

Directorate for Children, Young People & Families

# Primary Strategy for Change



June 2008

# Barnsley Primary Strategy for Change

<b>Contents</b>	<b>Page</b>
<b>Executive Summary</b>	<b>1</b>
<b>Section 1 - The Barnsley Local Perspective</b>	<b>2</b>
<b>Section 2 - Baseline Analysis</b>	<b>3</b>
Barnsley Children & Young People's Plan	3
Standards	4
Every Child Matters	6
Diversity, Choice & Responsiveness to Parents	7
Buildings & ICT	8
<b>Section 3 - Long Term Aims - Barnsley's Education Vision</b>	<b>10</b>
Children's Plan	10
Standards	10
Every Child Matters	11
Diversity, Choice & Responsiveness to Parents	12
Buildings & ICT	14
<b>Section 4 - Approach to Change</b>	<b>17</b>
Capacity, Building & Change Management	17
Planning, Monitoring & Evaluation	17
Achieving Educational Transformation	19
Every Child Matters	20
Finance	20
Procurement	21
Design	21
Key Stage1 Primary School Performance & Statutory Targets	Appendix 1
Key Stage 2 Primary School Performance Trend	Appendix 2
Barnsley Primary School 2009 Statutory Performance Targets	Appendix 3
AMP Priority 3 Support Raising Standards	Appendix 4
Indicative Four Year Capital Programme	Appendix 5

## Executive Summary

Barnsley's Remaking Learning Vision is about transforming children's learning experiences, raising their aspirations, attainment and life chances. The vision has been the subject of widespread consultation with the whole community over the last four years. It describes a process of systematic and transitional change to transform learning in the whole of the borough, by creating the conditions and context for change for all of our schools to deliver better quality learning for all, higher standards and better outcomes for children and young people.

The Council has already committed to a massive investment for the secondary Building Schools for the Future (BSF) programme. Starting in 2006, BSF is facilitating the reorganisation of secondary and special education by managing the supply of school places as the numbers of secondary school age pupils declines. The diversity of provision to meet the needs of learners and parents includes a faith school and an Academy. BSF will allow for the replacement of the entire secondary building stock by 2012, creating Advanced Learning Centres (ALCs) and Special Educational Needs (SEN) facilities across the borough, which provide exciting, inclusive and safe learning environments for learners aged 11-19 and beyond.

In the primary sector, over the last two years we have opened 13 new schools funded through a Private Finance Initiative. This brings to 16 the number of new primary schools built in the last ten years. The new Primary Capital Programme funding provides the opportunity to significantly enhance the existing building and site issues in our remaining 65 schools. Although we can not rebuild all primary schools, we aspire to "level the playing fields" by ensuring that all our remaining schools have the equivalent range of educational and other support facilities that are comparable with the new PFI schools, and that meet the needs of local children and their communities.

**What we are setting out to do in Barnsley is very different.**

**Remaking Barnsley is about transforming the town centre, Remaking Learning is about transforming people. A new vision for education, new ideas, the new Advanced Learning Centres and Primary Learning Centres. We are about transforming the lives of our young people. A massive investment, a change in the way we learn – we think can transform our young people's lives and put them up there with the best that the country can offer.**

**Councillor Steve Houghton  
Leader, Barnsley MBC**

**The Government's proposed 14 year Primary Capital Programme, and the potential £40 million of grant funding to support the transformation of learning and teaching environments in our schools, is extremely welcome. The new grant will support our capital improvement strategy to ensure that regardless of the age of school buildings, all schools will have the facilities and support services they need to raise the aspirations, attainment and life-chances of the children, young people and families they serve.**

**Councillor Linda Burgess  
Spokesperson, Children, Young People and Families**

## Section 1 – The Barnsley Local Perspective

The 1980's marked a watershed in the history of Barnsley. For decades life in the settlements and communities of the borough had been built around its major industry – the coalfields. For most families work in the mines determined the skills needed for working life, from adolescence until retirement. The rigours of this demanding work helped shape community values, sense of purpose and the pattern of social relationships. Livelihoods largely depended on this industry and its associated off-shoots, though there was much more than coal in the livelihood and cultural traditions of the borough.

The closure of the Barnsley coalfields, following the miners' strike in response to national decisions to scale down the coal industry, had major effects on the economic and social life of the borough. Barnsley still has a massive legacy of issues in respect of poverty, deprivation and ill-health.

*Barnsley's Corporate Vision* - Barnsley is developing strategies to deliver widespread major regeneration to create a new and prosperous future for its citizens and this is set out in "The Sustainable Community Strategy". The strategy, produced by One Barnsley, provides an umbrella for all other plans and strategies, encapsulating the "Big Picture" by describing Barnsley's ambitions and aspirations for the whole of the community. It is the one single plan into which all the main agencies in Barnsley link. This ensures that resources can be strategically targeted and that agencies are committed to creating prosperity through shared priorities and joint action. Barnsley's 2020 vision is:

A successful, uniquely distinctive 21<sup>st</sup> century market town at the centre of a borough that offers prosperity and opportunity for all:

- A vibrant residential, business and cultural community;
- A place of regional and national significance;
- Known for its economic, creative and cultural successes and its outstanding urban and rural environment and quality of life.

The vision is underpinned by six priority areas central to the borough's regeneration:

- **Remaking Barnsley** – transforming Barnsley Town Centre and rebuilding the local economy to secure long-term sustainable economic growth;
- **Remaking Learning** – the radical and innovative programme to improve educational standards, raise attainment and transform the learning culture;
- **Workforce development** – equipping present, future and excluded members of the workforce with the skills, capacity and motivation to participate in a rapidly changing knowledge-based economy;
- **Reconnecting Barnsley** – improving internal and external communications to strengthen links between communities and with other towns and cities, and to enable individual communities and business to exploit the potential of ICT;
- **Fit For The Future** – promoting healthy lifestyles, making healthy choices easier and working with partners to address the root causes of ill health;
- **Community Safety** – support to tackle crime, anti-social behaviour and drugs misuse.

By successfully delivering against the key priority areas Barnsley will reduce many of the disparities that exist both within Barnsley as well as between Barnsley and the rest of the country. **Remaking Learning** – the radical and innovative programme to improve educational standards, raise attainment and transform the borough's learning culture, lies at the heart of these ambitions.

## Section 2 – Baseline Analysis

Annual Performance Assessment (APA) Inspection by Ofsted in 2007 rated the overall effectiveness of children and young people's services as Grade 3 out of a possible 4 referring to continued improvements in all outcomes and progress with our ambitious agenda for improving life chances for Barnsley's children and young people.

### Barnsley Children & Young People's Plan

Over recent years we have made a huge difference to outcomes for children and young people in Barnsley but there is still much to be done. To provide an even stronger focus on transforming the lives of children and young people Barnsley has published its Children and Young People's Plan (CYPP) which aims to ensure that every child and young person, whatever their background or circumstances, should have the support they need in order to:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution; and
- achieve economic well-being.

The CYPP is the overarching, integrated plan that sets out our vision, ambitions, strategy and priorities specifically aimed at improving outcomes for children, young people and families in Barnsley. It contributes to the council's strategy for Remaking Barnsley and the directorate's strategy for Remaking Learning, and is underpinned by the following major strategies:

- Early Childhood Strategy pre-birth to 11 years;
- Integrated Youth Strategy 11 to 19 years;
- Parenting and Family Support Strategy;
- Disability and Complex Health Needs Strategy.

The combined actions within the strategies are designed to deliver integrated working at all levels, but particularly at community level through Wellbeing Partnerships and teams. These Partnerships have been developed to provide integrated, joined-up, multi-disciplinary teams and services that are fully supportive of all children, young people and families in nine geographical areas covering the whole borough. Each varies according to local need and will have a plan of action focusing on achieving the wellbeing of children and young people (the five outcomes) and making service improvements.

The directorate and its partners - all of those who contribute to the work of Barnsley Children and Young People's Trust – are committed to working together to deliver the priorities outlined in these plans. We're currently writing our second CYPP, which demonstrates our commitment to children, young people and their families to continue to improve our performance and hence the services we provide. By engaging with and listening to children and young people, their parents and carers, and those who work with them, we are developing a greater understanding of how best to meet their needs and what the gaps are in provision.

