



DERBY CITY COUNCIL

COUNCIL CABINET
18 December 2007

ITEM 10

Report of the Cabinet Member for Children and
Young People

Building Schools for the Future – Strategy for Change Part 1

SUMMARY

- 1.1 Building Schools for the Future (BSF) is a huge opportunity to transform secondary education with significant capital investment. The programme aims to replace and renovate all secondary school buildings over the next 15 years. Following government approval of our Readiness to Deliver assessment, Derby was formally included in this programme from October 2007.
- 1.2 Strategy for Change (SfC) Part 1 is the first formal milestone in the development phase of BSF. It shows the scope of Derby's BSF transformation plan and is the high level, 'what is to be done' component of the SfC. The requirement is to submit this document within eight weeks from formally joining the programme in October.
- 1.3 Derby's SfC Part 1 needs to be approved by Partnerships for Schools (PfS) and the Department for Children, Schools and Families (DCSF) for the project to proceed to the next stage.

RECOMMENDATION

- 2.1 To approve Derby's BSF Strategy for Change Part 1 submission to Partnerships for Schools.
- 2.2 To agree any changes on detail to the SfC 1 can be delegated to the Corporate Director for Children and Young People, in consultation with the Cabinet Member for Children and Young People.

REASON FOR RECOMMENDATIONS

- 3.1 The BSF programme represents substantial levels of investment, which is a once-in-a-generation opportunity to transform secondary education in Derby.
- 3.2 If the SfC Part 1 is not submitted on time, Derby's Building Schools for the Future programme would be at risk of significant delay.



DERBY CITY COUNCIL

COUNCIL CABINET
18 December 2007

ITEM XX

Report of the Corporate Director for Children
and Young People

Building Schools for the Future – Strategy for Change Part 1

SUPPORTING INFORMATION

- 1.1 Building Schools for the Future (BSF) is the biggest ever investment programme to transform secondary education in Derby, with an estimated £150 million fund to replace or renovate secondary schools, plus an estimated £20 million specifically for ICT.
- 1.2 Strategy for Change Part 1 is the first formal milestone in the development phase of BSF. It captures both the local authority's strategy for 11-19 education, and the requirements that strategy places upon the physical school estate. It shows the scope of Derby's BSF transformation plan, and is the 'what is to be done' component of the SfC.
- 1.3 The proposed high level SfC submission document is attached as Appendix 2 for Cabinet consideration. The content, structure and length of this document have been developed in line with the detailed guidance issued to local authorities by Partnerships for Schools (PfS). Some of the key areas in the SfC document are:
 - added value of BSF investment
 - choice and diversity
 - Every Child Matters
 - SEN and inclusion
 - personalised learning
 - strategic vision for ICT
 - change management.
- 1.4 Derby's SfC Part 1 needs to be submitted to PfS by 19 December 2007. Once PfS have endorsed the document, it will be submitted to the Department for Children, Schools and Families (DCSF) for Ministerial approval.
- 1.5 Following Ministerial approval of Part 1, we can proceed to develop Strategy for Change Part 2. Part 2 is the detail and delivery section of the overarching SfC document. It will add contextual, qualitative and quantitative information to Part 1, showing how Derby intends to achieve its objectives. It is the 'how it will be done' component.

- 1.6 Local authorities can only submit their Outline Business Cases for BSF investment following formal Departmental approval for SfC 1 and SfC 2.

OTHER OPTIONS CONSIDERED

- 1.6 Not submitting SfC Part 1 would jeopardise Derby's BSF programme in transforming secondary education in the city.

For more information contact:	Rita Silvester, Assistant Director – Performance and Commissioning, Children and Young People's Department.
Background papers:	Gurmail Nizzer, Head of BSF, Children and Young People's Department e-mail: gurmail.nizzer@derby.gov.uk www.bsf.gov.uk
List of appendices:	
Appendix 1	Implications
Appendix 2	Strategy for Change Part 1 – document to follow

IMPLICATIONS

Financial

- 1.1 Whilst the funding allocations are unknown at present, it is estimated that Derby could receive capital funding up to £150 million. The funding model also outlines the potential of significant additional ICT funding of up to £20 million. Work on the BSF Funding Allocation Model is ongoing.

Legal

- 2.1 The process of appointing a legal solicitor to lead on the complex legal aspects of the BSF programme is underway. The process of appointing external legal advisors is also underway.

Personnel

- 3.1 This will need further consideration as the programme develops.

Equalities impact

- 4.1 The BSF programme will provide significant levels of capital funding to improve and modernise school buildings. The overall objective transforming secondary education will embrace narrowing the gaps in opportunity and achievement.

Corporate objectives and priorities for change

- 5.1 This report supports the Council's key priorities in supporting everyone in learning and achieving, making us proud of our neighbourhoods and giving excellent services and value for money. BSF should also be a catalyst for community regeneration.

