorities will need to adapt and change over time, to meet varying needs and circumstances. New strategic proposals will be developed and revised AMP assessments will follow the re-surveys scheduled for 2008 and 2009. Therefore, the priorities drawn from the above criteria will be reviewed, on a rolling basis, at two yearly intervals, in consultation with EPHA and the dioceses, to ensure that the programme continues to accord with the needs of the day.
- 5.7. In particular, it is intended to work with EPHA and other stakeholders over the next two years on the development and use of educational data and measures, exemplified at Appendix 3, in individual and groups of schools to help inform and determine future priorities for PCP investment. This continuing consultation and analysis will provide an informed basis for allowing new schemes to be defined, developed and implemented from year 4 onwards. Subject to the evaluation of the PCP pathfinder scheme, consideration will also be given to the further development of collaborative learning centres in other parts of Essex, to foster enhanced collaboration between schools throughout the county.

Programme and Funding

- 5.8. Funding of the programme is in accordance with the council's agreed capital financing strategy, set out in its Medium Term Resourcing Strategy (MTRS). Provisional expenditure profiles and combined funding sources are given below. The programme is based on the provisional PCP capital grant allocations being confirmed, Section 106 receipts and other DCSF capital allocations; it will be contained within these resources and contributions of devolved capital allocations by schools.

Project	Start	Finish	Payments Pre-08/09 £(000)	Profiled 08/09 £(000)	Profiled 09/10 £(000)	Profiled 10/11 £(000)	11/12 and Later £(000)	TOTAL £(000)
NEW/RELOCATED SCHOOLS								
EPPING Primary School Relocation	Feb-08	Sep-09	722	3,170	2,867	666	0	7,425
PITSEA Felmore School	Nov-08	Aug-09	236	1,496	3,757	488	0	5,977
WITHAM Maltings Lane Primary School	Jun-09	Jul-10	0	410	1,999	2,002	381	4,792
STANSTED Rochford Nursery PS (part S106)	Jul-10	Jul-11	8	0	1,262	2,127	3,082	6,479
TAKELEY Priors Green School (part S106)	Mar-10	Jul-11	9	0	816	4,359	3,754	8,938
SCHOOL AMALGAMATIONS								
REPLACEMENT OF RELOCATABLE ACCOMMODATION								
			0	200	860	1,668	272	3,000
PROVISION OF HALLS								
AMP								
CONDITION/SUITABILITY								
CONTINGENCY (AMP 10%)								
			133	1,143	1,029	189	0	2,494
			0	379	4,490	797	380	6,046
				38	449	80	38	605
TOTALS			1,342	11,410	20,307	13,594	8,113	54,766
FUNDING								
Primary Capital Programme								
DCSF Formulaic Allocations/Receipts/S106								
			1,342	11,410	9,664	573	8,113	31,102
TOTALS			1,342	11,410	20,307	13,594	8,113	54,766

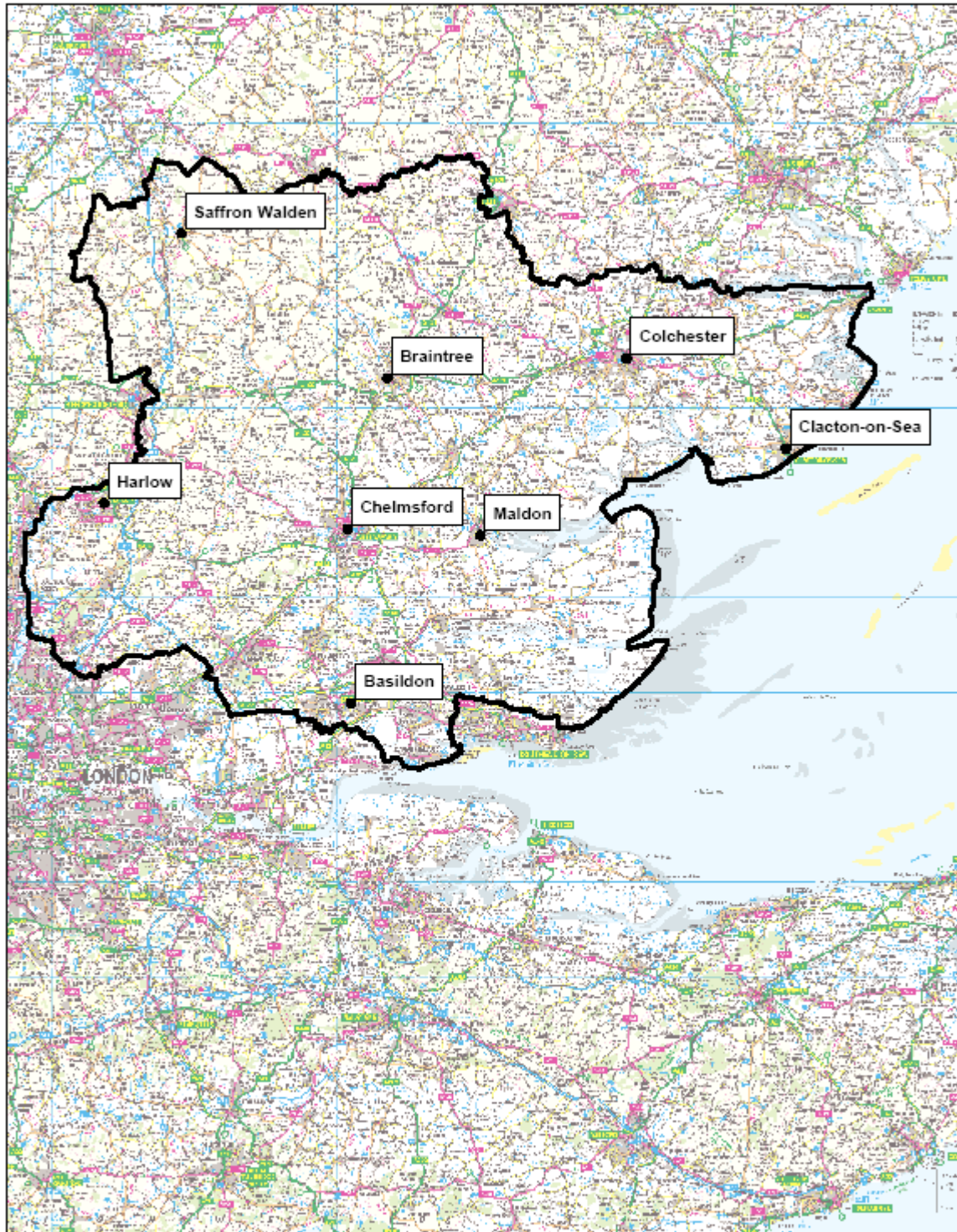
6. CONCLUSION

6.1 In summary, the Primary Capital Programme provides resources which will support objectives of the Children's Trust approach in Essex. The objectives accord with 'EssexWorks', the county council's vision for Essex, to raise levels of educational attainment. The PCP will:

- continue with a programme to rationalise or, where appropriate, expand primary school provision to reduce surplus capacity, achieve a better match between the supply and demand for places and improve value for money;
- develop schools that have the facilities required for a more integrated approach to the provision of education and children's services, including appropriate provision for a range of special educational needs;
- enable the extended schools entitlement to be made available to all primary school pupils within a Local Delivery Group;
- ensure ICT resources are developed at the heart of a personalised learning approach in schools;
- provide a high quality physical environment in schools which will help to engage children and their families, improving learning opportunities and attendance and providing a strong foundation for well-supported and sustained education;
- promote opportunities for multi-agency working to improve community engagement and enhance social capital;
- contribute to the wider Essex objectives of social and economic regeneration through investment in both educational improvement and the physical infrastructure of the county.