The Early Childhood (pre-birth to 11 years), Parenting and Family Support and Disability and Complex Health Needs Strategies are particularly relevant to the Primary Strategy for Change and include a number of strategic priorities for all children including:-

- ensuring that parents, carers and families are provided with information, guidance and support on the availability of services for children;
- promoting equality, diversity and cohesion, ensuring services respond to the changing profile of needs, key points of transition and significant changes in children's lives;
- ensuring children fulfil their potential and make progress in all areas of learning and attain high standards;

- ensuring children feel emotionally secure and develop self-confidence, positive relationships and promote positive behaviour;
- raising aspirations and improve the life chances of children by promoting the value of actively engaging in play, learning, recreation, creative activities and sport;
- promoting a healthy lifestyle for parents and carers and their children;
- ensuring that children do not grow up living in poverty and that by closing gaps in educational, health and other outcomes, thereby making it less likely that their children will live in poverty;
- closing the gap between those in danger of falling behind the rest.

The CYPP and its related strategies with Remaking Learning provide a strong platform for delivery of the Primary Strategy for Change which is a key element of the broader children's services agenda and achievement of the 5 outcomes for all.

## **Standards**

**As at April 2008, the Authority had no schools in an Ofsted category (requiring special measures).**

Early Years – There is a significant challenge in relation to performance at the point at which children enter education settings. The take up of Nursery Education Funding, however, is positive, with 98% of children aged 3-5 years taking up the free entitlement, across a variety of settings including maintained nurseries on school sites, Private, Voluntary and Independent sector providers, Children's Centres and Childminders.

The availability, accessibility and affordability of childcare and early education have been significantly strengthened due to massive expansion in the market during the last five years, with the development of Neighbourhood Nurseries and Children's Centres.

As well as becoming more accessible, the quality of childcare available across Barnsley is improving. The latest cumulative Ofsted data from March 05 to March 08 shows that 67% of Full Day Care providers are judged as being good in Barnsley compared to 64% in Yorkshire and the rest of the country. Of the full day care providers offering nursery education 65% of these are judged as being good in Barnsley compared to 57% in Yorkshire and 59% throughout England.

With 20 Children's Centres developed between 2004 and 2008, resources are now available through Children's Centres and extended services in and around communities to enable early intervention and preventative work to be undertaken to effectively identify support needs more proactively and at an earlier stage to ensure that children are effectively prepared and ready for mainstream education at the age of 5 years.

Foundation Stage Profile results from 2005-2007 showed an overall decline in performance. The assessment and reporting of performance is still not fully embedded nationally and this makes it difficult to secure comparative data with national and statistical neighbours.

In order to raise attainment, aspirational targets have been set to increase the percentage of children achieving a Foundation Stage Profile (FSP). Score of 78 points and 6 average points score in communication, language and literacy development (CLLD) and personal, social and emotional development (PSED). The targets are:

- 2008 - 78 points 48%, 6 points 30%
- 2009 - 78 points 50%, 6 points 33%

In addition to the Children's Centre provision for early years, the Authority has taken the opportunity to create Foundation Stage classrooms that provide for Foundation 1 (nursery) and Foundation 2 (Reception) age pupils. To date, 15 primary schools have been adapted to offer Foundation classrooms for the 3-5 age range and a further six have classrooms with physical links, mostly through shared outdoor play.

**Key Stage 1 - Barnsley's results are below the national average. In general they mirror the national trends over the period 2002-2007 (see Appendix 1).** The change nationally from the use of standardised tests (2002-2004) to measure pupils attainment to the introduction of teacher assessment in 2005 resulted in a dip in the results published from some schools. This period also saw the introduction of Contextual Value Added (CVA) scores as a key measure of school performance. Both these measures placed a greater significance on teachers' ability to accurately assess and moderate pupils' attainment.

**Key Stage 2 - Barnsley primary schools have achieved KS2, Level 4+ performance improvements well above the national average over the last five years (see Appendix 2). Despite these year-on-year improvements, there is still some way to go.**

When combined with other facts, such as the number of children living in poverty, health outcomes, progression rates etc, the need for change becomes clear. A significant and continuous step-change is underway supporting the work across and within services to facilitate the raising of pupil aspirations, attainment and life-chances.

The Authority currently has four schools where performance has been identified as being below floor target (65% of pupils achieving level 4+ at KS2) for more than two years. Three of these schools were identified separately within the Authority's AMP priority scoring system as operating with significant curriculum and/or teaching shortfalls. These were, therefore, identified as a high priority for building improvements within capital programmes.

In order to support the schools' efforts to raise pupil attainment; working closely with colleagues in the School Improvement Service and the schools' senior leadership teams, building schemes were designed to address specific shortfalls. Often these were presenting significant barriers to curriculum delivery and innovative learning and teaching opportunities. Each scheme was recorded in the School Improvement Plan and progress was monitored through the Authority's "Understanding Our Schools" cross-service reviews. Monitoring visits post building work reveal the significant improvements in the learning environment are having a positive impact on pupil achievement.

Two of the schools with completed schemes have recently undergone Ofsted inspections. In both cases, the inspection reports were positive about progress since the last inspection and capacity for further improvement. In one case, Ofsted complimented the school on the improvements to the learning environment. In 2007, three of the four schools achieved above the floor target in at least one subject.

The third building scheme design was the subject of extensive cross-service consultations, together with school staff, to address the specific needs of the pupils. A new Children's Centre is operating on the site and the school design considered the progression and links to the centre. The design also includes the grouping of facilities that are likely to be used by the wider community outside the school day. Works include a new 66 place integrated Foundation classroom, a dedicated behaviour support unit to support the significant number of pupils with behavioural issues and an extensive classroom refurbishment.

In addition, new ICT, library, small-group resource areas, improved staff and administration, new entrance areas and improved outdoor play are being created to transform the teaching and learning experience. This is a whole school improvement scheme due to be completed in the Autumn 2008.

This dedicated and individual approach to addressing the needs of particular schools, their pupils and communities demonstrates how asset management is actively supporting schools with significant and varied challenges by overcoming building related barriers to learning.

## **Every Child Matters**

**Deprivation - National deprivation indicators identify large areas of the borough as having high deprivation.** Barnsley's 20 Children's Centres provide childcare and early education support for local families and children across the entire borough.

**Healthy Schools/Healthy Early Years Settings** - The Barnsley Healthy Schools Scheme was nationally accredited in April 2001. It is a partnership between Barnsley Children, Young People and Families Directorate and the Primary Care Trust. The Scheme aims to support schools in raising standards of achievement by improving the physical and emotional health and wellbeing of the whole school community.

**99% of our primary schools are already actively engaged with the Healthy Schools agenda.** To date, 66 primary schools (68%) have achieved Bronze status. 38 primary schools (39%) have achieved Silver status, behind the national target of 55% as at December 2007.

13 new PFI schools opened over the last two years have helped deliver healthy eating options, a pleasant dining experience and internal and external play spaces, including halls, multi-use games areas and green spaces that allow for a wide range of sports and/or play that can be accessed throughout the year. **Approximately 20% of primary pupils have access to these new and modern facilities.**

In addition, the drive to encourage healthy schools and healthy eating is well underway in Barnsley. All primary schools are able to offer hot meals, although five (6%) have inadequate facilities or have meals transported in. We are therefore well placed to comply with the new healthy eating requirements. The majority of primary school kitchens can offer a varied menu of hot and cold healthy meals although many kitchen and dining facilities are old and/or outdated.

Alongside healthy eating, we recognise the need to encourage pupils to undertake regular exercise. Many schools recognise the need to improve their play and sports facilities but are limited by poor play spaces. Two schools (3%) have no playing fields on site. A significant number of the remaining schools have playing fields that suffer from poor drainage and these are often out of bounds for large parts of the school year. All schools have access to internal halls although in a small number of cases these are inadequate in size or shape. **During the lifetime of the PCP, our aspiration is to deliver significant improvements to children's dining and play facilities.**

To improve children's learning experiences and reinforce the importance of outdoor learning in line with the new Early Years Foundation Stage curriculum, a part time Forest School qualified teacher has been appointed. She has run awareness raising courses for staff in schools and settings and has a qualification course due to take place in July. In order to improve children's social and communication skills as well as motivate and inspire problem solving, the Forest School approach has been enthusiastically taken up by 10 schools and settings with a further 5 developing gardening areas, some with identified fire pit sites. The Forest school approach relies on an outdoor area large enough for exploration but safe and secure for young children to work in what ever the weather.