Strategy for Change Part 1 (i) - Current position and BSF Impact on Derby Schools													Post BSF Impact - 2017															
School	Current Specialist Status	Type of School	Extended Services*	FSM 2007	Total NOR Jan 2007	NOR 11-16	NOR Post 16	Absence Census – Total attendance %	GCSE 5+ A*-C including English and Maths (2007)	Ofsted overall effectiveness of the school (11-16)	CVA KS2/3 (2007)	CVA KS2/ KS4 (2007)	Extended Services	Total NOR**	NOR 11-16**	NOR Post 16***	BSF Investment Proposal****	Absence Census – Total attendance %	GCSE 5+ A*-C including English and Maths (2007)*****	Ofsted overall effectiveness of the school (11-16)	Value added KS2/3	Value Added KS2/ KS4	Comments/proposals for each cluster					
NW Cluster																												
Woodlands	Technology	Foundation	3	6%	1183 (17)**	999	184	92%	53%	2 (2006)	100.1	992.1	2	1076 (27)**	925	151	Major remodelling	97%	73%	1	101>	1020>	Moderate expansion of post 16 places at Woodlands, subject to analysis of need in the cluster Landau Forte is a City Academy, and not in the BSF buildings programme					
St Benedict	Performance and Arts	Voluntary Aided	2	12%	1489 (35)**	1208	281	91%	48%	2 (2006)	100.2	997.6	1	1617 (42)**	1335	282	Major remodelling	97%	68%	1	101>	1020>						
Landau Forte (City Academy)	Business and Enterprise Technology	Academy		13%	1060	793	267	95%	66%			1007.1		1125	840	285	-	97%	86%	1	101>	1020>						
NE Cluster																												
Da Vinci (Rebuilt through PFI)*****	-	Community	3	38%	573	573	0	90%	24%	3 (2007)	100.6	1011.6	1	700	700	-	-	96%	44%	2			A Trust to cover da Vinci, Lees Brook and West Park is under active consideration. A soft federation between St Andrew's and da Vinci. St Andrew's post 16 provision to be located at da Vinci. Support from Landau Forte at West Park and support from Derby College in terms of 14-19 agenda. Da Vinci has been rebuilt through Council's PFI project and therefore is not in BSF buildings programme					
Lees Brook	Sports, Languages, Vocational	Community	2	13%	1113 (24)**	1113	0	93%	41%	2 (2006)	101.3	1013.4	1	1130 (30)**	980	150	New build	97%	61%	1	101>	1020>						
West Park	Mathematics & Computing	Foundation	3	12%	1412	1412	0	92%	41%	3 (2005)	100.2	985.8	2	1200	1200	-	Minor remodelling	95%	61%	2	100.5>	1010>						
St. Andrews	Cognition & Learning	Community	3	29%	75	50	25	-	2 (2005)	-	-	-	2	85	60	25	Minor remodelling	95%	-	2	100.5>	1010>						
SW Cluster																												
Bemrose	Training School	Community	2	34%	851 (24)**	851	0	90%	14%	3 (2007)	101.3	980.4	1	1137 (46)**	1092	45	New Build	95%	34%	2	100.5>	1010	Academy status for Bemrose is proposed, sponsored by Derby College. Partner academy support by Landau Forte. Soft federation between Derby Moor and Ivy House and collaboration between Murray Park and St Clare's.					
Derby Moor	Sports	Community	3	22%	1316	1247	69	88%	33%	2 (2004)	100.	989.8	1	1475	1300	175	Major remodelling	97%	53%	1	101>	1020						
Murray Park	Mathematics & computing	Foundation	3	13%	1071	1071	0	92%	33%	3 (2003)	100.5	1011.8	1	1050	1050	-	Major remodelling	95%	53%	2	100.5>	1010						
Littleover	Science	Community	3	6%	1530	1270	260	97%	76%	1 (2007)	101.7	1019.7	1	1625	1450	175	Major remodelling	97%	96%	1	101>	1020						
Ivy House	-	Community Special	-	35%	62	47 (2 to 16)	15	-	-	-	-	-	-	75	63 (2 to 16)	12	-	-	-	-	-	-						
St. Clare's	-	Community Special	4	36%	84	84	-	-	-	2 (2007)	-	-	3	80	80	-	New Build / remodelling	97%	-	1	101>	1020						
S Derby																												
Merrill (PFI re-build) *****	-	Foundation	3	32%	983	862	121	85%	21%	3 (2007)	99.9	1017.7	2	1184	1084	100		95%	41%	2			Academy status for Sinfyn is proposed, sponsored by Derby College. Co-location of St Martin's and Noel Baker is proposed. Merrill School rebuilt through Council's PFI programme and therefore not in BSF buildings programme. Sinfyn is being rebuilt as BSF Pathfinder.					
Chellaston	Technology College	Foundation	2	7%	1649	1332	317	95%	63%	2 (2005)	101.7	1024.4	1	1745	1400	345	Minor remodelling	97%	90%	1	101>	1020						
Noel-Baker	Language College	Foundation	3	18%	1535	1390	145	94%	25%	3 (2005)	101	984.6	2	1570	1450	120	Major remodelling	95%	45%	2	100.5>	1010						
Sinfyn (Rebuilt through BSF pathfinder)	Engineering	Community	3	25%	994	994	0	89%	16%	3 (2007)	100.3	982.1	1	1235	1235	-		95%	36%	2								
St. Martin's	-	Community Special	3	46%	57	57	0	-	-	3 (2007)	-	-	2	80	80	-	New build	95%		2	100.5>	1010						
Total/ Average			-	22%	17,037	15,353	1,684	91%	40%	-	-	-	-	18,189	16,324	1,865	-	96%	60%	-	-	-						
PRU KS 3&4		Community	4	-	164	KS3 –	0	-	-	3	-	-	3	165	165	-	New build	95%		2	100.5>	1010						

(including shared role pupils)					38 KS4 - 127				(2006)							and major remodelling							
The Kingsmead School		Community Special	-	-	75 (120 total – see comments)	KS3 – 40 KS4 – 80	0	-	-	-	-	-	-		25								A 45 place school has just been built and therefore 45 places have been subtracted from the 11-16 number. Additional post 16 at Kingsmead School.