APPENDIX 1

Essex County Council Area



0 2.5 5 10 15 20 Miles 1:500,000

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Prepared April 2008 KJD (FSO)

APPENDIX 2

PRIMARY SCHOOLS IN ESSEX

School Type	Community	Foundation	Voluntary Controlled	Voluntary Aided	Total
Nursery	2	0	0	0	2
Infant	63	7	2	3	75
Junior	55	7	3	6	71
Primary	155	41	61	67	324
Prim. Special School	1	0	0	0	1
Total	276	55	66	76	473

Appendix 3

Primary Schools: Premises and Performance

(Set out on the following pages)

3a): Sample School data

3b): Primary school indicators and measures - definitions

APPENDIX 3b) Indicator	Description of Indicator	Individual School Measure	Rolled-up Group Measure
<p>2007 Capacity</p> <p>Lead:</p> <p>Measure: Numeric</p>	<p>The figure used for this Indicator is the Net Capacity of schools.</p> <p>The Net Capacity figure is updated annually and is calculated taking into account both temporary and permanent accommodation.</p> <p>Accommodation may be designated to be used for extended school/community use, thus excluding it from the Net Capacity calculation.</p>	<p>Not applicable</p>	<p>Overall capacity for all school in the Group</p>
<p>Type of School</p> <p>Lead:</p> <p>Measure: Descriptive</p>	<p>The type of school is defined by regulations, and covers the range of schools maintained by Essex CC as local authority.</p>	<p>One of:</p> <ul style="list-style-type: none"> • Ac - Academy • Co - Community school • Fo - Foundation school • VA - Voluntary Aided school • VC - Voluntary Controlled school • Tr - Trust school 	<p>Not applicable</p>
<p>Income Deprivation Affecting Children Index (IDACI)</p> <p>Lead:</p> <p>Measure: Green, Amber, Red</p>	<p>The IDACI is registered for every child attending school. For each school, the number of children in each decile is calculated and weighted so that 10 points are awarded for each child in the most deprived decile, down to 1 point for those living in the most affluent areas. The resulting score is then ranked across all schools in that phase.</p>	<p>Green indicates that the average score for pupils was in the most affluent 33.3% of the population</p> <p>Amber indicates that the average score for pupils was in the middle 33.3% of the population.</p> <p>Red indicates that the average score for pupils was in the least affluent 33.3% of the population.</p>	<p>Green indicates that fewer than 33.3% of schools in this group are red and 33.3% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 33.3% or more of schools in this group are red.</p>

APPENDIX 3b) Indicator	Description of Indicator	Individual School Measure	Rolled-up Group Measure
<p>Popularity</p> <p>Lead:</p> <p>Measure: Green, Amber, Red</p>	<p>School popularity is determined by the number of preferences expressed by parents during the admissions process every year.</p>	<p>Green indicates that the school was oversubscribed on the number of first preferences during the last admissions process.</p> <p>Amber indicates that the school was oversubscribed on the number of first and second preferences during the last admissions process.</p> <p>Red indicates that the school was undersubscribed during the last admissions process.</p>	<p>Green indicates that fewer than 50% of schools in this group are red and 25% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 50% or more of schools in this group are red.</p>
<p>Surplus Places</p> <p>Lead:</p> <p>Measure: Green, Amber, Red</p>	<p>The number of surplus places is assessed on the basis of school returns to the DCSF and is re-assessed whenever substantial building works are undertaken.</p>	<p>Green indicates that there are 10% or fewer surplus places</p> <p>Amber indicates that there are between 10% and 25% surplus places</p> <p>Red indicates that there are 25% or more surplus places</p>	<p>Green indicates that there are 5% or fewer surplus places in the area</p> <p>Amber indicates that there are between 5% and 10% surplus places in the area</p> <p>Red indicates that there are 10% or more surplus places in the area</p>
<p>% of pupils subject to formal SEN procedures</p> <p>Lead:</p> <p>Measure: Green, Amber, Red</p>	<p>This measure indicates the percentage of pupils who are subject to formal SEN Procedures (e.g. School Action, School Action Plus, or Statemented)</p>	<p>Green indicates that the school is in the top 25% of all schools</p> <p>Amber indicates that the school is in the next 50% of all schools</p> <p>Red indicates that the school is in the lowest 25% of all schools, indicating the greatest need.</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 25% or more of schools in this group are red.</p>







APPENDIX 3b) Indicator	Description of Indicator	Individual School Measure	Rolled-up Group Measure
<p>Percentage of pupils in the bottom 20% of SEN overall</p> <p>Lead:</p> <p>Measure: Green, Amber, Red</p>	<p>This measure refers to the proportion of children in the school who are within the lowest 20% ability range overall.</p>	<p>Green indicates that the school is in the top 25% of all schools Amber indicates that the school is in the next 50% of all schools Red indicates that the school is in the lowest 25% of all schools.</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>
<p>Percentage of children attaining L4+ in both English and Maths</p> <p>Lead:</p> <p>Measure: Green, Amber, Red</p>	<p>This national measure is published in RAISEonline reports and in the DCSF Integrated data set. The % score is then ranked.</p> <p>Note: Where the indicator appears as scissors, this means that 2007 data was not available.</p>	<p>Green indicates that the school is in the top 25% of all schools Amber indicates that the school is in the next 50% of all schools Red indicates that the school is in the lowest 25% of all schools</p> <p>The direction of the arrows shows the extent of change on last years results, as follows:</p> <ul style="list-style-type: none"> • One arrow <2% • Two arrows 2-5% • Three arrows >5% 	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>
<p>Target for 2009</p> <p>Percentage of children attaining L4+ in both English and Maths</p> <p>Lead:</p> <p>Measure: Green, Amber, Red</p>	<p>This Statutory Target was set in December 2007.</p>	<p>Red indicates that the school has set a target lower than 2007 performance. Green indicates that it is at or above.</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>







APPENDIX 3b) Indicator	Description of Indicator	Individual School Measure	Rolled-up Group Measure
L4+ English Below 65% Floor Target Lead: Measure: Green, Red	This national measure is published on the DCSF Standards Web Site and in RAISEonline reports.	Red indicates that the school was below the floor target in English. Green indicates that it is at or above.	Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.
L4+ Maths Below 65% Floor Target Lead: Measure: Green, Red	This national measure is published on the DCSF Standards Web Site and in RAISEonline reports.	Red indicates that the school was below the floor target in Maths. Green indicates that it is at or above.	Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.
Percentage of children achieving at least 2 levels progress in English Lead: Measure: Green, Amber, Red	This national measure is published in RAISEonline reports and in the DCSF Integrated data set. The % score is then ranked.	Green indicates that the school is in the top 25% of all schools Amber indicates that the school is in the next 50% of all schools Red indicates that the school is in the lowest 25% of all schools The direction of the arrows shows the extent of change on last years results, as follows: <ul style="list-style-type: none"> • One arrow <2% • Two arrows 2-5% • Three arrows >5% 	Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.

APPENDIX 3b) Indicator	Description of Indicator	Individual School Measure	Rolled-up Group Measure
<p>Percentage of children achieving at least 2 levels progress in Maths</p> <p>Lead:</p> <p>Measure: Green, Amber, Red</p>	<p>This national measure is published in RAISEonline reports and in the DCSF Integrated data set. The % score is then ranked.</p>	<p>Green indicates that the school is in the top 25% of all schools Amber indicates that the school is in the next 50% of all schools Red indicates that the school is in the lowest 25% of all schools</p> <p>The direction of the arrows shows the extent of change on last years results, as follows:</p> <ul style="list-style-type: none"> • One arrow <2% • Two arrows 2-5% • Three arrows >5% 	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>
<p>Contextual Value Added</p> <p>Lead:</p> <p>Measure: Green, Amber, Red</p>	<p>This national measure is published on the DCSF Standards Web Site and in RAISEonline reports.</p>	<p>Green indicates that the school is in the top 25% of all schools Amber indicates that the school is in the next 50% of all schools Red indicates that the school is in the lowest 25% of all schools</p> <p>The direction of the arrows shows the extent of change on last years results, as follows:</p> <ul style="list-style-type: none"> • One arrow <1% • Two arrows 1-2% • Three arrows >2% 	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>