**Special Educational Needs (SEN) - Barnsley is one of the most inclusive authorities offering a range of quality support for children and young people through mainstream, resourced specialist and special school provision enabling the vast majority of children and young people to receive their education in the borough. The majority of SEN pupils receive their education in mainstream settings.**

The Authority currently operates one Special School catering for 170 pupils who may have significant learning difficulties and profound, multiple and complex needs in the 3-19 years age range. This school will be remodelled as part of the BSF initiative. A second special school for Social, Emotional and Behavioural Difficulties opened in January 2007 and will be part of a continuum of provision, which includes dispersed PRU's attached to our developing Advanced Learning Centres, which are also part of the BSF programme.

The Authority also has six SEN resourced provisions co-located on mainstream primary and secondary school sites that provide specialist settings for pupils with Hearing Impairment, Autism Spectrum Disorder or Speech and Language Difficulties. We are currently planning to extend the range of specialist provision that we offer thus ensuring that fewer children have to travel outside Barnsley to receive an appropriate education.

We are working with our partners from all agencies and sectors to develop a strategy which will ensure that we can offer a continuum of quality provision that holistically meets the needs of our most vulnerable pupils offering support to assist them in developing the range of skills necessary for them to achieve the greatest level of independence possible as they move into adult life.

**Extended Services - Barnsley is well ahead of regional, national and statistical neighbours for schools that are delivering the Extended Services Full Core Offer. 77% of Barnsley primary schools meet the Full Core Offer as at March 2008, against the Government's 2008 minimum target of 50%.**

Across all Barnsley schools, the five elements of the Core Offer break down as follows:

Schools delivering	Barnsley	Regional	National
Childcare (excluding Secondary)	99%	71%	64%
Varied menu of activities	95%	76%	72%
Swift & easy access	94%	80%	79%
Parenting support	80%	62%	62%
Community use	94%	67%	62%

### **Diversity, Choice & Responsiveness to Parents**

Primary pupil places are provided for in 77 primary schools, plus two infant and two junior schools. These include 13 voluntary aided and 5 voluntary controlled schools across three Diocese. The Hallam Diocese currently has three catholic primary schools operating as a Federation.

**Pupil Demand for Places** - Barnsley's primary pupil numbers peaked in 1997-98 at 20,328 and has since declined year on year to 16,780 in 2008-09, a reduction of 3,548 places. Since 1997-98, total primary net capacity has been reduced by the amalgamation of 17 infant and junior schools to provide nine new 3/5-11 primary schools. The declining demand for places is levelling out and forecast birth rates are rising slowly and should begin to impact on, and begin to reduce surplus capacity from 2011-12.

Currently, there is no identified demand for significant growth in pupil places across the borough. In the medium term, the slowly rising birth rates will begin to impact on the demand for places. In the longer-term, the Local Development Plan identifies the intention to locate new housing developments in a number of areas, mostly in the centre, north and east of the borough as part of the regeneration agenda. Both issues are being kept under review as to how they will impact on the future demand for pupil places.

With the long-term decline in pupil demand, Barnsley currently has only five schools that are operating above the school's stated capacity, the highest being 7% above capacity. This relates to a successful rural school serving a distinctive community and where the governing body continue to admit all applications from within the village.

**The Authority's rationalisation priority is therefore focussed on the need to maintain primary surplus places below the DCSF's 10% ceiling across the Borough and below 25% in individual schools.** Previous surplus place returns to the DCSF, setting out the primary sector percentage and the number of schools over 25% are as follows.

<b>DCSF Surplus Place Return</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Primary sector percentage	5.9%	7.3%	8%	8.7%	9.9%
No of schools over 25% surplus capacity (& 30 places)	3	4	1	0	5

Since the 2007 return, 258 places have been approved to be taken out of the system, including a school closure resulting from a poor Ofsted report.

**The Authority's record in meeting parental demand for school places is consistently at or above 95% for the number of children offered their first school preference.** In the 2006/07 admissions round, five schools had pupil numbers above their capacity, only one received three appeals for places, these were refused. Overall, there is currently no strong demand for additional places at our popular and successful schools.

## **Buildings & ICT**

The primary school building estate has improved significantly over the last two years with the opening of 13 new primary schools as part of a Private Finance Initiative (PFI). The PFI schools replaced 17 outdated primary schools and one nursery school. Under the PFI contract, they will be maintained to a high standard through a facilities management contract over a 25 year period. A further three new schools, including one voluntary aided, have been built over the last seven years. Taken together the **16 new schools provide modern teaching and learning environments for 20% of the primary pupil population.**

Condition - Barnsley's 65 remaining primary schools are in a range of building types. The latest round of condition surveys indicates that there remains a backlog of defects amounting to £16 million, of which £1.4 million is identified as high priority works (condition survey categories 1D, 1C and 2D). It is expected that the next round of condition surveys will identify more defects than are currently known to us.

Suitability - Individual suitability surveys, to identify the barriers to learning caused by school buildings and sites, have identified the following shortfalls, suitability categories "A" to "D".

<b>Suitability Category (as at March 2008)</b>	<b>Primary - All</b>	<b>Primary - Aided</b>
"A" Unable to teach the curriculum	7	1
"B" Teaching methods inhibited	283	28
"C" Management/ organisation of school adversely affected	752	140
"D" Pupil or staff morale adversely affected.	255	23

Suitability survey data identifies schools that are a priority for inclusion in capital programmes to support efforts to raise pupil attainment. All primary schools are allocated into one of four priority categories (Tables 1 to 4, see Appendix 4) based on the following key drivers:

- Suitability categories "A" and "B" (hindering curriculum delivery and/or teaching methods)
- Pupils value added test results at KS2
- Level of support to schools from the Authority
- Level of deprivation in the area.

By focussing on the factors that help identify and prioritise curriculum and teaching shortfalls, we provide a transparent and equitable focus on those schools with the greatest number of barriers to learning. **By the end of the lifespan of the PCP initiative, our aspiration is to remove close to 100% of the remaining curriculum and/or teaching method shortfalls, as well as the majority of the management and morale issues.**

Travel - The large majority of children across the borough have easy access to primary education. The January School Census 2008 shows that the percentage of primary school children receiving free travel was 1.1%. The Census also showed that 57.7% of primary pupils walk to school with 34.9% of pupils travelling by car and 0.2% using the bus. An increasing number of schools have school travel plans as a means of encouraging parents to consider alternate means of transporting their children to school rather than by car.

The new entitlements for free transport, introduced by the Education Act 2006 in September 2007, for children entitled to free school meals or whose parents are in receipt of their Maximum Level Working Tax Credit did not result in a single claim. This further evidences the historic trend in the borough that children attend their local primary schools.

**ICT - Barnsley is a national leader in terms of ICT provision and our eLearning strategy is set in the context of progress from a solid base in terms of existing ICT investment, infrastructure and skills.** In the future, we want Barnsley to be at the forefront in the use of new technologies within our learning processes. There is a very clear agenda for taking forward eLearning, ICT and information management within the Council, our partners and ALCs across the borough.

In Barnsley our vision is to empower every learner and associated stakeholders to harness the power of ICT to achieve excellence and engender a passion for, and enjoyment of, learning. In this vision we see children and young people, teachers, support staff, parents, carers, governors and the wider community using our Advanced Learning Centres as a hub for access to technology, learning and associated services. Our aim is to create a borough where our citizens are at ease in the digital world, having the confidence and skills to access information and services whether delivered by computer, mobile phone, television or other devices.

We will harness the power of ICT to modernise our services so they are as personalised, efficient and responsive as possible. These new technologies will underpin the development of more joined up services centred around our ALCs and, where appropriate, PLCs. The value of our information/knowledge will be maximised ensuring that the right information is accessible at the right time to the right people.

Since 1998 there have been significant improvements in ICT in schools with heavy investment in creating a comprehensive infrastructure and building the borough-wide learning network. Barnsley has embraced, and is realising, the vision of a connected learning community and through the use of Information and Communications Technology (ICT), is offering new opportunities and making learning resources accessible to learners. In realising the concept of a Learning Society, Barnsley has established a borough-wide broadband learning network delivering the benefits of a localised learning network throughout the community.

Through the strategic and cohesive planning of ICT, the initiatives and associated funding have been maximised to lay down the foundations for innovative and exciting educational developments in ICT. The Barnsley learning network connects all schools, study support centres, libraries, CLCs, youth centres, children's homes and other community learning centres within a secure environment and is a focal point for resources and information surrounding learning and personal development. Integrated with the corporate network this facilitates information sharing and access to 'corporate' services across both networks.

Schools are increasingly aware of the potential of ICT to enhance learning and teaching and are making significant steps to becoming more e-confident schools. A common virtual learning environment (VLE) supports web-based e-Learning for community users, SMEs, colleges and schools.