* The key for extended services is as follows:

1= Sustainable – All five extended services areas provided and sustainable

2= Full – All five extended services areas are provided but some budgetary pressures

3= Considerable – Most extended services are provided but some gaps remain

4= Some – Some extended services are provided

5= None – Very little or no extended services are provided

6= Audit in progress

** 11-16 and SEN pupil projections are indicative at this stage and are subject to further discussions. The numbers in brackets indicate the proposed number of enhanced resource places in mainstream schools. This number is included in the overall 11-16 number, not in addition to it.

***These are preliminary numbers as work continues on post 16 numbers with the LSC, Derby College and Schools.

**** These are preliminary indications of the investments proposals; full option appraisals will be undertaken in SfC 2.

***** Merrill and Da Vinci Colleges are not part of BSF, but are currently performing below threshold levels. Both have made considerable improvements in the past two years and are projected to exceed threshold levels by 2009. The LA will continue to offer support at current high levels to maintain momentum.

***** % gaining 5+ A*-C GCSE grades, including E+M - projections are based upon attaining 2% year on year improvement, building upon rising KS3 scores in core subjects.

1.1 Overview – Educational attainment in Derby 2007 and 2017

“We recognise the strength of the city is linked to the education and skills of all individuals, the motivation of people to learn throughout life, and the commitment of employers and learning providers. We are working with partners to encourage lifelong learning and achievement by focusing on two key outcomes: improving achievement and narrowing gaps in attainment; providing learning opportunities to raise skill levels for all.” Derby Corporate Plan 2007-10.

We will use BSF to support the achievement of these aims. Areas for development in Derby centre upon raising standards at all levels, in each Key Stage. There are no outstanding areas of weakness, so we are concentrating on raising attainment across all subjects.

Derby Ranking Comparisons with Statistical Neighbours 2007

	English	Maths	Science
L5+	5 th /11	4 th /11	6 th /11
L6+	4 th /11	3 rd /11	4 th /11

Derby Comparison with Statistical Neighbour Average 2007, projections to 2017

	English		Maths		Science	
	Derby 2007/2017	Stat Neighbours 07	Derby 2007/2017	Stat Neighbours 07	Derby 2007/2017	Stat Neighbours 07
L5+ %	70/90	69	72/90	71	68/88	68
L6+ %	29/40	27	52/65	51	36/47	35

Derby Key Stage 4 Comparisons with National Average 2007 and 2017

	2007	2017	2007
5+A*-C GCSE Equivalent	Derby 53.9%	Derby 79%	NA 60.8%
5+A*-C GCSE Equivalent English and maths	Derby 39.9%	Derby 63%	NA 45.9%

Average Points Score	Derby 359	Derby 480	NA 372
Attendance - half days missed	Derby 7.70%	Derby 4.0%	NA 7.90%

2.0 Strategy for Change Part 2 (ii) – Strategic Overview of School Provision

In October 2007, Derby City Children and Young People's Services and wider partnership were subject to an APA and JAR inspection. Although outcomes are currently preliminary, both inspections report good progress across the 5 ECM outcomes, with good service management and good capacity to improve.

2 (i) Social and economic profile

Derby has a population of 233,200. There is a rich mix of people, cultures, art and religion that present both opportunities and challenges for the Children and Young People's partnership. The last census revealed that 12.6% of people living in the city are from black and minority ethnic backgrounds. More than 60 languages are spoken in the city. Since 2001 this diversity has been further enhanced by the arrival of asylum seekers and refugees from a range of countries. Most recently, there has been a significant number of new arrivals from the European Union Accession States.

The unemployment rate is 4%. This is slightly higher than the East Midlands rate of 3.3% and the national rate of 3.4%. 15,900 children live in households claiming income support. This represents 29% of the child population of the city. In four wards the birth weight of babies is 10% lower than the average birth weight for the city. In one area adults are likely to die 6 years younger than the city average. Current figures show that 637 young people in Derby aged 16-18 are NEET.

2 (ii) What *added value* will BSF investment provide to local educational outcomes – within and beyond the school day?

BSF will enable Derby schools to significantly improve attainment. Our benchmark will be that every learner fully achieves her/his potential. It will also ensure that all schools exceed current DCSF floor targets, and a future KS4 target of 30% 5 or more A*-C grades including English and Mathematics. Currently underachieving groups such as white British males will be more effectively targeted so as to move them towards city and national averages.

The BSF investment will allow us to set the challenging targets for 2017 outlined in the chart. These are based upon the premise that in every Derby school students will, on average, attain top quartile progress by 2017.