APPENDIX 3b) Indicator	Description of Indicator	Individual School Measure	Rolled-up Group Measure
<p>Foundation Stage Outcomes</p> <p>Schools where fewer than 74% of children attain at least 78 points across the FS profile</p> <p>Lead:</p> <p>Measure: Green, Red</p>	<p>This is a national indicator and an LA priority.</p>	<p>Red indicates that the school had fewer than 74% of children attain at least 78 points. Green indicates that it is at or above.</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 25% or more of schools in this group are red.</p>
<p>Foundation Stage Outcomes</p> <p>Schools where fewer than 74% of children attain at least 6 points in CLLD and PSED</p> <p>Lead:</p> <p>Measure: Green, Red</p>	<p>This is a national indicator and an LA priority.</p>	<p>Red indicates that the school had fewer than 74% of children attain at least 6 points in CLLD and PSED points. Green indicates that it is at or above.</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green.</p> <p>Amber indicates that neither the red nor the green criteria apply.</p> <p>Red indicates that 25% or more of schools in this group are red.</p>

APPENDIX 3b) Indicator	Description of Indicator	Individual School Measure	Rolled-up Group Measure
<p>Average Points Score at end of KS1</p> <p>Lead:</p> <p>Measure: Green, Amber, Red</p>	<p>This national measure is published in RAISEonline reports and in the DCSF Integrated data set. The aggregated points score of Reading, Writing and Maths is then ranked.</p> <p>Note: Where the indicator appears as scissors, this means that 2007 data was not available.</p>	<p>Green indicates that the school is in the top 25% of all schools Amber indicates that the school is in the next 50% of all schools Red indicates that the school is in the lowest 25% of all schools</p> <p>The direction of the arrows shows the extent of change on last years results, as follows:</p> <ul style="list-style-type: none"> • One arrow <2% • Two arrows 2-5% • Three arrows >5% 	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>
<p>Essex Categorisation</p> <p>Lead:</p> <p>Measure: Green, Amber, Red</p>	<p>This categorisation is arrived at on the basis of a number of factors relating to the performance of the school, and any future issues (such as a head teacher leaving) that may be a cause for support.</p> <p>Available Summer 2008</p>	<p>Green indicates that the school is in category 1 or 2 Amber indicates that the school is in category 3 Red indicates that the school is in category 4</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>
<p>Attendance</p> <p>Lead:</p> <p>Measure: Green, Amber, Red</p>	<p>This national measure is published on the DCSF Standards Web Site. The data is downloaded and schools are ranked according to their overall absence figure.</p>	<p>Green indicates that the school is in the top 50% of all schools, having the least absence Amber indicates that the school is in the next 25% of all schools Red indicates that the school is in the lowest 25% of all schools, having the most absence.</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>

APPENDIX 3b) Indicator	Description of Indicator	Individual School Measure	Rolled-up Group Measure
Exclusions Lead: Measure: Green, Amber, Red	TBD following analysis of 2008 Annual Census data	TBD following analysis of 2008 Annual Census data	TBD following analysis of 2008 Annual Census data
Building Suitability Total Lead: Measure: Green, Amber, Red	<p>This indicator provides an assessment of the suitability of buildings, as measured by periodic reviews. A points system gives priority to those issues that impact directly and indirectly on classroom teaching. Each school is assessed by taking the weighted average per space using the DCSF weightings for the 4 categories of suitability.</p>	<p>Green indicates that the school is in the top 60% of all schools Amber indicates that the school is in the next 25% of all schools Red indicates that the school is in the bottom 15% of all schools</p> <p>A hollow circle indicates that the category has been updated to ,  or  in the light of changes since the last review.</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>
Building Suitability per Space Lead: Measure: Green, Amber, Red	<p>This indicator provides an assessment of the suitability of buildings, as described above. For this indicator, the total points is divided by the number of spaces in the building, providing a suitability score per space.</p>	<p>Green indicates that the school is in the top 60% of all schools Amber indicates that the school is in the next 25% of all schools Red indicates that the school is in the bottom 15% of all schools</p> <p>A hollow circle indicates that the category has been updated to ,  or  in the light of changes since the last review.</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>

APPENDIX 3b) Indicator	Description of Indicator	Individual School Measure	Rolled-up Group Measure
<p>Total Building Condition-Related Costs</p> <p>Lead:</p> <p>Measure: Green, Amber, Red</p>	<p>This indicator provides an assessment of the condition of buildings, taking the overall condition-related costs as measured by periodic reviews, less the costs of recent improvement projects.</p>	<p>Green indicates that the school is in the top 60% of all schools Amber indicates that the school is in the next 25% of all schools Red indicates that the school is in the bottom 15% of all schools Two Red circles indicate that the school is in the bottom 5% of all schools.</p> <p>A hollow circle indicates that the category has been updated to ,  or  in the light of changes since the last review.</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>
<p>Building Condition-Related Costs per square metre</p> <p>Lead:</p> <p>Measure: Green, Amber, Red</p>	<p>This indicator provides an assessment of the condition of buildings, as described above. The net cost is then divided by the area of the school buildings in square metres, to arrive at a cost per square metre.</p>	<p>Green indicates that the school is in the top 60% of all schools Amber indicates that the school is in the next 25% of all schools Red indicates that the school is in the bottom 15% of all schools Two Red circles indicate that the school is in the bottom 5% of all schools.</p> <p>A hollow circle indicates that the category has been updated to ,  or  in the light of changes since the last review.</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>
<p>Site</p> <p>Lead:</p> <p>Measure: Green, Amber, Red</p>	<p>Site refers to how well the school meets the DCSF site standards.</p>	<p>Green indicates that the site meets the standards fully Amber indicates that the site is within 10% of the standards or is more than half a hectare in excess of the standards Red indicates the site is more than 10% under the standards</p>	<p>Green indicates that fewer than 25% of schools in this group are red and 25% or more are green. Amber indicates that neither the red nor the green criteria apply. Red indicates that 25% or more of schools in this group are red.</p>

Appendix 4

Special Educational Needs – Enhanced Provisions in Primary Schools

Speech and Language	6 Provisions	95 Places
Hearing Impairment	7 Provisions	105 Places
Moderate Learning Difficulties	1 Provision	12 Places
Severe Learning Difficulties	1 Provision	15 Places

Appendix 5

ICT : Education Anytime, Anywhere

Chapter 1 Introduction

This document builds on the vision set out in the document 'A Day in the Life' which started to imagine what a typical day might look like to a pupil from one of the schools involved in the Primary Capitals Programme in Wickford. This document defines the vision to us all and aims to support all parties to determine their roles and responsibilities in the project and help us all define what contributions we can all make.



Essentially there are two parts to this, the ICT Vision and the ICT Strategy. Amongst other things this will contribute towards the ICT design brief which will aid a number of stakeholders, most notably the suppliers of ICT solutions and the teaching staff in the schools.

These high levels of investment and new patterns of teaching and learning (often empowered by new technology) have combined to create an urgent new imperative for schools and local authorities: they must develop a clear overall vision for their use of technology in education. The radicalism of this strategic vision will determine the scale of possible transformation.

Planning Technology into your Building, Becta Jan 2008

Chapter 2 The Vision

The Collaborative Learning Centre will sit at the heart of the learning aspirations of the community. We want the building to provide opportunities to all learners, old and young to not only benefit from the centres activities but also contribute to them. This building will only deliver to the people what they are prepared to put into it.

Young learners will benefit from prolonged sessions at the centre working as classes away from their traditional school classroom undertaking projects that enable them to not only learn new skills but also consolidate previous learning, hone skills and use knowledge they have in activities that they might not be able to easily experience elsewhere. The home will play an important part in this. Parents, carers, brothers and sisters, grandparents and others will all be encouraged to share the learning experience and so be in a better position to support it. Virtual learning environments already allow for a more seamless transition between learning spaces where the walls between school, home, and other physical spaces will become blurred thus allowing for a more mobile and personalised learning experience. Teaching styles will continue to transform to suite this anytime and anywhere learning style but not at the expense of quality. Schools will be able to share teaching and learning experiences allowing for a more federal approach to delivery. Expertise and experiences will no longer need to be reported in the past tense but shared by all in the present - from now on, no learner will be left behind.