We have a well-planned and strategic approach to information management and have made significant improvements in the way that management information about schools, teachers, and our pupils is defined, processed and used as part of raising standards.

**Barnsley schools have always significantly exceeded all national ICT related targets in particular with all secondary schools since 2004 having a broadband connectivity of 100mbps and primary schools have 10mbps connections.**

## Section 3 – Long Term Aims – Barnsley's Education Vision

Barnsley has an ambitious vision to transform learning and improve the life chances of all young people. This is being achieved by developing a distinctive approach to learning and the curriculum by each school as offered by full service extended schools. **The briefs for capital programme schemes are closely linked to the schools self-evaluation of performance and provision and resulting in a strategic plan for school improvement. The distinctiveness of the school and its identified priorities inform decisions about the curriculum, teaching and learning and personal development of children. The development of the building will allow these priorities to be delivered and enable the school to overcome barriers to learning.** In many areas in Barnsley these extend beyond the school into the community. School designs will support the integrated work of services supporting children.

### Children's Plan

We want to give our children and young people a head-start in the employment market. This requires strengthening provision for family support and learning for all from pre-birth through childhood into adulthood. Remaking Learning aims to secure the transformation of learning provision and includes primary reorganisation, wrap-around child care and family services available at a local level. **Together with a relevant curriculum for children, young people and adults, improved teaching and learning, effective leadership and governance, this is beginning to have a major impact on results and provision.**

Barnsley's Early Childhood Strategy incorporates the government's Children's Plan priorities alongside local priorities identified in the Local Area Agreement, the Joint Strategic Needs Assessment and other local priorities drawn from the Department for Children, Schools and Families National indicators and agreed with the Local Government Office are also incorporated within the strategy.

20% of Barnsley primary pupils are already taught in new modern buildings that match the need of the children and their community. Our aspiration is to work with the remaining schools to identify their individual building(s), site and facility needs to provide flexible teaching and learning environments that match the needs of their pupils. This is underway and is being achieved through the development of individual school building/site "master plans" that will be agreed with governing bodies to provide the focus and direction for all future building works, large and small.

### Standards

Early Years/Key Stage 1 - many children start their education with low aspirations and low self-esteem which impacts negatively on their quality of learning. Consequently, at the end of the Reception year, too many children attain below the national average. We recognise the importance of developing a positive attitude to learning for children in their formative years and asset management is directly supporting this through the development of dedicated Early Years Foundation Stage (EYFS) learning environments.

**We currently have 47 maintained primary schools with Foundation 1 (nursery) classes and 33 (70%) operate within integrated EYFS Foundation Stage environments catering for both Foundation 1 and 2 aged pupils.** Of the 14 primary schools that remain with separate Foundation 1 and 2 classrooms, a further three schemes, to provide integrated Foundation spaces, will be completed by March 2009.

In the first three years of the PCP, from April 2009, a further five schools are being considered for a major scheme that would include the design of integrated foundation classrooms for the 3-5 age range. Over the lifetime of the PCP, we aspire to convert the remaining six Foundation 1 classrooms into integrated Foundation spaces. This will provide all children with good quality learning environments that support the early years' foundation stage curriculum and experiences. We believe that this approach will provide children with a positive launch into education and provide a strong baseline to accelerate future learning.

A number of schools are also looking to expand the EYFS way of working into KS1 so that children transfer smoothly into the National Curriculum while accessing an environment and appropriate curriculum to meet their development needs.

**At Key Stage 2 - The primary performance targets set for 2009 are our most ambitious yet and reflect significant planned improvement on 2007 results of : + 13% L4+ combined English & mathematics; +16% for 2 levels progress in English and +20% for 2 levels progress in mathematics. This rate of planned progression is significantly above the national average (see Appendix 3).**

It is acknowledged that too many Barnsley pupils are still not performing at or above the national average and that a significant improvement in performance results is needed to achieve this step change. For this reason, the Authority's capital programme priority scoring system is targeted to identify building deficiencies that are hindering the delivery of the curriculum and/or teaching methods (suitability categories "A" and "B"). In addition, other educational weightings are used to achieve a priority score that includes pupil performance results, the level of support provided to schools from the local authority and identifies schools operating in areas of high deprivation.

The priority scoring has identified nine schools with the most significant curriculum and teaching shortfalls in Table 1. All these schools are performing below national averages in English, maths and science and six have achieved below 65% at Level 4 in two subject areas in 2007. All nine schools are in the 20% most deprived areas as defined nationally, seven are in the worst 10%.

**The asset management team is very clearly focussed on the need to support the raising standards agenda and is clearly targeted on schools in some of our most deprived areas.**

Three of the nine schools are proposed for a whole school replacement and all schools are included in the next three year capital programmes from 2009-10. The nine schools (11% of our primary building stock) will, when the schemes are completed, remove 25% of total condition backlog and 16% of category "B" suitability shortfalls from the primary estate.

## **Every Child Matters**

**Complementing Childcare, Children's Centres, Early Years** - As a borough with high levels of deprivation, the Authority embraced the challenge to link Local Authority, School, Sure Start and other funding streams to provide a network of Children's Centres, most on school sites, across the borough. The designs incorporated the move towards integrated Early Years Foundation Stage provision alongside childcare and other spaces for a wide range of other services available to both the schools, families and the community.

**Special Educational Needs (SEN)** – **Barnsley has an excellent record of providing for a range of special educational needs within mainstream schools.** Our policy of identifying and meeting the personalised needs of individual special needs pupils over many years has resulted in great improvements to the physical accessibility of many of our school buildings, supporting the facilitation of good curricular access by removing barriers to achievement. We are not complacent, however, and we recognise there is much more to do. The Disability Discrimination Act requirements are an integral part of all our scheme designs and the necessary capital funding will continue to be provided.

Barnsley has a strong focus on progress for all pupils. We are embedding the concept of personalising learning throughout the borough. We believe that we will achieve better outcomes for our young people by nurturing a sense of collective responsibility and achievement. We value our service users and wish to promote their participation through a sense of ownership and responsibility for addressing the needs of all pupils, including those vulnerable groups. Part of the vision of the Children's Service is to ensure the co-location of the well-being services within each locality ensuring services are available and accessible in locality areas. The challenge therefore is to also ensure that our schools and buildings are up to the job of facilitating this.

This means that we must make all our buildings fully inclusive for all aspects of need from hearing and visual impairments to physical and medical needs requiring our schools to have flexible spaces to enable multi-agency delivery whilst protecting the dignity of those who need these sensitive services.

Healthy Schools, Healthy Eating – Barnsley’s Healthy Schools initiative has 39% of schools at Silver status, below the national target of 55% (as at December 2007). The Authority, working closely with schools, is hoping to raise this to 60% of schools achieving Silver by July 2008.

The importance of living a healthy lifestyle and getting this message across to children through schools is recognised. For too many children the dining experience and the opportunity to play and undertake sports are restricted by the poor facilities available. We are, therefore, increasingly including consideration of the kitchen/dining and play/sports facilities as an integral part of future capital schemes.

Plans are in place, and funding has been identified to appoint an Early Years Healthy Years Co-ordinator whose responsibility will be to support the agenda in tackling Childhood Obesity in the early years. Under the auspices of the post, a scheme will be developed from the existing Healthy Schools Standards for implementation in Early Years and Childcare settings caring for children aged 0-5 years.

Extended & Community Services - **The Authority is set to meet the target for extended services at all primary schools to deliver the Full Core Offer ahead of the Government’s 2010 deadline.** Each Advanced Learning Centre (ALC) will operate a hub and spoke service delivery model in the communities they serve and will be open from 8am to 10 pm 48 weeks per year. The ALC’s will be complemented by an extensive range of community resource centres and libraries. These will be reorganised as Community Learning Centres, working in partnership with the local ALC. All primary schools will align their extended services with the ALC’s and the Community Learning Centres and Children’s Centres to meet the needs of local Wellbeing areas.

Within the borough, surveys are being undertaken within the Wellbeing Partnership areas to identify services that are already available and the need for new services. The results of these surveys will inform each community’s needs and avoid unnecessary duplication of services.

### Diversity, Choice & Responsiveness to Parents

Pupil Demand for Places - The table below sets out the current and forecast primary pupil demand and potential surplus places based on pupil applications and the latest live birth projections as at March 2008.