BSF investment will be crucial to the achievement of this aim in that it will:

- Better enable young people to meet their personal targets and aspirations by allowing improved access to an expanded range of curricular opportunities;
- Offer stimulating learning environments based upon creative building designs and flexible spaces, within which true personalised learning can take place;
- Use 21st Century ICT to underpin a dynamic and challenging curriculum within which young people and their families can develop as independent learners supported by highly-trained teachers. ICT will provide timely individual progress data, enabling weaknesses to be addressed and appropriate support offered.
- Support the development of the 14-19 curriculum through introducing the full range of diplomas accessible wherever in Derby learners are located;
- Provide resources and spaces within which vulnerable groups, for example young people with special educational needs and new arrivals for whom English is not a first language, can have their needs assessed and addressed;
- Ensure that poor performance in schools is eradicated and that standards improve to levels significantly better than the national average (see our chart on P1)

By 2017, through BSF, all secondary and secondary special schools will, as a minimum, provide communities with extended access to enhanced learning opportunities and multi-agency services. We will develop:

- A wide range of out of school hours activities, eg study support, homework clubs, ICT, sports, arts, special interests, volunteering, business and enterprise;
- Support for parents and carers, in particular those responsible for vulnerable young people, including guidance at key transition points, targeting within a multi-agency approach, and inter-generational family learning sessions to allow young people to learn with their parents;
- Swift and easy referral to a wide range of specialist support services, e.g. Child and Adolescent Mental Health Services (CAMHS), family support services, intensive behaviour support, sexual health services and school-based youth workers;

- Providing wider student and community access to ICT not limited by the time of day or location, to sports and arts facilities, and adult education.

2 (iii) **Choice, Diversity and Access for All Parents and Pupils in schools**

In order to provide parents and carers access to high-quality centres for secondary learning, Derby will build upon the clusters that have been established under the 14-19 Strategy and which are shown in the chart. High-performing schools will support other schools, primarily within clusters, but also across the city, through the Education Improvement Partnership. BSF will enable us to extend the benefits of school specialist status, bring in external expertise, lever in funding to support disadvantaged groups, sustain collaboration and foster partnerships that promote improvement.

Four schools (Bemrose, da Vinci, Merrill and Sinfin) are currently not meeting the threshold of 5 A*-C GCSEs including English and Maths. All have certain needs in common, but all have developed strong foundations for further development and have positive inspection outcomes. In particular, all have low attainment on entry and experience large numbers of new arrivals mid-year, many with significant English language needs. The Local Authority is proposing two Academies to replace the most challenged schools, Bemrose and Sinfin. Da Vinci and Merrill Colleges are making rapid progress since their PFI rebuilds and are likely to exceed thresholds by 2009. BSF will enable us to obtain a radical improvement in performance through encouraging partner agency and business input in order to develop the curriculum and extend the impact of the Specialist Schools programme. We will boost rates of post-16 progression through raising the aspirations of young people and their communities. We will secure improved levels of attainment on entry to secondary schools through collaborative work with primary schools. Support to new arrivals and other vulnerable young people will be enhanced through re-designed induction procedures and assessment, and a focus upon meeting individual needs.

The LA will promote and develop academies, trusts and hard federations where these are appropriate to improving education provision and effectiveness. Two proposed academies are already identified. Models for Trust arrangements are being assessed and proposals will be supported wherever they can sustain and add value to cluster arrangements. Derby College will complement provision in all clusters, but will have a particular relationship with the NE Derby Cluster, given the lack of post-16 provision in schools in that part of the city. The College proposes to sponsor two academies at Bemrose Community School and Sinfin Community School to secure further improvement. Consideration is being given to developing post-16 skills centres at some 11-16 schools to retain potential NEET students.

2 (iv) **Strategy for Intervention and Support**

The city has a highly effective strategy for identifying, supporting and challenging under-performing schools. Formal and effective systems and structures exist to secure the early identification of schools where there are concerns, provide effective and timely targeted intervention according to school needs and support rapid improvement. We know our schools well, from a strong, data-driven evidence base, and provide challenge and support to all, not just the lower performers.

Schools understand that the local authority will use statutory powers under the 2006 Education and Inspections Act, to intervene where necessary. The process for identifying the level of school need is systematic and well understood across the city. Where schools consistently under-perform, we are ready to take radical action as evidenced by the recent collaborative restart of High View Community School, now reopened as the rapidly improving da Vinci Community College.

School Improvement Partners rigorously analyse school level data in order to form an accurate view of each school's strengths and weaknesses. Schools are placed into one of four levels of designation for support. Support plans for schools in categories of concern are monitored at regular case conferences.

We believe that through BSF all schools will improve their performance and that urgent intervention by the LA will be rarely required. Ongoing change management and associated workforce reform will ensure an improved teaching force, and new build and refurbishment will provide better learning environments. A move away from didactic approaches and increased emphasis upon personalised learning will raise standards, reduce disaffection and improve attendance. ICT will be a key driver for the improvement of performance in all schools, especially those that need to improve most. Students who are difficult to engage will be stimulated by more appropriate curricula and the opportunity to use appropriate technology as an alternative to learning styles that may not suit them. Parents and carers will be more involved with learners through community linked ICT access. In particular increased targeted support from learning mentors, family support workers and other professionals will be provided to parents and carers of young people who are not engaging or performing to potential. Improved ICT facilities, accompanied by effective change management, will result in data-rich schools, better able to meet the needs of individual learners and with raised potential to manage themselves

effectively. Earlier availability of data will allow earlier intervention and support where needed. Trusts, linking high-performers with low-performers (e.g. Chellaston School with Sinfon Community School), within collaborative clusters will further reinforce the work of pupil placement panels to ensure that permanent exclusions from schools are not a feature of education in Derby. Through BSF we will make all schools good schools and most outstanding.

2 (v) **Personalised Learning**

Recent OFSTED reports have highlighted significantly improved practice across Derby in strengthening the link between learning and teaching by engaging pupils - and their parents - as partners in learning. No secondary school or special school is classed in an OFSTED category of concern and we believe this is principally due to the advances made in teaching and learning since the previous inspection cycle. In particular, we believe that good progress has been made in embedding Assessment for Learning. Virtual Learning Environments (VLEs) have been developed at the city's two specialist computing schools – West Park and Murray Park – and these are setting an example to others on how to provide learning opportunities for the school community that go beyond the school day.