The location of the Collaborative Learning Centre means that for many it is only a walk away. However, a virtual journey can be made from anywhere with Internet access as it is an aim to make as much of what the centre has to offer available online. For the school pupils, teaching staff, parents and governors remote access can be provided to collaborative learning spaces thus negating the need to always make a real journey this, in turn reduces

the potential impact on the local and global environment.

Young adults will be able to supplement their own studies by using the wireless connectivity and stimulating learning spaces that the centre provides. Young people who have become disconnected from their learning could have an opportunity to re-engage by acquiring and developing skills starting with the core skills of reading writing and numeracy in a stimulating and encouraging environment always with the opportunity to continue this anytime they want.

Others will be able to make use of the facilities that the centre has to offer. There is a need for the centre to generate income in order that it remains innovative and ultimately functional. Twinned with this is the need to provide a high level of community access and even community involvement in the administration and maintenance of the centre. For example, a local gardening group may want to support the maintenance of the landscaped environments.



Local community groups will be able to hire out the various spaces to host their meeting sessions making use of the technological infrastructure if they wish. One system we are looking at is a vending system which will allow visitors to purchase an amount of time to surf the internet, access email, online messaging, download music and even books to read. This could provide library access allowing people to order books and have them delivered to the centre for pick up a day or two later. Local community groups such as Women's Institute, Book Reading clubs etc could meet and potentially link up with other clubs in other locations via a video conferencing link and share talks with other associations.

Businesses will have the opportunity to sponsor events and spaces, hold meetings and training sessions for their own staff and potentially the rest of the community. Simply placing their company identity in such an innovative and community focused location will not only provide instant recognition but will also encourage stronger community relationships to be built. For example, new housing projects could provide all new households with a laptop carrying their welcome pack and some materials promoting the Collaborative Learning Centre and the opportunities it could provide new residents.

Essentially this Collaborative Learning Centre will provide a once in a lifetime opportunity to bring a community closer together. The primary schools will provide this initial network and will naturally benefit most from what the centre has to offer and, over time, ensure that they are at the hub of the community's learning opportunities.



To summarize the vision; this project and, in particular, the collaborative learning centre will enable all learners in the area to redefine **their own** relationships with learning, designing and then building **their own** bridges across the digital divide. They will be able to tap into support provided locally in their own community and regionally across Essex, which will guide them every step of the way. Discovering and understanding better

the fast-moving, technological world they are living in and so, being in a better position to make a greater and more positive contribution to it.

Chapter 3 The Strategy

A project such as this requires strong partnerships and effective communications. Many people and organisations will be involved and their roles and responsibilities will need to be defined but with an understanding that flexibility and demands on time need to be considered.

It will be important to involve partners from the private and public sector and seek advice from trusted partners about the technology best suited to the aims and ambitions of the project. The schools' own environmental projects will also need this level of collaboration and, as such, it will be essential that each school write its own ICT vision.

The strategy for the collaborative learning centre involves supporting the trusted partner to define the detail of the vision (above) and ensure the ICT Brief that they compile satisfies this vision. It is important to remember that details of exactly what kit and resources should not be rushed into and decisions need to be made nearer the time of building completion so that the most technologically up-to-date and best value options are decided upon that best match the vision.



The Brief will suggest recommended infrastructure and hardware including, but not limited to, the following:

- Hardwire and wireless infrastructure e.g. cabling, wireless access points and management systems etc
- Network server solutions e.g. client servers including server management interfaces
- Computers, laptops and similar mobile devices including handhelds etc
- Display equipment e.g. LCD and plasma displays, interactive displays, projectors, digital signage etc
- Sound solutions e.g. soundfield, induction loop, speakers, amplifiers etc
- Audio and visual control equipment e.g. wall mounted and mobile control panels, remote monitoring etc
- Digital multimedia e.g. still and video cameras, webcam, mixing desks, microphones etc
- Peripherals e.g. printer and scanner equipment, visualisers, voting devices etc

The Brief may also provide recommended digital resources including, but not limited to, the following:

- Online collaborative tools e.g. virtual learning environment, web 2.0 and 3.0 tools
- Online creative tools e.g. web-based applications that allow users to create, store and share work
- Networked and locally installed applications e.g. traditional office based products

- Curriculum and project specific software

There will also be a need to build clear, cost-effective means of managing the centre that will ensure sustainability. As I see it there needs to be discussion by all stakeholders about, but not limited to, the following key issues:

- Who will manage the building on a day-to-day level?
 - *Security, faults on premises, access etc*
- Who will manage bookings from the schools and other groups and promote the centres facilities?
 - *Maintaining a diary, accounts, utility bills etc*
- Who will ensure that the centre is kept leading edge so it remains a hub for innovative practice?
 - *County adviser support, trusted partners testing and showcasing new technology*
- Who will manage the equipment, facilities and access to the system and resources day to day?
 - *Setting up users for group sessions on the network, ensuring video equipment is charged etc*
- How will the computer network be managed and maintained?
 - *Managed service provider, server recovery, regular maintenance contracts* How will this person, or these people be paid?
 - *School annual contributions, external bookings etc*



It is essential that these roles and responsibilities are defined as soon as possible so that suitable accommodation is provided and partners are given time to prepare personnel etc. It is very easy to create a state-of-the-art centre for technological and educational approach but this can very easily slip into state-of-the-past. There needs to be a willingness and commitment by all involved to invest time, money and effort in keeping a building such as this fresh and responsive. In the

spirit of the primary capital programme it needs to be constantly challenging those involved in education to reflect on their current practice and suggest ways in which pedagogy can be streamlined to provide even better learning opportunities to those that it is designed to serve.

Chapter 4 Links

1. Becta Self Review Framework – www.becta.org.uk/schools/selfreviewframework
2. Essex Grid for Learning and Essex Virtual Learning Environment (E-Folio) – www.e-gfl.org
3. Specifications for Learning Platforms – www.becta.org.uk/schools/techstandards
4. Essex FITS – www.e-ictsupport.org/fits
5. Becta framework for managing and supporting technology – www.becta.org.uk/schools/fits
6. Innovative approaches to use of technology and the way people learn – www.futurelab.org.uk
7. RM partnership approach to the Primary Capital Programme – www.rm.com/primaryschoolsforthefuture

Every child matters: Primary capital programme

Building primary schools at the heart of our communities A day in the life of Lucas (Key Stage 2)

Many of the features of Lucas's day would be recognisable today. Literacy and mathematics are still important areas of the curriculum and the teacher uses a variety of teaching techniques, including direct teaching of the whole class.



However, the creative use of ICT in school and at the Collaborative Learning Centre (CLC) has:

- **Transformed** the range of teaching and learning styles available and developed a more dynamic curriculum in school, CLC and at home;
- **Opened up** new and more personal opportunities for the individual learner;
- **Dissolved the boundaries** of time, location and culture separating school and home, allowing a continuum of learning; and
- **Focussed the attention** of the community on the primary schools and the Collaborative Learning Centre meaning that learning is now at the heart of the community and;
- **Enabled** Lucas's mum to help him with his homework using his laptop and hand-held learning device via his virtual learning environment.

It's Monday, Sam, Lucas is checking his messages in MSN before he leaves for the Collaborative Learning Centre. His year group are spending five weeks there as they are starting an exciting project today. He puts his mobile phone in his bag and heads out the door with his older sister. She is walking him to the CLC before she goes back to University later this afternoon. On the way they call in on Lucas's friend.

Lucas's teacher has designed a multimedia rich project in which the class will be working in groups to design a brand new product of their choice. They will be given a range of product types to work on and will then need to work on the planning, design, creation and marketing of it. It will mean them making use of the language, design technology and multimedia zones of the CLC. This will end with a celebration event being hosted at the CLC in which a local celebrity has been lined up to present awards to the successful teams and individuals.