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
School Net Capacity	19552	19,294	19,088	18,622	18,622	18,622
Pupil Demand	17,725	17,310	16,780	16,551	16,533	16,639
Surplus Places	1,827 (9.8%)	1,984 (10%)	2,308 (12.1%)	2,071 (11.1%)	2,089 (11.2%)	1,983 (10.7%)

**The 2008 Surplus Place return, relating to the 2007-08 academic year, will show primary surplus places at 10%, and with 5 schools with surplus above 25%.** Over the following three years we expect the surplus to rise slightly above the 10% ceiling before returning below the ceiling again in 2011/12, resulting from the removal of surplus places, birth rate increases and new housing developments coming on stream.

In 2008-09, 206 primary places have been approved for removal from the system. Surplus capacity consultations are also underway on the following schemes that will, if approved, remove a further 641 places:

- Removal of a split-site primary school. **Potential for the removal of 90-120 pupil places;**

- Consultation underway to consider combining our last four separate infant and junior schools to provide two all-through three to eleven primary schools. **Potential for the removal of up to 270 pupil places;**
- Consultation on a number of schools where surplus capacity is forecast to reach 25% over a three year period ending in 2011/12. **Potential for the removal of 226 or more places;**
- Consultation on the merits of creating a 3-19 ecumenical campus involving one high school and two voluntary aided primary schools. **Potential saving of 55 primary surplus places.**

We will continue to work with schools that reach 25% or more surplus capacity (and 30 places) where this is projected to remain the case for three or more years. These schools will be the subject of a consultation exercise to explore options for reducing surplus capacity. Options will include:

- Opportunities to rationalise existing facilities to deal with suitability shortfalls, particularly those that are identified as having a detrimental impact on the delivery of the curriculum or teaching methods;
- Consideration of any community facility needs that may be appropriate to be provided on the school site;
- Other rationalisation such as Federation with one or more schools, opportunity to amalgamate with other schools or, as a last resort, consideration of the need to close a school.

School Size - In Barnsley, **Schools with 150 or less pupils** receive a small schools allowance which is top-sliced from the main school revenue budget. For this reason we have identified the smallest school size category to be at or below 150 places. The number of schools in each size category are listed below.

School Size	Up to 150	151 - 200	201 – 315	316 - 420	421 plus
Number of Schools	9 (11%)	10 (12%)	51 (63%)	10 (12%)	1 (1%)

**Of the nine small schools with a capacity of 150 or lower, six serve rural areas, as defined in DCSF guidance, and three are voluntary aided schools.** These are some of our more successful and popular schools and only one is projected to have surplus capacity approaching 25% in the foreseeable future.

There are ten schools with capacities between 151 and 200. The performance results at these schools vary widely, with four schools performing below the national average in all three key subject areas. Of these latter four schools, three have recently been included in capital programmes to improve the facilities available in support of the raising standards agenda. Three of the ten schools are the subject of consultations about the merits of reducing their capacities. No other schools in this category are projected to have significant surplus place issues in the foreseeable future.

Given the DCSF's presumption against the closure of rural schools and their policy to offer increased diversity of schools types to broaden parental choice, there is currently no demand for further school rationalisation in our small schools (under 200 places) beyond those already being consulted upon. The remaining 62 schools (76%) have capacities above 200. Currently three of these schools have surplus capacities above 25%. These are being monitored to establish whether this is likely to remain in the long-term.

The Authority has four remaining infant and junior schools. Three of these schools are expected to have surplus capacities above 25% (and 30 places) in the next few years. In the circumstances, consultations have began to explore the possibilities of closing the existing schools and creating two 3-11 primary schools. One of the new primary schools is proposed to be a voluntary aided school (currently operates as a voluntary controlled infants and a voluntary aided juniors) to maintain the diversity of provision in the area.

The Catholic Diocese of Hallam and the Church of England Wakefield Diocese currently operate a joint ecumenical High School in Barnsley that is due to be relocated in a new purpose built building as part of the secondary Building Schools for the Future programme. The Diocese' and the Authority are currently exploring the possibility of creating an ecumenical 3-16 campus, with post-16 provision, by relocating two existing aided primary schools, one catholic and one Church of England, and joining these with the High School. Consultations with the three schools are underway. If approved, the primary schools would be part of the building Schools for the Future programme, and would be housed in new buildings, rather than the currently proposed refurbishment of the existing buildings.

Governance – In Barnsley there is a strategic response to leadership and governor development through a leadership and succession planning strategy which pays attention to building leadership capacity and exploring new models of leadership and governance.

Consultation with governors is thorough and effective, with Executive Director termly meetings. We treat the recruitment of governors very seriously, and have very few vacancies. We offer a range of training sessions, bespoke training for individual governing bodies, groups of governing bodies and community groups.

Barnsley was selected by the National College for School Leadership and the Innovation Unit as one of the national sites for developing Next Practice in the area of new models of leadership and governance within the ECM agenda. One of the localities (where two secondary schools will merge to form an ALC serving 8 primary schools) was identified to lead on this work.

In this locality, a community governance board, a well-being partnership and new leadership roles are being established to test out a new approach to focusing and integrating the work of new Advanced Learning Centres, extended Primary Learning Centres and Children's Centres, whilst engaging the community and securing commitment from appropriate services.

The proposed new governance models are now being developed in partnership with the Authority as prototypes for 'Remaking Learning'. Following pilot work with the Bridge Change Leadership Model, the sites and the Authority will use it within the two localities with a view subsequently to creating a common language for change across the local system.

## **Buildings & ICT**

The current primary condition defect backlog at March 2008 is £16 million (condition survey categories 1 -3). In the 2008/09 capital programme a further £1 million of high priority works are programmed to be eradicated. **By April 2009, the Authority will be able to focus proactively towards identifying potential future high priority condition defects before they become a drain on school time and resources.**

Over the lifetime of the Primary Capital Programme initiative, it is expected that the condition backlog can be eradicated so that any outstanding defects are at least satisfactory (condition survey category "B") or better. This will be achieved as follows:

- Through an ongoing commitment to deal with all high priority (condition category 1D,1C and 2D) works within 12 months of their being identified within the survey or evidenced from a separate condition report;
- Through the identification of non-urgent condition category 2C, and above, works that may become a high priority if they are not dealt with as soon as funding becomes available;
- Through the identification of condition defect improvements as part of other capital schemes being undertaken to support school rationalisation and the raising of pupil standards schemes.

The DCSF has advised the Authority to plan on the assumption that 10% of schools in the worst physical condition and/or in the most deprived areas should be taken out of use. We have identified three primary schools that would benefit from a complete school replacement, subject to local consultation. All three schools fall within the top 10% by deprivation nationally. The first, in the Kendray area, has almost £1 million of identified condition defects and is also identified as a priority for action to remove a high level of suitability shortfalls.

The second school has been identified as part of a major regeneration of the Goldthorpe area and is proposed to be relocated as a key requirement of the strategy to revitalise the area. Informal consultations have begun. (By replacing both these schools, the total primary condition backlog would reduce by 10%).

In the longer term, the Authority has identified a further school in the Doncaster Road area for replacement subject to an appropriate site being identified. The school currently has no access to playing fields and is in a building that is over 100 years old and on three floors, with no lift, accessibility is very poor.

During the lifetime of the PCP, our expectation is that the majority of school building works will relate to schemes to support the raising of pupils aspirations, attainment and life-chances. Priority schemes that have a detrimental affect on the delivery of the curriculum and or teaching methods will, however, include works to eradicate known condition defects. These schemes will improve the teaching and learning environments, the quality and longevity of the structure and also the sustainability of the buildings. Over 14 years, the PCP initiative will enable close to 100% of primary schools to remove their building barriers to learning.

ICT - The time is right for a transformational change underpinned by the innovative use of technology. New technologies are a part of everyday life for our pupils – no school age Barnsley pupil has experienced a world without personal computers and associated technologies.

The standards and achievement theme applies to all learners and practitioners and encompasses all outcomes which are in support of achievement and the raising of standards. It addresses curriculum design and delivery. The outcomes which comprise this theme are:

- To create learning environments and opportunities whereby every learner and practitioner can fulfil their potential.
- To strive for innovative curriculum design and implementation. With the growth of suitable content and its ease of access coupled with the variety of multi-media delivery opportunities available, practitioners have the opportunity to constantly improve the design and delivery of their curriculum.
- To progress the Personalised Learning agenda with its constituent parts: This is the drive to tailor education to individual need, interest and aptitude so as to fulfil every young person's potential. Personalised learning means high quality teaching that is responsive to the different ways students achieve their best.
- For children and young people, it means clear learning pathways through the education system and the motivation to become independent, e-literate, fulfilled, lifelong learners. For schools, it means a professional ethos that accepts and assumes every child comes to the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations; and that, as a result, there is a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies.
- To make possible flexible study – anyone, any time, anywhere. With book based learning the learner was physically constrained by the location of the books. In the electronic information age these barriers can be removed. We can make it possible for learners to access the repository of all their work – their e-portfolio from anywhere. This meets the needs of all learners wherever they choose to study, those with special needs and children being educated other than at school.