Our vision is for each learner to be involved as a partner in designing her/his own learning, so that individual needs are met, both in school and beyond, so that opportunities encompass the family and the community. Through BSF we will be better placed to provide coordinated support to enable all to achieve their potential, whatever their abilities, talents or socio-economic backgrounds. Teachers will assist each student to identify her/his weaknesses and under-performance, give guidance on how to improve upon these and focus additional support to help them get back on track quickly. We believe the improved attainment of learners will promote higher self-esteem, collaborative skills and respect for others through learning in a mutually supportive environment.

High quality teaching will be the norm and characterised by a range of whole-class, group and individual teaching, learning and ICT strategies that transmit knowledge, promote the acquisition of key learning skills and accommodate different paces of learning. Video conferencing facilities will enable learners to access a wide-range of Internet resources and be taught by teachers located at specialist schools throughout the city. Building Schools for the Future will further accelerate development by allowing the proliferation of suitably designed and equipped learning spaces, the lack of which is sometimes a limiting factor. Modification to school design will allow the creation of spaces and facilities to deliver even more effective support, through providing better access for specialist agencies and improved opportunities for out of session catch-up and extended learning provision.

Our schools are committed to the need to expand curriculum entitlement and choice and have enthusiastically begun to work with the QCA to co-develop aspects of the emerging KS3 curriculum. Effective ICT provision through BSF will support the analysis of data to identify student needs, provide stimulating learning environments (including VLE) and facilitate individual research and study.

Our schools are increasingly implementing workforce reform to ensure that staffing deployment is centred upon meeting the needs of individual learners. Through BSF the voice of the learner will play an increasing part in promoting a positive school environment where students are given increased opportunity to contribute to the lives of their schools. Inter-connectivity will allow students to work collaboratively across Derby and promote opportunities for active citizenship.

2 (vi) **14 -19 Entitlement**

Derby has established a strong 14-19 Partnership which has been in place for eighteen months. It includes all secondary schools, Landau Forte Academy, all special schools, Derby College (which is the sole FE provider in Derby), the LSC, Connexions, the Education Business Partnership (EBP) and the Local Authority. The Partnership has subsumed and continued the plans constructed in response to the area wide inspection and strategic area review. It is built upon pre-existing strong collaborations between schools working in clusters along with Derby College and local work-based learning providers. The Partnership has agreed to focus on improvement in: attainment at all levels; improvement of the participation rates of 17 year olds in education and training; co-ordinated curriculum delivery across the city; increasing progression pathways below level 2; and reducing NEET.

The City has adopted a geographically based cluster model through which the 14-19 entitlement will be delivered. In order to maximise choice, the partnership aims to adopt all 14 diploma lines by 2013, with their location being based upon the specialist expertise of each institution within the Partnership. Each institution will become the hub for delivery of specialist learning and other centres will access their expertise either virtually or by movement of staff or students. The clusters will agree upon the additional facilities required through BSF to deliver the entitlement. The use of e-learning and a Managed Learning Environment (MLE) will support

students and reduce the need to travel to different centres. Specialist schools will provide effective hubs for learning through the use of video conferencing and on-line exemplar lessons.

In planning our BSF development, we will ensure that the specialist facilities required to develop the full range of diplomas is available and suitably located to provide access for those who require it.

A high level curriculum group, with representatives from all city schools and Derby College has audited 14-19 curriculum provision, to identify areas of duplication and gaps. The audit provides a baseline for ongoing future development.

The 14-19 partnership's strategic role in informing the LSC's post-16 capital strategy will ensure that this is linked closely to the BSF capital strategy and that joint planning takes place. We are working closely with the LSC to secure this.

The close links with Connexions will ensure that the better choices and pathways provided through the 14-19 partnership are underpinned by high quality guidance and advice.

2 (vii) Effective integration of education and other services through Every Child Matters

The recently reviewed Children and Young People's Plan is the overarching strategic planning document for the CYPD and its wider partnership. It identifies the challenges and priorities in the delivery of integrated working practices. We have a fully integrated service currently being piloted in Area 1 of the city. Early evaluations are showing benefits in terms of leadership, planning and co-ordination of services across health, schools, youth services, social care and family support. Some schools in Area 1 now provide venues for multi-agency meetings about vulnerable children, group work and an administration base for multi-agency staff. Our strategy is to roll this out across the city starting with the integration of social care, family support and the children's centres from 1 April 2008.

The opportunities arising from BSF will enable schools to play a full part in the wider support agenda for vulnerable children as well as being able to provide much improved facilities for their local community.

Effective use of ICT will support the analysis of information, improved communication across agencies and more sophisticated planning and will under-pin progress towards the goal of seamless provision responding to local need.

2 (viii) Championing the needs of all pupils, including Special Educational Needs

Derby's BSF vision is to either co-locate special educational provision on secondary sites or further develop outreach provision from existing special schools to provide learners with enhanced learning opportunities by matching their needs to extended curriculum opportunities and specialist support. The designation of two existing MLD secondary schools will be reviewed as a part of this process to ensure that provision is flexible enough to meet the challenges of changing pupil profiles particularly in relation to complex learning, communication and behaviour needs.