Lucas's head teacher has contacted his colleagues in the neighbouring schools to arrange for other teachers in the area to visit during the weeks ahead so that they can get a flavour of what Lucas and his friends are doing. This is all

Every child matters: Primary capital programme

Building primary schools at the heart of our communities

part of the sharing-of-experiences and the potential for them to do a similar programme of teaching and learning.

On arrival at the CLC the pupils gather in the meeting area and are soon inside sharing tales of their weekends. Lucas went to the football match on Saturday and took some photos on his mobile phone. He busily sends these to his friends' phones. Meanwhile, his sister has gone for a fruit-smoothie in the cafe and checks her Facebook account to see when her friends are going back to University. She also checks online to find the reading list for an assignment that is due in soon and to book a meeting with her tutor. She also checks the train timetable on the Internet, buys a ticket and books a seat.

Lucas's teacher announces to the class that they will be working at the CLC for a few weeks. He explains the project brief and lets the class know what groups they will be working in. He explains that they will be seeing the development of this product through from start to finish and will be developing a wide range of skills and using so much of the Collaborative Learning Centre's specialist equipment in the process.

First they do an exercise that involves them deciding on each other's roles within the company. Lucas gets the role of Marketing Director. He will be coordinating all advertising for the product; designing newspaper and magazine press releases and adverts, taking still photographs that portray the product in the way that the whole company envisage. He will also need to film the advert for television and record radio broadcasts – in English and Spanish!

Next the young entrepreneurs decide on their company names and logos –they all design their own using the computers but Lucas has the final say after a vote leaves two designs tied.

The day continues with the teacher announcing the budgets the companies have to work with, the time-scale they need to work to and the levels expectation for the end of every week.

Next, the teacher explains how the groups will have access to the range of quality devices over the coming weeks. They will be able to use the high-quality scanners and printers that will enable them to print glossy fliers, banners and t-shirts. They will be using the digital still cameras and video equipment and will be able to edit this and combine it with music and narration via the multimedia authoring studios. The audio and video adverts will become podcasts and these will be hosted at websites that will also allow the groups to report on their experiences via regular text and photo blogs. This, in turn, will mean Lucas's Mum will be able to view his work at home.

After lunch, Lucas's group spend the first part of the afternoon learning about the drama and performance area. They have to write their own versions of adverts to be used on TV and then act these out. They also get to experiment with animation techniques and get an opportunity to share these with each other on the large plasma screens. It is planned that the video-conferencing

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facility will allow the pupils to canvass the views of parallel classes in the other school in their community to assess the progress they have made with their first attempts.

Last session of the day allows the groups to go to one of the many collaborative working areas to brainstorm ideas and arrive at a final decision for the product they will be working on. They decide to develop a new educational game for game consoles and mobile phones that will make the learning of a modern foreign language accessible anytime, anywhere.

At after school club, Lucas decides to investigate advertising and watches TV to see how adverts are edited, how much time they last and how they use music and narration.

Meanwhile, Lucas's teacher is texting the parents of the pupils in his class to describe the project and give some advice about what they can do to help including some useful websites.

Lucas returns home. His mum talks to him about his project and some detail of what he did today. He writes up his blog and posts a picture of him self and his new 'company'. After dinner he checks his e-portfolio email via his games console; his sister has emailed him to say she got back to university ok and she enjoyed taking him to the Collaborative Learning Centre. She asks what he did today? Lucas doesn't know where to start?!

A day in the life of Ayesha (Key Stage 1)

Many of the features of Ayesha's day would be recognisable today. Literacy and mathematics are still important areas of the curriculum and the teacher uses a variety of teaching techniques, including direct teaching of the whole class.

However, the creative use of ICT in school and at the Collaborative Learning Centre (CLC) has:



- **Transformed** the range of teaching and learning styles available and developed a more dynamic curriculum in school, CLC and at home;
- **Opened up** new and more personal opportunities for the individual learner;
- **Dissolved the boundaries** of time, location and culture separating school and home, allowing a continuum of learning; and

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- **Focussed the attention** of the community on the primary schools and the Collaborative Learning Centre meaning that learning is now at the heart of the community and;
- **Enabled** Ayesha's dad to help her with her homework using their home computer, digital television and games console.

Ayesha is hurrying her breakfast because she wants to send her account of 'Barnaby Bear's Visit to the Cinema' to her teacher before she leaves for school. She uploads it to her portfolio on her virtual learning environment.

'Barnaby Bear' is the class mascot; she accompanies the children in Year 2 on lots of exciting trips. She also has her own hand-held computer and this is what Ayesha took home with her at the weekend to write her story.

Ayesha's teacher has also been busily working at home. He has been preparing activities for the mathematics project that Ayesha's class are going to do at the CLC today. The class are attending the centre for the whole week.

On arrival at the CLC Ayesha meets her friends at the cafe with her Mum. The children excitedly look at Ayesha's pictures of her trip to the cinema with Barnaby Bear. They swap photos using the PDAs they all have and then go into the building to join their teacher. It's share-and-talk-time first and Ayesha's teacher invites her to share her account of Barnaby Bear's cinema trip with the rest of the class. He opens her story file and the story is projected for all the class to see. The teacher invites the children to read the story with Ayesha. They then use the highlighting facility of the software to highlight all the verbs and select a different colour to highlight all the adjectives. The class are then challenged to combine pictures from all of Barnaby's adventures together to create a digital scrapbook. These are performed as short movies with the children choosing and creating appropriate music soundtracks or adding a narration. These are published on the school website and saved to the children's own personal online portfolios.

Whilst all of this has been happening, Ayesha's mum has been checking her email in the cafe whilst enjoying a coffee and has caught up on family news from her sister who lives in Canada.

The rest of the morning and the afternoon session involve Ayesha working in collaboration with her art partner, Kieran. Together they use a computer to make a digital collage of the various images gathered by Barnaby Bear on his travels and combine these. These are then uploaded to their e-portfolios and Ayesha's teacher uses the online gallery to exhibit the classes work on the CLC's network of plasma screens and send a text message and email to the children's families to notify them about the virtual exhibition and at what website they can be viewed. Ayesha's mum gets a text message at work and will take a look over lunch – she logs in to the secure area and posts a comment about how proud she is of Ayesha and Kieran. Back at the centre they read this and show their teacher.

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As a class they review each other's work looking at the quality and size of the images and some take the time to edit their work cropping and reducing pixel sizes. Their teacher focuses on the mathematics involved in this and relates this to the maths they have been doing recently on shape and space.

Ayesha's final task of the day is to write up her learning blog. She writes what she did today, she describes the things she has learnt and the way she completed the tasks. She chooses what parts of the day she liked the most and what parts of the day she found most difficult. She explains how she enjoyed working with her friends and telling others about her weekend with Barnaby Bear.

For homework, Ayesha decides to have a go at the Cbeebies word challenge by using the interactive function of her TV. She plays a game involving word puzzles where she has to rearrange the letters to create verbs. She is surprised to recognise some of the words she had use in her own writing earlier today.

Meanwhile, Ayesha's teacher is preparing an electronic text that the class will use in tomorrow's literacy lesson. He saves it to his own e-folio desktop and with one click places it on the e-folio desktop of all of the pupils in his class. They will be creating a digital storyboard using online tools tomorrow.

Ayesha's Dad returns home from work. She shows him how to play the game and explains the rules but she wins...again. Ayesha's dad likes working with her as he finds this motivating for both him and his daughter; they transfer skills, (usually Ayesha to her dad!), and this activity encourages Ayesha's dad to go on his daughter's e-folio account to track his daughter's progress.



To discuss any features of this text please contact the Essex Curriculum ICT Team at the Colchester Curriculum Centre.