- To enable collaborative learning - seek opportunities for partnership working in all we do.
- To facilitate on-line learning communities. Today, learning communities means classes in schools. On-line communities break the physical barriers of rooms and buildings. The same group of learners could continue to act as a community when they are not in school by using technologies. In addition they could become members of other world-wide learning communities using facilities such as web logs (or Blogs). For example, protected by the anonymity the Internet allows, learners can join Blogs which allow the submission of creative writing for discussion and review by their peers. Common interest groups already exist for most subjects.
- To research, recommend and make available tools for innovation such as databanks of e-learning resources i.e. content for example to support individualised (one to one) learning eg South Yorkshire eLearning Programme
- To continue researching and developing virtual environments for all learners and practitioners to enhance their learning without barriers.
- To continue the embedding of ICT in lesson and work practice. This calls for training, coaching, mentoring and the implementation of national strategies.

## Section 4 – Approach to Change

### Capacity Building & Change Management

The Primary Capital Programme will run alongside the delivery of the Secondary Building Schools for the Future programme. Two distinct teams have been set up to deal with each programme. **The PCP will be the responsibility of the existing education asset management team.** It comprises six staff dedicated to the management and monitoring of the Primary Strategy for Change and annual capital programmes.

As the commissioner of services and delivery agent for the Children’s Plan, the Authority has consulted widely with local children, young people and communities. We know that they would like us to focus on specific local needs, have easier access to services and to work together with other agencies to deliver them. As a result, we have developed nine Local Wellbeing Partnerships and Wellbeing Leadership Teams which are delivering services in the geographical localities served by the nine Area Boards.

Wellbeing Partnerships draw together existing policies of statutory and voluntary community organisations within the borough that provide support for children pre-birth to 19 and the parents, carers and families of these children. These partnerships will integrate the work of all sectors and ensure service delivery meets local needs and priorities for children, young people and families within the community, especially the most vulnerable.

The nine Partnership areas each contain one Advanced Learning Centre (ALC) and up to 10 primary schools. There will be a greatly enhanced infrastructure in each of the neighbourhoods through the provision of additional space and facilities provided through the new Advanced Learning Centres, Community Learning Centres, Children’s Centres and, where appropriate, Primary Learning Centres.

**Capital programme scheme proposals will be shared in advance with the appropriate Children, Young People and Families Wellbeing Partnerships for the purpose of identifying, at the local level, whether there are opportunities to link up the location of services and/or the various capital funding streams that may be beneficial to being co-located on school sites.**

In addition, the Authority has recently established a new working group representing the Early Years, Extended Services and the Asset Management teams to discuss and identify opportunities for co-locating services and combining capital resources. This may be further expanded to other areas as appropriate over time.

### Planning, Monitoring & Evaluation

The asset management team is represented in the Authority’s primary school cross-service review meetings “Understanding Our Schools”. This is part of the Authority’s Quality Assurance system to ensure high quality provision. The meetings are held termly to discuss progress, identify current school issues and where it may be appropriate for the Authority to provide additional support. These meetings, taken together with the priority scoring of projects for the capital programme, have significantly increased the asset management team’s educational knowledge of school issues and helped focus project design to the specific needs of individual schools.

The next round of AMP surveys is underway to update and further raise the quality of the data about school buildings and sites. The new condition surveys focus on defects most likely to become a high priority, before they become a management drain on school time and resources. An exercise is also underway to review the existing suitability survey data (identifying curriculum and teaching shortfalls resulting from the buildings and/or grounds). It is important that this data is accurate because it is used to determine schools’ priority for inclusion in future capital programmes.

At the same time, discussions are taking place about each school's long-term buildings aspirations to support their future progress on raising pupil attainment. The Authority will work with schools to develop their long-term building aspirations and translate them into a 'master plan' brief.

**By the end of March 2009, all school governing bodies will have been asked to confirm agreement to their priority score and buildings "master plan" setting out their long-term building and grounds aspirations.** Schools will use the data to inform all future capital and revenue works undertaken and will be encouraged to review progress on both their priority score and building master plan annually.

Consultation - Consultation continues with pupils, parents, community, staff and governors, through the CYPP process, the overall BSF programme plan and the Primary Capital Programme strategy to deliver schools to meet the curriculum and teaching needs in the 21st century.

Barnsley's strategy has the support of the Council's senior leadership and was formerly approved by Cabinet on 4<sup>th</sup> June 2008. The three local diocese helped develop the strategy approach through their representation on the Authority's Asset Management Plan (AMP) Working Group, a sub-group of the School Forum. The diocese have also formerly confirmed their broad agreement to the strategy.

Similarly, school representatives on the AMP Working Group also helped develop the strategy approach. In addition, the key priorities were shared with schools through a series of presentations and AMP newsletters. Schools have been encouraged to check their scores and to work with the Authority to ensure that they accurately reflect their building shortfalls. The priority scoring system was successfully used to identify the raising standards priorities for the 2008-09 capital programme.

As part of the strategy process, the AMP Team are currently working with schools to identify their long-term building aspirations and these are being drawn together to provide each school with a draft "master plan" that identifies the priorities for action. The master plan is intended to be a discussion document for governing bodies and then used to focus all future capital spend to deal with building shortfalls in priority order.

The Authority is undertaking a further round of visits to primary schools during 2008-09 to review and update each school's priority score and master plan. This is to ensure that the first four year capital programmes are based on the most current and accurate buildings information.

Criteria for Choosing Individual School Projects - The Authority has three broad school building priority categories as follows:

- Priority 1 – deal with the more urgent condition defects;
- Priority 2 – address the need to add or remove surplus places; and
- Priority 3 – support projects that can be expected to help schools raise pupil attainment.

High priority condition works are the first call on capital funding followed by reorganisation schemes and schemes that support raising standards. **The majority of our capital funding is already directed towards Priority 3 (raising standards) schemes.** We have, therefore, further developed the scoring system to identify the school schemes that are the highest priority for support to raise standards. The priority scoring system makes no distinction between the school type. Aided schools, therefore, are measured in the same way as the Authority's schools.

Every primary school has been allocated into one of four categories shown as Tables 1 to 4 (see Appendix 4). Each table determines the range of capital funding available to schools to address their priority building shortfalls. This helps schools to understand what future funding is likely to become available to them and so enables more realistic planning and programming of building improvement schemes.

Table 1 Schools with three or more shortfalls hindering the delivery of the curriculum and/or teaching methods. There are currently 28 schools (35%) in this category and these schools will have the first call on the new Primary Capital Programme funding as well as the existing range of capital allocations.

Table 2 Schools with two shortfalls hindering the delivery of the curriculum and/or teaching methods. There are currently 16 schools (20%) that may have access to more limited Primary Capital Programme funding alongside the existing range of capital allocations.

Table 3 Schools with one shortfall hindering the delivery of the curriculum and/or teaching methods. There are currently 15 schools (18%) that may have access to the existing range of capital allocations.

Table 4 includes 22 schools (27%) that currently have no identified suitability shortfalls. These schools will continue to have access to their devolved formula capital and LA formula (LCVAP if an aided school) where they have high priority condition defects and any other building works they consider appropriate to undertake.

**Over the 14 year lifecycle of the PCP initiative it will therefore be possible to ensure that every primary school has access to capital funding that can remove curriculum and/or teaching shortfalls in close to 100% of our primary schools.** The first four year capital programme, beginning in 2009-10, is set out in Appendix 5.

Subject to the outcome of local consultations, the schemes being developed will reflect each school's long-term building aspirations and priorities. They will address the learning and teaching environments, ensuring that they meet the needs of local children. Where appropriate, designs will consider other services for co-location on the school site, to support pupils, parents and the community as a whole.