Similarly, BSF will present opportunities to develop the existing Enhanced Resource provisions which can complement special school provision, giving a range of options and continuum of choice in how pupil needs are met. Where co-location is planned it will provide an opportunity for all young people to work alongside each other in an inclusive manner. In addition, inclusion in a larger mainstream school will support the preparation for transition to post 16 learning. Increased access to mainstream schools will promote greater participation in learning and social activities.

However, where appropriate we will continue to offer some pupils the specialist support and provision required to meet their unique needs. This will include continuation of the strategy to reduce the use of out of authority placements.

The BSF programme will allow for the development of personalised learning in all secondary schools through improving the skills of learners, teachers, parents and guardians to effectively deploy improved ICT facilities. Young people with LDD will have the opportunity to access learning in a supported manner that meets their individual needs. Increased access to mainstream schools will promote greater participation in learning and social activities. BSF consultations will take place as part of the preparation and monitoring of the Disability Equality Scheme. This will result in increased participation in the decision-making processes and better outcomes for pupils with LDD.

2 (ix) New Arrivals and other target groups

A variety of linguistic, cultural and religious heritages are represented in Derby. Significant minorities include the Pakistani, Indian and African-Caribbean communities. Over 60 languages are represented in the City. Recently, an unpredictable pattern of new arrivals with little or no English, largely from the EU Accession states, appears to be emerging and we have identified these as a major priority

Derby will continue to support new arrivals and more advanced bilingual learners within the context of national improvement strategies. Support will continue to include English as an Additional Language (EAL) assessments, appropriate teaching methodologies, professional development, specialist language support staff (including bilingual support where available) and differentiated learning resources. BSF will provide the flexible learning spaces and improved ICT facilities required to meet the needs of individual and small group support work. Derby's Access Service has already developed a range of high-quality resources to support the language needs of EAL students and an improved ICT infrastructure will allow these to be easily accessed by young people and their families. We envisage transformed reception areas in schools post-BSF, where access to information and signposting to appropriate services is appropriate to the needs of new arrivals.

In common with the rest of the UK, male white British boys continue to under-perform across Derby. We are confident that increased opportunities for the personalisation of learning, in tandem with the reform of the 14-19 curriculum, will enable us to improve the performance of this group. Our target groups contribute disproportionately to our current NEET figures which have fallen from 11% in 2003 to 7.8% in 2006. Our target for 2015 is 6%, based upon current performance. BSF will enable us to aim to achieve close to 0%.

2 (x) Change Management

Re-modelling the school workforce and LA workforce and delivering high quality focused workplace CPD are essential to raising standards. We have been actively working in collaboration with our schools on the reform agenda, and the Development and Co-ordination team includes two School Development Officers, one responsible for Remodelling and the other for Workforce Development. There is a small team of consultants working with schools particularly on remodelling issues with support staff. We have an active Social Partnership incorporating all local unions, including non – signatories to the national agreement and school governor representatives. Training has been and will be provided to school and Local Authority staff and governing bodies on remodelling and performance management developments. We are engaged with the NCSL BSF Leadership Programme and have workforce development strategies for the wider Children's Partnership; Children and Young People's Services and a focused annual programme of support opportunities for schools.

Lessons drawn from our two recent PFI new builds and an ongoing BSF pathfinder project will ensure that the needs of current learners are not prejudiced by the physical process of building and refurbishment.

The BSF programme will act to be a key catalyst for the further development of a CPD programme that consistently emphasises:

- Appropriate training and support to enable all teachers and teacher support staff to confidently and appropriately use ICT to enable effective learning to take place; Learners will be able to operate with greater independence, inside and outside school session times, access a wider and diverse curriculum, monitor and assess progress, diagnose areas of weakness and make an appropriate response
- Opportunities for collaborative learning and sharing of good practice through the East and West Teaching and Learning Partnerships programmes, the work of the four Clusters, regional NCSL networks, the Education Breakthrough Programme and the Specialist Schools and Academies Trust programmes
- Opportunities for teachers to become lifelong learners through action research techniques and links with local universities
- The promotion of learning through mentoring, specialist coaching and networking
- The provision of a range of CPD programmes, including central, school-based and on-line distance learning packages

Local CPD networks for middle and senior leaders will be further strengthened and will develop closer links with regional SSAT programmes and Secondary Strategy networks. The CPD networks will facilitate the sharing of good practice through links with the work of School Improvement Groups (SIGs), along with the work of advanced skills teachers and local leading edge and training schools.

In preparation for BSF we will:

- support schools to produce their individual Strategies for Change
- progress co-development with QCA and local partners through four facilitated School Learning Networks based upon the four clusters to plan and implement KS3 and 14 –19 curriculum and qualifications developments
- deliver effective leadership and management development programmes, including local delivery of NCSL programmes such as Leading from the Middle; high quality residential conferences for headteachers and senior leadership teams; termly headteacher development days, and work with the Specialist Schools and Academies Trust programmes
- assist in recruitment and retention of good staff including continuing to address the under-representation of Black and Minority Ethnic (BME) teachers in our schools (currently, we have no other shortage areas within the teaching force)
- ensure NQT and early professional development programmes are linked to national teaching standards and opportunities for 'fast tracking' career development are available

3.0 Strategy for Change Part 3 (iii) Proposals for the School and FE Estate

3 (i) Key Priorities for the Schools Estate

We recognise that based on the indicative Funding Allocation Model (FAM), Derby is likely to receive approximately £150 million capital funding, plus around £20 million for ICT. These unprecedented levels of funding will, of course, form a major part of transforming secondary education in Derby to provide 21st century learning environments to provide a step change in the facilitation of new ways of learning, change management, workforce reform and improved ECM outcomes.