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Guidelines for School Planning

General

1. The general presumption will be that any new provision stemming from a review will be primary, secondary or all-through.
2. All children should be educated, wherever possible, in schools of a sufficient size to ensure appropriate staffing levels for effective curriculum delivery.
3. In making any proposal for closure or reorganisation of school provision, the capacity of a school to provide effective educational and social provision for each child should be the prime consideration.
4. When considering proposals to reduce the number of schools in an area, or re-organise provision, key drivers will be:
 - whether the schools actually serve the majority of the community in which they are sited;
 - whether that community can sustain them;
 - the physical condition of the premises;
 - the nature of the site, accessibility to it and scope for expansion;,,
 - the school's ability to deliver a full range of curriculum and social experiences
5. Where surplus capacity results from falling rolls, extended school provision, community use, or early years and childcare facilities should be given priority consideration.
6. Multi-agency provision should be provided, wherever possible, on school sites.

Primary

1. All through primary schools, rather than separate infant and junior schools, are the preferred model, as they eliminate possible barriers to children's learning by providing continuity of experiences, which in turn leads to an overall higher quality of educational achievement, particularly at KS2.
2. Amalgamation of separate infant and junior schools will be considered whenever one headship is to become vacant, or when the schools are involved in a wider review of provision.
3. Wherever possible schools should be supported to organise in whole year groups (i.e. 1 FE with seven classes, 2 FE with fourteen classes), to aid class organisation to meet Infant Class Size Legislation. Wherever possible 2 FE is preferable in terms of effective deployment of resources.
4. New schools should be planned to have either seven or fourteen classes. Any school built as 1 FE

should if possible have a site capable of development to 2 FE, and be built with infrastructure (e.g. hall size) that can be added to easily.

5. Only in exceptional circumstances should primary schools be built or developed to have more than 420 pupils.
6. Primary schools that exceed 420 pupils currently, or in exceptional circumstances grow beyond that size, should not be 'de-merged', as they are preferable to separate infant and junior schools
7. Mixed-age classes are acceptable but ideally should consist of no more than two year-groups within any class and not bridge key stages.
8. There is a presumption in favour of keeping small schools open (evidenced particularly through the favourable formula funding) even if numbers fall as long as the quality of education provided is secure and they offer value for money. While ideally primary, infant or junior schools should have a roll of 50 or more pupils, schools of between thirty to fifty pupils are acknowledged to be viable, within the current Essex funding formula.
9. Poor value for money in financial terms is deemed to be where the unit cost per pupil is twice or more than the County average.
10. Wherever surplus primary capacity is projected to rise above 10% in any locality, proposals should be brought forward to reduce it to 5%.

Secondary Schools

1. New schools should be planned to have a minimum expected intake of 180 pupils and should always have a site capable of expansion to 240 pupils a year, as a minimum.
2. Where reviews of secondary school provision are undertaken, consideration should be given, through collaboration with the 14-19 Area Planning Group to providing opportunities and facilities, where appropriate, to increase the number of post 16 children in education and training.
3. An intake of 120 pupils is the lower limit for an effective school. Below this the level of budget generated is likely to restrict the breadth and depth of curriculum provision that can be sustained.
4. Wherever surplus secondary capacity is projected to rise above 10% in any locality area, proposals should be brought forward to reduce it to 5%.
5. Where reviews of secondary school provision are undertaken, or where new schools are planned consideration should be given to providing extended school provision and meeting the 14-19 entitlement curriculum for the area.

6. Where new schools are planned careful consideration will be given to the most effective form of organisation, governance and leadership for the new school. This will include consideration of federated, trust, academy and all through arrangements.

Special Provision

1. New mainstream schools built under BSF will provide the highest levels of disability access, and will provide learning environments that will meet the needs of most children with SEN and additional needs.
2. Essex will retain its commitment to special schools and has 4 types of special school. These are:
 - New Model Special Schools (NMSS), for pupils with severe and lifelong needs.
 - Community Learning in Partnership (CLiP) schools, for pupils with complex needs.
 - Schools for pupils with behavioural, emotional and social difficulties (BESD).
 - A school for pupils with physical difficulties (PD).

New special schools built under BSF will more effectively support flexible provision and innovation. This includes:

- Outreach
 - Specialism
 - Leadership development
 - Collaborative locality working
 - Opportunities for pupils aged 14 and over
3. In addition to special schools, the local authority has a number of enhanced provisions based on the site of mainstream schools. Locally and nationally this co-located solution is seen as a valuable part of specialist provision and will continue to be monitored and supported.
 4. The local authority is currently reviewing the way in which it meets its statutory duty to excluded pupils.

Options for Action where required after following Guidelines for School Planning

Oversupply of Places in Locality

A joint review of provision with all schools in the area will be undertaken, to confirm the nature and extent of the situation, whether it is a long term problem or short term issue and whether specific individual schools are affected more than others.

Possible solutions might be:

- Reduction of intake for all or some schools ensuring that minimum size is not reached and class organisation is appropriate, and seeking alternative use of spare accommodation for extended or other related use;
- Consider closure of one or more schools utilising some or all of the capital receipts to improve education for children of the locality;
- Consider replacement of one or more schools with an academy if the reduced demand is a result of underperformance of a school or schools, whilst at the same time reducing overall capacity of area;
- Amalgamation of two or more schools.

Underperformance of One or More Schools in Locality

A joint review of provision will be undertaken with all schools in the area.

The effectiveness of any one or more of the solutions listed below will depend upon a range of factors linked to judgements about the causes of underperformance, the context of the school and consideration of future issues. Evidence is clear that no one single solution is effective in all cases.

As part of its review the LA will undertake an options analysis to determine the strengths and weakness of each solution and take into consideration the views of key stakeholders when proposals are consulted upon.

The LA will want to consider the following with the local group of schools

Federation

- The most appropriate form of federation and whether it is a temporary measure likely to lead to a different type of organisation eg soft federation leading to hard federation, academy or closure
- Whether federation, of whatever form would put at risk the performance of the other school
- The capacity of the leadership and other organisational features of the stronger school to bring about the required change.
- The speed at which federation would enable change
- The cost of federation compared to other solutions
- The implications of federation for the effectiveness of the Children's Trust / Partnership working arrangements in the wider locality
- The preliminary views of the Chairs of Governors and their Governing Boards
- The long term sustainability of federated arrangements supporting improved performance

Trust Status

- The capacity of the schools under a trust to bring about speedy and sustained improvement
- Whether a trust should be Authority promoted
- The availability and appropriateness of other partnership organisations
- The views of Chairs of Governors and Head Teachers in the area
- The speed at which this solution could be put in place and bring about improvement
- The implications for the wider Children's Trust / Partnership arrangements in the area
- Consideration of effect of trust arrangements upon the planning of pupil places and intake
- Opportunities for the wider commissioning of provision through trust arrangements

LA Support

- Whether or not LA support had been provided and over what timescale

- Where impact of LA support had not been sufficient whether increased support would be possible and/or effective
- Whether support had been sufficiently focused upon the cause of the underperformance
- Whether additional LA support would be the most effective and efficient in terms of value for money and speed of impact compared with other solutions.

NLE/Executive Head Teachers

- The cost effectiveness of the NLE/Executive HT compared to other solutions
- Succession arrangements and the capacity of the school leadership to maintain sustained improvement
- The implications of using NLEs in terms of effective alignment with the wider Children's Trust arrangements
- The accountability and quality assurance frameworks
- Where using an Executive HT from another Essex School, the impact upon that school and the capacity of the Executive HT to bring about the necessary improvements

Closure and transfer of pupils to other locality schools

- The need for the school and the likelihood of sustained improvement and viability stemming from above options for action
- The implications for pupils' education in terms of continuity of curriculum and impact on receiving schools
- The implications for the capacity of the other schools in terms of physical resources, educational standards and provision, and effective pupil planning
- The views of the pupils, parents, community and other key stakeholders and partners
- The timescale and cost when compared to other solutions
- The impact upon diversity and access of provision in the area
- The risks and benefits of closure in terms of future use of site
- The opportunities for re-investment of capital receipts to improve remaining provision and views of the Cabinet on this.