*Monitoring Delivery, Impact & Sharing Good Practice* - Tools to support the school in self-evaluation to identify priorities and to measure the impact of projects are being developed. These will measure improvements in attitudes and beliefs which will support the expected improvements in academic attainment and achievement. Viewpoints of the whole school community will be gathered, through discussions and structured exercises evaluating statements of values, attitudes and beliefs. This will occur prior to the project and after the new facilities are being used to measure impact. The analysis will be evidence for the school's self-evaluation as well as of the building project. A common language will be developed so that the evaluation exercise can be translatable between schools.

## **Achieving Educational Transformation**

Schools have been fully involved in the collection and verification of the data collected about their school buildings and grounds. By April 2009, primary schools will have approved master plans setting out their aspirations for future building works to support improved learning environments. The design process to secure better learning environments that will match the needs of individual schools, will be opened up to consultation by school staff, pupils and the local community, particularly where schemes relate to extended services that may benefit the community as a whole.

The Authority will develop a consultation template to engage pupils' parents and the community about local school designs. This will complement consultations with the Wellbeing Partnerships and Teams that consist of all the local partners to ensure that there is an automatic and widespread opportunity for everybody to comment on changes in their area.

Consideration is being given to the development of a service that will provide facilities management arrangements, similar to those established within PFI contracts, for non PFI schools. This is intended to explore opportunities to minimise the risk that the school building stock will begin a slide back into decay.

## **Every Child Matters**

**The Authority's commitment to providing local services in the community is enshrined in the new Wellbeing Partnership strategy being rolled out borough-wide.** The partnership infrastructure will be provided through the new ALCs (due to be completed in 2012) and supported through our Community, Primary and Children's Centres. The Primary Strategy for Change will provide the best facilities to raise children's aspirations, attainment and life chances and to provide additional services, where possible on site, or redirected to other local facilities within the partnership area to support these aims.

A survey of existing service provision is already underway in the Wellbeing Partnership areas and this is part of a wider consultation exercise to establish where the gaps in service provision are. This will inform future decision making within the partnerships to ensure that extended services are accessible locally across the Borough.

## **Finance**

Schools' Devolved Formula Capital (dfc) – The expectation is that schools will be required to provide 3 or 4 years dfc funding towards school building schemes. To facilitate this approach, the Authority has, for a number of years, offered schools the opportunity to draw down future years' devolved formula capital, providing they leave their capital with the Authority to manage. This means that many schools benefit from building improvement schemes up to two years earlier than would be possible if they hold their dfc within their own bank account. The majority of schools choose this approach.

Schools do have the choice to hold their dfc in their bank account if they wish. In these circumstances, schools will be expected to save three years dfc towards larger building schemes.

Some Diocese are also able to offer this draw down approach to their aided schools although not all can afford it. In an attempt to bring fairness to all schools, from April 2009, the Authority will extend the offer to manage aided schools dfc, and therefore provide the opportunity to draw down future years funding, where their Diocese cannot offer this approach.

Schools Condition Backlog - Barnsley schools' condition backlog (categories 1-3) is a little under £16 million as at 31 March 2008. Of that total, approximately £1.4 million relates to high priority defects (categories 1D, 2D and 1C). Over the 14 year lifecycle of the PCP, our aspiration is to ensure that no schools have condition defects that are worse than the DCSF's category "B" rating (satisfactory with only minor signs of deterioration).

The Authority will achieve this by continuing to prioritise condition defects in categories D and C and by providing a 50% incentive to schools to meet the costs of such defects. The Authority and Diocese will top-slice from existing funding streams (including LCVAP for aided schools) to maintain this programme. In exceptional circumstances, the Authority/Diocese may agree to pay more than 50%.

Addressing Suitability/Raising Standards Schemes – The Authority has prioritised all primary schools into one of four categories (see Tables 1 to 4 in the attached Appendix 4). These tables determine the capital funding streams that will be available to each school, with those listed in Table 1 expected to receive the most PCP capital funding alongside other funding streams. Over the 14 year PCP initiative, our aspiration is to remove close to 100% of the suitability shortfalls (category "A" and "B") to remove building barriers to learning.

Schools in Table 2 may receive a small element of PCP capital funding alongside other funding streams to deal with their reduced number of suitability (curriculum/teaching) shortfalls. In order to achieve this, the Authority will top-slice an element of PCP capital each year and offer schools in Table 2 a 50% contribution to provide an incentive to remove their outstanding suitability shortfalls. Over the first three years of the PCP, the aspiration is for all schools in Table 2 to be able to remove their suitability barriers to learning.

At the point that schools in Table 2 are dealt with, the top-sliced PCP capital will continue to be offered as an incentive to focus on increasing the programme of kitchen/dining and play/sports improvements. Schools in Tables 3 and 4 will continue to have access to the existing range of capital funding to maintain and improve their school facilities and grounds.

Other Funding Streams – the Authority is already committed to joining a range of funding streams together to ensure value for money in the facilities offered locally. During round one of the Children’s Centre programme, we accessed schools devolved formula capital (dfc), the full range of Authority capital formula allocations (modernisation, basic need, SAI) and several Sure Start funding streams to improve schools and provide the new centres, the majority on school sites, across the borough.

We offer facilities to enable schools to draw together three or four years dfc towards larger scale schemes. In the first three year PCP capital programmes, at least three major schemes have the potential to provide capital receipts, with an estimated value of between £2-3 million, to contribute towards the whole scheme costs.

The annual LEA Co-ordinated Voluntary Aided Programme allocation will continue to be utilised on aided schools. Barnsley’s new priority scoring system for schools makes no distinction about the type of school and therefore provides fairness and transparency for all schools, including aided. That said, however, the law does require aided schools to provide a 10% contribution towards school building schemes. The Authority acknowledges that this may become a barrier to some aided schools, particularly where larger scale building schemes are proposed.

In the circumstances, the Authority has agreed to continue its existing approach and will consider any request from a Diocese and/or an aided school for a contribution from the Authority towards an aided school’s 10% share of the costs in exceptional circumstances. Each case will be considered based on its individual merits.

In addition to the above, the consideration of sustainability as part of schemes provides the opportunity to attract government funding as a contribution towards energy efficiency works. In 2008-09 for example, we have received a 50% contribution towards the installation of a ground source heat pump. The Authority is also working with a number of schools to investigate the possibility of attracting Big Lottery funding towards some innovative outdoor play facilities.

In 2008-09, Extended Schools, Children’s Centre Capital and Quality and Access for Early Years are all being considered, where appropriate for building schemes on school sites.

## **Procurement**

**Barnsley is part of BSF Wave 3 and is developing a Local Education Partnership (LEP) to deliver nine ALCs and two special schools. It is intended that the LEP will be in place by the end of 2008. It is likely that the LEP would be used to procure any new primary schools proposed and any major remodelling or refurbishment schemes.**

Until the LEP is fully developed, the Authority will continue to provide schools with the opportunity to buy architectural services through its award winning Brokered Services. The brokerage service provides a wider choice of quality approved contractors, including the council itself and puts pressure on services to improve and provide value for money. The Authority is also working with the Council’s procurement section in the interim to develop a corporate framework agreement to provide contract procurement arrangements for primary school schemes that may not be appropriate for the LEP.

## **Design**

The Authority has extensive experience of delivering a PFI programme of 13 new primary schools over the last two years. Each design has a common outline based on a central street area but each is also tailored to cater for the particular needs of the children and community they serve.

Barnsley Primary Schools PFI scheme was a winner at the 10<sup>th</sup> Public Private Finance Awards held in May 2008. The following quote was extracted from the programme.

**“WINNER**

**Barnsley Primary Schools PFI**

Under this £48.2m project 13 new primary schools have been delivered, accommodating some 4,200 pupils.

The judges were impressed by the positive responses to the school’s design and operation given by staff, pupils, governors and community users.

One head teacher reported “When you consider the fantastic design, layout and facilities, it is not surprising that morale is high at school”.

**The PFI experience informs the thinking and subsequent development of schemes in the existing primary building estate.** Our aspiration is to provide the facilities incorporated within our new primary schools into our existing buildings to “level the playing fields” and secure the best teaching and learning environments regardless of the type and age of buildings in use.