Derby's capital strategy and priorities are identified in our Asset Management Plan, outlining the importance of capital funding to raise standards through remodelling schools for new ways of teaching and learning. The Council has a rolling programme of condition and suitability surveys, with priorities set out in the Asset Management Plan. Indicative BSF investment proposals are shown in chart, which have been developed in collaboration with schools, alongside emerging school Strategies for Change and condition priorities. Our Estates Strategy will be further developed as part of work already underway for SfC part 2. Our technical advisors have undertaken a preliminary costing exercise, and indications are that that the proposed pattern of investment is affordable. School projects will eventually be prioritised against School SfCs, LAs SfC, and the transformation impact on secondary education in Derby. Corporate discussions are also underway to consider how the funding envelope could be expanded through prudential borrowing. A bid for £3 million corporate capital funding has been submitted to maximise BSF investment, and join up Council and partnership funding to provide specific community / adult learning facilities, particularly in disadvantaged wards, to provide a campus of local learning and family support provision.

Most of our secondary schools are located on the outskirts of the City. Given demographic movement, and further planned developments at and beyond the city boundary, this is a helpful pattern. Derby's BSF vision is to further develop SEN provision on secondary sites. There are four special schools to be included in our BSF programme. Proposals to relocate some provision to mainstream schools with large sites, will be subject to further detailed discussion and consultation. The residential special school is already adjacent to a secondary school, and BSF provides the opportunity to re-model and achieve co-location through minor site adjustment. The remaining PMLD special school is in the process of being co-located to a secondary school site as part of a Targeted Capital build project already underway.

3 (ii) An overview of Pupil Place Requirements and Planning Projections

The ten year pupil projections, as set out in the chart are continuing to be finalised for each secondary and special school in Derby's BSF programme. The process of drafting a detailed Pupil Projections report as required is already underway to agree overall numbers as quickly as possible as part of BSF funding discussions. Our well established pupil forecasting methodology has been developed from a model previously used by the DfES. Other factors, such as pupil yields from developments proposed within the Regional Spatial Strategy to 2026, have also been considered.

Our approach is to plan on the basis that 20 secondary aged pupils are likely to be generated per 100 houses, which equates to 1 pupil per year group per 25 houses. This methodology is regularly tested against occupancy rates from new housing developments.

Based on Local Plans identifying major housing developments, a total of 8,786 new dwellings have been factored into our projections, including adjustments for apartments. Our methodology also takes into account internal migration – assuming that 50% of pupils from new housing are the result of movement of existing pupils in the city. We regularly test our projected numbers with actual numbers to ensure our projection methodology is robust.

Surplus places are not a major issue in Derby, following the closure of a secondary school in 2003, with related changes at two other secondary schools as part of actively managing school places. Derby currently has around 3% surplus secondary places across the city. Secondary pupil forecasts over the next 10 years are showing only a marginal decline. Our BSF programme does not propose a school closure programme as this is not required. BSF does, however, provide an opportunity to better align pupils numbers, along with continuing to provide choice and diversity for parents in an urban authority with all schools admitting a significant number of pupils from outside their normal areas.

Post 16 and SEN pupil projections are tentative at this stage. Detailed discussions are continuing with the LSC and governing bodies to finalise numbers.

3 (iii) Strategic Vision for ICT

In Derby the school infrastructure for ICT is diverse and deployment uneven. There are areas of good practice where ICT is effectively deployed in supporting learning, for example at our two mathematics and computing specialist schools, Murray Park (which has a Virtual Learning Environment supporting KS4) and West Park, where ICT is a highly-valued community resource. In the new PFI schools, da Vinci and Merrill, ICT applications are used to facilitate school administration, for example, through monitoring attendance and allowing a cashless catering system. In Bemrose Community School there is a full-time ICT coach who has established a VLE, on-line access for parents and training for all staff. In many cases, however, ICT does not effectively support learning, either because of limitations imposed by the lack of suitable infrastructure or due to lack of effective staff development and training, which can result in complex systems not used to their potential because staff lack the knowledge and confidence.

We recognise the need to invest in developing an ICT vision for Derby that will meet aspirations we have for the future of learning across the city. At our BSF Launch Conference ICT featured significantly and was recognised by all as a crucial component in the successful implementation of the BSF programme. In our vision for BSF, ICT will energise the transformation of learning in Derby and ensure speedy and effective communication between all our schools and the multi-agency networks within which they work. ICT will be at the heart of our BSF programme and the need to ensure appropriate provision will be highlighted at every stage of our development process.

Through BSF we aim to deliver:

- a much improved and integrated communications system across Derby
- outstanding teaching and learning, particularly through enhanced opportunities for personalised and independent learning
- an infrastructure based upon a single, high quality learning platform
- streamlined and more efficient collaboration across federations, clusters and extended services schools to deliver Every Child Matters outcomes
- 24/7 access to learning for learners, teachers, families and the wider community
- integrated curriculum and administration systems, to cover services such as cashless catering, student registration, libraries, and security
- a city where every learner is a confident and skilled 'e' citizen

We have established a BSF ICT Working Group to ensure that ICT is seen as a key element of the programme by all stakeholders. Consultation with all schools is underway to support them in developing their vision for ICT.

3 (iv) Direction, Project Management, Governance and Funding

We have adopted a Council-wide policy on Project Management to ensure the Council delivers on projects in a consistent and professional manner. Large projects such as BSF are managed in a PRINCE2 environment.