Closure and Replacement with an Academy

- The added value of the sponsor
- The capacity of the school(s) as an Academy to bring about speedy and sustained improvement
- The cost and implications for other schools in the area and BSF programme
- The implications for Children's Trust arrangements
- The timescales for implementation and the implications such a timescale has for providing sufficiently fast improvements to the quality of provision
- The availability of appropriate sponsors
- The support of pupils, parents, community and other stakeholders and partners
- The risks and benefits associated with site development or relocation
- The provision of effective interim arrangements, particularly in relation to leadership and governance

Desire to Further Improve Standards that are Currently Good

An overview of provision with the schools in the area.

The LA with schools will consider whether any new arrangements have the capacity to bring about further improvements through improved collaborative working. This could lead to Trust arrangements in the area to form a more cohesive and structured provision of education. This could share resources, create synergy and promote greater working together and joint responsibility for standards across a group of schools.

RISK MANAGEMENT LOG (EXTRACT)

RISK DESCRIPTION	Gross Risk			Mitigating Action
	Probability	Impact	Score	
Capital Investment fails to address transformation	3	4	12	SIAS and Dioceses (as appropriate) work with school on education vision/objectives and change management plan. Implemented and monitored with SIPS. CPD programmes developed and implemented.
Market saturation re other PCP/construction work	3	4	12	Mitigate through SMARTE EAST framework – to give predictable volumes and/or LEP. Simple processes clear specifications. Good project management.
Financial costs escalate on schemes	4	3	12	Accurate cost planning through SMARTE EAST and/or LEP. Actively review cost indices and their application Benchmark against BSF/Academies.
Lack of stakeholder commitment to Programme	3	3	9	Programme and priorities agreed in consultation with EPHA, dioceses and other stakeholders. Detailed work with individual schools, pupils and parents. Work with Sorrell Foundation or equivalent practices.
Variation in pupil numbers	2	3	6	Flexible designs. Close collaboration between schools and with LDGs (Link to ECC review strategy).

Appendix 9

Essex Design Principles

The Essex Learner Entitlements and Design Requirements

This section maps Essex learner entitlements and design requirements against the six Essex Design Principles.

Creating environments which maximise effective learning

<ul style="list-style-type: none"> • Learner Entitlements 	<ul style="list-style-type: none"> • Design Requirements
<ul style="list-style-type: none"> ▪ Learning will be fun. It will stretch, empower and challenge learners ▪ Learners will learn how to think, debate, negotiate and engage in both formal and informal settings, including recreational, leisure and social settings ▪ Learners will be inspired receive information through both human, technological and other stimulus ▪ Learners will have a voice in their learning ▪ Learners will have personalised learning plans and make choices about what they learn, where they learn and the way they learn ▪ Learners will engage in practical 'hands-on' learning and make things happen ▪ Learners with extensive 	<ul style="list-style-type: none"> ▪ Environments that responds to changing learning needs ▪ Maximise development and use of external school environment as rich learning and social resource for pupils ('Learning through Landscapes' principles.) ▪ A variety of spaces used to achieve users unique relationship with the space. Spaces will adapt to a variety of pedagogical approaches and cross-curricular learning: <ul style="list-style-type: none"> ▪ Larger spaces for coming together, lecture sessions, multiple group teaching and examinations ▪ Small spaces (or the ability to create smaller spaces) for small group work ▪ Spaces for one-to-one coaching and mentoring ▪ Spaces that inspire, stimulates new perspectives, and encourage enquiry including the performance spaces; the Learning Resource Centre / Library; Sports and PE spaces; and the building and its operation ▪ An environment that promote independent use by individual disabled learners, staff , members of the community, and a wide range of impairment groups ▪ Spaces with an emphasis on vocational skills and training ▪ Fixed spaces will include:

<ul style="list-style-type: none"> • Learner Entitlements 	<ul style="list-style-type: none"> • Design Requirements
<p>special needs will access the curriculum to prepare for adult living and contribute to the wider community</p> <ul style="list-style-type: none"> ▪ Vulnerable groups of learners are reengaged on academic work ▪ Learners will have access to both alternative curriculum models and cross-curricular learning experiences <ul style="list-style-type: none"> • Staff Characteristics ▪ Teachers are facilitators, coaches and mentors ▪ Staff will respond to the learning need dynamic basis ▪ Staff will be entitled to Continuing Professional Development in a range of formats, including school-based training 	<ul style="list-style-type: none"> ▪ Science labs ▪ Vocational / enterprise space ▪ ICT enabled dining space (available e throughout the day) ▪ D&T areas ▪ Language labs ▪ Creative arts studios and spaces ▪ ICT will be a tool rather than a discreet subject only. ICT will: <ul style="list-style-type: none"> ▪ Have a mixed economy of portable and fixed equipment ▪ Be used to promote and stimulate creativity ▪ Be a key communication tool ▪ Be a main source of information, research and collaboration for learners and staff ▪ Workspace (private and shared) available for teachers and support staff to focus on professional activities, including specialist as well as generic training courses ▪ Staff and learner access to resources beyond the individual school through ICT and video-conferencing

Promoting a culture of inclusion

<ul style="list-style-type: none"> • Learner Entitlements 	<ul style="list-style-type: none"> • Design Requirements
<ul style="list-style-type: none"> ▪ Inclusion will be central to every school's ethos ▪ There will be high levels of collaboration between mainstream and special schools ▪ All schools will promote the 	<ul style="list-style-type: none"> ▪ A high threshold of accessibility throughout all schools and their systems ▪ Application of best practice standards and reflecting cutting edge research solutions for inclusive design ▪ Specialist facilities and facilities for specific groups informed by the needs of that group ▪ Access to high volumes of storage space for mobility

<ul style="list-style-type: none"> • Learner Entitlements 	<ul style="list-style-type: none"> • Design Requirements
<p>equal participation of young people with SEN and disabilities</p> <ul style="list-style-type: none"> ▪ Easy, rapid, dignified and sheltered arrival and departure for learners and with disabilities or SEN ▪ Learners with SEN and disabilities will have: <ul style="list-style-type: none"> ▪ Choice and control of learning ▪ Access to multi-agency professionals through TASCCs ▪ Learning experience that open new opportunities for achievement ▪ Parental participation which is a positive feature of learning ▪ Flexible start and finish times ▪ A learning culture that accommodate opportunity to participate and respond through a range of alternative media 	<p>aids and other equipment</p> <ul style="list-style-type: none"> ▪ Circulation spaces wide enough to accommodate two wheelchair users passing at all points ▪ High quality toilets and other sanitary areas ▪ Sheltered pick up and drop off points that prevent delays, and allow for dignified boarding and alighting of school transport ▪ An environment that enable its learners to try out and model skills and behaviours for working in the adult world without leaving the site ▪ Individual and small group therapy spaces, and integrated sensory spaces for pupils with SEN ▪ Technology provided in a wide range of accessible media

Developing an open school environment

• Learner Entitlements	• Design Requirements
<ul style="list-style-type: none">▪ Ability to engage with adults to play a full part in how the school is led, developed and evaluated through genuine dialogue, interaction and participation▪ “Front of house” features of schools that are secure and welcoming	<ul style="list-style-type: none">▪ Promote and support learning to happen everywhere - the whole site, internal and external space is a learning environment▪ A welcoming, accessible and social school entrance – active learning will be visible from the reception▪ Environmental controls for learning spaces will be accessible to its users▪ Logical layout that is intuitive and easy to navigate but does not detract from architectural excellence and interest

Promoting social engagement and community cohesion

<ul style="list-style-type: none"> • Learner Entitlements 	<ul style="list-style-type: none"> • Design Requirements
<ul style="list-style-type: none"> ▪ Learning will be open to all generations - adults and young people will work together in shared space ▪ Learners will draw upon a range of contributors (community members, commercial organisations, teachers, non-teaching staff, multi-agency professionals) for their learning ▪ Learners will perform and achieve better with the help of their parents ▪ 'Hard to reach' parents will be reengaged and will access support through universal services in localities 	<ul style="list-style-type: none"> ▪ A social appealing and inspiring environment through which all learners and staff enter the school ▪ No spatial hierarchy between staff and learner areas ▪ Zero-tolerance approach to bullying ▪ Ability to accommodate many generations ▪ Ability to accommodate for significant people movements in and out of the school: <ul style="list-style-type: none"> ▪ The community as co-educators ▪ The community as users ▪ Young people learning within the community ▪ Attractive internal and external spaces available for curricular, social and recreational purposes ▪ Social spaces punctuate the school ▪ Adequate parking but parking will not dominate the first impression of the school