Specific governance arrangements for our BSF Programme are already established. A BSF Project Board for strategic direction, make key decisions and monitor risks has been fully operational since early 2007, with agreed terms of reference. The Project Board is chaired by the Cabinet member for Children and Young People, and encompasses wide representation including senior officers from the Council, three secondary headteachers, Diocesan authorities and the LSC.

The BSF Project Owner is the Assistant Director for Performance and Commissioning. A full time BSF Project Director post at Head of Service level is in place. The Programme Team is established and operational, including a full time programme manager, accountant, project support officers, and administration staff. The team also includes an experienced seconded headteacher. Each of the BSF work-streams has a nominated lead person. External project management arrangements are also in place, using a consultant bringing experience from an earlier BSF authority. We will shortly be advertising to recruit a dedicated ICT Programme Manager who will lead the development, supported by the ICT working group and ICT consultants.

The team will be supported by external technical, financial, ICT and legal advisers. Technical and financial advisers have already been appointed using national framework agreements. ICT and legal advisers are in the process of being appointed. A stakeholder board is being established to provide support in a wider strategic context. A full Project Initiation Document (PID) is in place, as approved by the Project Board. The PID includes a communications plan to ensure that all stakeholders are kept fully informed and involved with our evolving BSF programme.

4ps Gateway reviews are scheduled in our overall Project Plan, with Gateway 0 scheduled for March 2008. A programme of regular support meetings with 4ps have been operating since early 2007. Project Team training is scheduled and ongoing delivered by 4ps.

An overall 3 year BSF delivery budget of £4.2 million has been approved by Council Cabinet and Schools Forum. BSF development costs are being funded 50/50 from corporate reserves and schools' budget funding.

3 (v) Consultation

Extensive BSF consultation is a high priority for the Council and is embedded within our Communications Plan to ensure we engage extensively with stakeholders in shaping secondary education in Derby. A press and media strategy is included in our Communications Plan to ensure that local communities are kept informed by a programme of communication at key stages.

A very successful BSF launch conference was held earlier this year, followed by further focused BSF consultation meetings with governors and secondary headteachers. The BSF Project Team is already engaged with a wide range of internal and external stakeholders. For example, the PE and Sports Stakeholder Group is already operating, which includes representatives from Sport England.

We are working with schools in developing their individual Strategies for Change (SfC) through the National for School Leadership Programme. Discussions with headteachers and school governing bodies are ongoing to support development of their visions, including assessment of federations, trusts and academy proposals.

Young people are, of course, a very important stakeholder group and their participation is a strength in Derby. We expect significant BSF input from young people through the Young People's Shadow Board as part of City for Young People Executive, and more focused consultation through individual School Councils.

3 (vi) Risk

The Project Manager will manage a risk log and action plan, and present this at Strategic Project Board meetings. The risk management will include: identification of risks; assessment of chances of each risk occurring; assessment of the impact on the project if risk occurs; identifying measures to be taken to prevent risks occurring and identifying contingency arrangements to mitigate impact if risk occurs. A full risk log is contained in the PID, and assumptions about risk will of course be regularly reviewed and reconsidered. A corporate risk management workshop has been held to assist in establishing a robust risk log. Risk is a standing item for Project Board, with the top five priority risks regularly reported.

3 (vii) **Key Performance Indicators for the LA**

The Local Authority and wider Derby City Partnership have recently submitted to GOEM the 35 Local Area Agreement National Indicators, which represent the aspirations and priorities for Derby

BSF is an opportunity to ensure that where appropriate, these indicators can be built into the vision for improved outcomes and improvement in services to children, young people and their families. Although awaiting final confirmation the proposed indicators, which particularly relate to the Children and Young People's agenda are:

- 16 – 18 yr olds who are not in education, employment, or training - NEET
- Young peoples participation in positive activities
- Children and young people's participation in high-quality PE and sport

These are in addition to the 16 mandatory indicators relating to attendance and attainment from Early Years through to the end of Key Stage 4 and GCSE's. During the Spring of 2008, a new three year Children and Young People's Plan will build upon current priorities including:

- Development of a multi-agency approach to preventative and early intervention services, including schools and other community settings;
- Ensuring that all children and young people enjoy and achieve in all stages of learning at school, home in the community;
- Supporting all schools and settings in raising standards through providing broad and relevant curricula;
- Providing timely intervention and support in schools causing concern;
- Improving progression and attainment through the city's 14-19 strategy;
- Reducing the number of permanent and fixed term exclusions;
- Reducing the number of young people not in education, employment or training.

3 (viii) **Sustainability**

The Council is developing an excellent record for sustainability in quality design. We currently have two major school building projects on site which will achieve BREEAM very good status. All complete new schools built through the BSF Programme will meet or exceed the BREEAM very good standard and will aim to achieve carbon neutrality. We will do this by prioritising sustainability in the design approach, procurement process, construction and operation of schools in our BSF programme.

Sustainability will be prioritised in the design of the schools to ensure buildings include good environmental conditions through the use of low energy solutions to promote energy conservation and reduce the schools operating costs. We are already working with our technical advisers to ensure the design of sample schools

delivers this vision. We will ensure these standards are met in the non-sample schools by prioritising sustainable design in the procurement process and through the use of a client design advisor role. We aim to promote sustainable behaviours among schools and their communities by using the BSF building programme to encourage education about sustainability, and to improve the awareness of young people of the needs for all us to develop more sustainable ways of living.