Further developing extended schools, communities of practice and collaboration

<ul style="list-style-type: none"> • Learner Entitlements 	<ul style="list-style-type: none"> • Design Requirements
<ul style="list-style-type: none"> ▪ Learning will take place within the community as well as within the school ▪ Learners will have easy access to integrated support services for themselves and their families against the 5 Outcomes of ECM ▪ There will be a seamless continuum for young people and their families ▪ Learning will take place in schools that collaborate with other schools ▪ There will be raised quality and take up of school meals ▪ The opportunity to participate in positive activities and volunteering ▪ Minimal disruption from extended services and community provision ▪ Onsite access to multi-agency partners 	<ul style="list-style-type: none"> ▪ Dedicated multi-agency space with access for families and communities ▪ Multi-purpose spaces for easy and attractive access for parents and the community to extended services that allows for an enhanced one-stop community provision of: <ul style="list-style-type: none"> ▪ children centres with 8-6 childcare ▪ out-of-hours learning ▪ parenting support ▪ the youth offer ▪ breakfast and after school clubs ▪ parenting information, family learning and support ▪ one-to-one and group work with children requiring additional support ▪ targeted use of spaces out-of-school hours through partnerships with statutory and voluntary organisations ▪ High levels of safety and personal security ▪ Separate entrances signposted to the appropriate service and located near multi-purpose spaces ▪ Internet access, and access to the learning platform to the community served by the school ▪ Innovative and enhanced design of dining and sporting facilities to support and accelerate healthy schools ▪ Areas enabling pupils with SEN to be physically challenged

Creating sustainable schools

<ul style="list-style-type: none"> • Learner Entitlements 	<ul style="list-style-type: none"> • Design Requirements
<ul style="list-style-type: none"> ▪ Make a positive social contribution ▪ Learn about and practice sustainable living ▪ Engage with real issues in real places among real people ▪ Opportunity to think through the problems and opportunities on their doorstep, while studying the connections to larger, sometimes global, challenge • 	<ul style="list-style-type: none"> ▪ School classrooms will be welcoming, clean and reassuring places to learn ▪ Zero-tolerance approach to litter and graffiti ▪ The school estate and its local area will be used as a learning resource and testing ground ▪ Built to highest aesthetic standards, including spaces designed to interact with creative works of art produced within and beyond the school. ▪ Wherever possibly sustainable materials and environmental systems will be used to provide good environmental conditions throughout, utilising optimum level of natural light and ventilation for the different activities that will take place. ▪ Environmental, aesthetic standards and materials will be robust and of high quality

Appendix 10

Primary Schools – Sample model schedule of accommodation (420 places)

Number on Roll	420
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**DfES Building Bulletin 99
Recommended External
Site Areas**

	sq.m	
Grass Playing Pitches	8400	
Hard Surface Games Courts	1440	
Hard Informal Social Areas	1030	
Soft Informal Social Areas	1850	
Habitat Area	620	
Likely Minimum Gross Site Area	1.732	Ha.

BASIC TEACHING AREAS

Options for Differing Classbase Sizes

		1	2	3	4
Reception Bases	1	63	63	63	63
	2	63	63	63	63
Standard Bases	1	50	54	57	63
	2	50	54	57	63
	3	50	54	57	63
	4	50	54	57	63
	5	50	54	57	63
	6	50	54	57	63
	7	50	54	57	63
	8	50	54	57	63
	9	50	54	57	63
	10	50	54	57	63
	11	50	54	57	63
	12	50	54	57	63
ICT Suite	1	40	40	40	
	2	40	40	40	5
Practical & Shared Areas	1	40	40		5
	2	40	40		
HALLS AND STUDIOS	Assembly Hall	180	180	180	180
	Small Hall	80	80	80	80

LEARNING RESOURCES

	Notes
<i>Option 1</i>	<i>Has small classbases but a large ICT room and several practical areas</i>
<i>Option 2</i>	<i>Has standard size classrooms and a separate ICT room but with less practical rooms</i>
<i>Option 3</i>	<i>Has larger bases and separate ICT but no practical areas</i>
<i>Option 4</i>	<i>Has largest bases designed to include for ICT and therefore no separate ICT room and only minimal practical area</i>
<i>Practical & Shared areas identical size for flexibility in use</i>	
<i>Larger Standard Size Hall for all schools above 2FE Attached or adjacent to main Hall</i>	

Group Rooms	Library	36	36	36	36	Group rooms are standard size
	1	15	15	15	15	
	2	15	15	15	15	
	3	15	15	15	15	
STAFF & ADMINISTRATION						
	Headteacher	12	12	12	12	Standard size all schools
	Second Office	8	8	8	8	
	Main Admin Office	21	21	21	21	Adjacent to main office
	Reception Area	6	6	6	6	
	Therapy Room	8	8	8	8	
	Staffroom	42	42	42	42	
	Staff Work Areas	18	18	18	18	Assumes 3 workstations at 6.0sq.m
	Reprographics	5	5	5	5	May be separate bay, or added to Admin Office area
	Sick Bay	2	2	2	2	Adjacent to, or added into Admin Office
COMMUNITY SPACE						
	Area for Extended Use	50	50	50	50	Standard area to be briefed as appropriate to local circumstances
STORAGE						
	Pupil Coats & Bags	56	56	56	56	At 4.0 sq.m per base
	Classbase Stores	48	48	48	48	At 3sq.m per base & 6sq.m for Reception Base
	Stock Cupboard	12	12	12	12	
	Specialist/Secure Stores	12	12	12	12	
	PE Storage	25	25	25	25	Sport England recommend 10% of Hall area
	Dining/Furniture Store	25	25	25	25	May double as servery
	Caretakers Store (+Office)	8	8	8	8	
	Cleaners Stores	6	6	6	6	
Total Net Area		1551	1559	1555	1592	1552 DfES recommended Net Area (250+3.1N)
	Adjusted Float Area	1	0	0	0	Add float area if Net area less than DfES recommendation
NON-NET AREAS						
	Pupils Toilets - Reception	16	16	16	16	Based on 2 no.units @ 2.5 sq.m each plus 1no. @ 3.0 sq.m assisted
	Pupils Toilets - Other	45	45	45	45	Based on 10 units @ 2.5 sq.m each
	Hygiene Area	9	9	9	9	
	Pupils Changing	16	16	16	16	One Room only

Staff Toilets (inc. disabled)	13	13	13	13
Kitchen (inc. office & wc)	59	59	59	59
Circulation	341	343	342	350
Plant & Services	47	47	47	48
Internal Walls	62	62	62	64

Based on 3 units @ 2.5sq.m each plus 5.0sq.m disabled

Allowance is 22% of Total Net Area

Allowance is 3% of Total Net Area

Allowance is 4% of Total Net Area

Gross Floor Area	2160	2169	2164	2212
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2230

DfES Recommended Gross Area (340+4.5N)

ANALYSIS

Total Basic Teaching Area	846	854	850	887
Total Halls	260	260	260	260
Total Learning Resources	81	81	81	81
Total Staff & Administration	122	122	122	122
Total Storage	192	192	192	192
Teaching Area	1187	1195	1191	1228
Teaching Area per Pupil	2.8	2.8	2.8	2.9
Gross Floor Area per Pupil	5.1	5.2	5.2	5.3

<i>min</i>	<i>max</i>
882	918
226	262
78	114
114	150
150	186

Building Bulletin 99 Guidelines

Basic Teaching

Halls

Learning Resources

Administration

Storage