## Key Stage 1 Primary School Performance & Statutory Targets

### Key Stage 1 (Level 2+)

	Task & Test			Assessment		
	2002	2003	2004	2005	2006	2007
<b>READING</b>						
<b>Barnsley</b>	81.0%	80.0%	82.2%	80.9%	80.9%	79.0%
<b>National</b>	84.5%	84.0%	85.2%	85.0%	84.0%	84.0%
<b>Difference</b>	-3.5%	-4.0%	-3.0%	-4.1%	-3.1%	-5.0%

	Task & Test			Assessment		
	2002	2003	2004	2005	2006	2007
<b>WRITING</b>						
<b>Barnsley</b>	82.2%	78.2%	79.4%	78.5%	78.6%	75.9%
<b>National</b>	86.3%	81.0%	81.0%	82.0%	81.0%	80.0%
<b>Difference</b>	-4.1%	-2.8%	-1.6%	-3.5%	-2.4%	-4.1%

	Task & Test			Assessment		
	2002	2003	2004	2005	2006	2007
<b>MATHEMATICS</b>						
<b>Barnsley</b>	88.5%	89.0%	90.0%	89.2%	89.8%	86.9%
<b>National</b>	90.8%	90.0%	89.7%	91.4%	90.0%	90.0%
<b>Difference</b>	-2.3%	-1.0%	-0.3%	-2.2%	-0.2%	-3.1%

## Key Stage 2 Primary School Performance Trend

### Key Stage 2 (Level 4+)

Barnsley's 2007 Key Stage 2 results are the highest ever recorded in all subjects.

ENGLISH	2002	2003	2004	2005	2006	2007
<b>Barnsley</b>	<b>65.5%</b>	<b>64.8%</b>	<b>71.4%</b>	<b>73.1%</b>	<b>71.8%</b>	<b>75.0%</b>
<b>National</b>	<b>74.8%</b>	<b>75.0%</b>	<b>77.8%</b>	<b>79.0%</b>	<b>79.0%</b>	<b>80.0%</b>
<b>Difference</b>	<b>-9.3%</b>	<b>-10.2%</b>	<b>-6.4%</b>	<b>-5.9%</b>	<b>-7.2%</b>	<b>-5.0%</b>

MATHEMATICS	2002	2003	2004	2005	2006	2007
<b>Barnsley</b>	<b>63.5%</b>	<b>65.2%</b>	<b>68.0%</b>	<b>69.8%</b>	<b>68.4%</b>	<b>72.0%</b>
<b>National</b>	<b>73.4%</b>	<b>72.7%</b>	<b>74.2%</b>	<b>75.0%</b>	<b>76.0%</b>	<b>77.0%</b>
<b>Difference</b>	<b>-9.9%</b>	<b>-7.5%</b>	<b>-6.2%</b>	<b>-5.2%</b>	<b>-7.6%</b>	<b>-5.0%</b>

SCIENCE	2002	2003	2004	2005	2006	2007
<b>Barnsley</b>	<b>79.5%</b>	<b>81.2%</b>	<b>82.0%</b>	<b>81.4%</b>	<b>81.0%</b>	<b>85.0%</b>
<b>National</b>	<b>86.0%</b>	<b>87.1%</b>	<b>86.3%</b>	<b>86.0%</b>	<b>87.0%</b>	<b>88.0%</b>
<b>Difference</b>	<b>-6.5%</b>	<b>-5.9%</b>	<b>-4.3%</b>	<b>-4.6%</b>	<b>-6.0%</b>	<b>-3.0%</b>

## Barnsley Primary School 2009 Statutory Performance Targets

	2009			2008		2007	Difference 2007 Result 2009 Target
	FFT D Est	Schools 'Agg Target	LA Target to DCSF	Schools' Agg Target	LA Target to DCSF	Actual	
<b>Key Stage 2</b>							
L4+ combined English and Maths	72.7%	76%	78%	n/a	n/a	64.6%	+13.4%
2 Levels Progress in English	90.1%	92%	93%	n/a	n/a	77.0%	+16.0%
2 Levels Progress in Maths	78.8%	89%	90%	n/a	n/a	69.9%	+20.1%

Priority 3 Support Raising Standards

Table 1 - Schools with 3 or more suitability issues

	Suitability shortfalls impacting on delivery of curriculum and/or hindering teaching (Suitability categories A & B)
	Pupil Performance Results
	Level of Authority support provided
	Schools in areas of high deprivation
	Cells highlighted in navy blue show the suitability issues that have now been dealt with

School	Suitability									Performance	Support	Deprivation	Total
	Classroom		Library	IT	SEN	Resource	Hall	Foundation Units	Other	VA Test Results	Level of Support	Level of Deprivation	
	Size	Shape								VA Test Results	Level of Support	Level of Deprivation	
Richard Newman	22		6	2					4	12	8	6	60
Dearne Highgate	28		4		6				2	8	4	4	56
Athersley North	12			4		12				12	8	6	54
Heather Garth	18		2	4	6		4			8	4	4	50
<b>SCHOOLS ABOVE THE RED LINE ARE ALREADY IN THE CAPITAL PROGRAMME</b>													
Kendray	22							4		8	8	6	48
Ladywood			6		6			4		12	12	6	46
Penistone St John the Baptist CE Infant		12	4	6	6	6	4	2		No Results	0	2	42
Tankersley St Peter's CE (VA)	2		6	6	6		2	4		8	4	2	40
Barugh Green	12		6	6	6	6	2			0	0	2	40
Shawlands	14		6	6	6			4		0	0	2	38
Wellgate			6		6	6		4	6	4	4	2	38
Sacred Heart Catholic (VA)	6			6	6			4		4	8	4	38
Doncaster Road					4	6			6	8	8	4	36
Worsbrough Bank End		2			6		4	2	8	4	4	6	36
Athersley South	14		4					4		4	4	6	36
Keresforth	6		6		2	2	4	4		4	4	2	34
Shafton	20				6				2	0	4	2	34
Royston Parkside		2				6	2	4	4	4	8	4	34
Silkstone Common J & I	14		6		6		4			0	0	2	32
Holy Rood Catholic (VA)			4		6	2		4		8	4	2	30

Greenfield					6			4	4	8	4	4	30
Oxspring				6	6		4		4	4	0	2	26
Hoylandswaine			6	6			2		6	0	4	2	26
Darfield Upperwood	4				6		2		4	4	0	4	24
Royston Summerfields	4		6				2			0	4	2	18
Dearne Carrfield	2				6				4	0	0	4	16
Thurgoland C of E (VC)					6		4		2	0	0	2	14
Cawthorne C of E (VC)	6				6					0	0	2	14

Priority 3 Support Raising Standards

Table 2 - Schools with 2 suitability issues

	Suitability shortfalls impacting on delivery of curriculum and/or hindering teaching (Suitability categories A & B)
	Pupil Performance Results
	Level of Authority support provided
	Schools in areas of high deprivation
	Cells highlighted in navy blue show the suitability issues that have now been dealt with

School	Suitability								Performance	Support	Deprivation	Total	
	Classroom		Library	IT	SEN	Resource	Hall	Foundation Units	Other	VA Test Results	Level of Support		Level of Deprivation
	Size	Shape											
Holy Cross Deanery CE (VA)				6	6					8	8	4	32
Ward Green					6			2		8	8	4	28
Darfield All Saints C of E (VC)					6		2			4	12	4	28
Elsecar Holy Trinity CE (VA)				6	6					4	8	2	26
St John the Baptist CE (VA) Junior			4					2		8	8	2	24
Cudworth Churchfield			6		6					4	4	4	24
St Mary's CE (VA)			2	6						8	4	2	22
Burton Road						6		6		0	8	2	22
Brierley C of E (VC)			6		6					4	0	4	20
St Dominic's Catholic (VA)					6	6				0	4	4	20
Birdwell				6	6					4	0	2	18
St Helen's Catholic (VA)				6	6					4	0	2	18
Gawber					6			2		4	4	2	18
Thurlstone					6		4			4	0	2	16
Silkstone	14		6	4	6		4	4		4	0	2	14
Willthorpe Infant			4					4		No Results	0	2	10

Priority 3 Support Raising Standards

Table 3 - Schools with 1 suitability issue

	Suitability shortfalls impacting on delivery of curriculum and/or hindering teaching (Suitability categories A & B)
	Pupil Performance Results
	Level of Authority support provided
	Schools in areas of high deprivation
	Cells highlighted in navy blue show the suitability issues that have now been dealt with

School	Suitability								Performance	Support	Deprivation	Total	
	Classroom		Library	IT	SEN	Resource	Hall	Foundation Units	Other	VA Test Results	Level of Support		Level of Deprivation
	Size	Shape											
The Edmunds		10			6				4	12	12	6	34
The Hill								2		12	12	6	32
Willthorpe Junior					6					12	8	2	28
Milefield					6					12	0	6	24
Hoyland Springwood				6						8	4	4	22
Carlton									4	8	4	4	20
St Helen's									4	4	8	4	20
Jump					6					4	4	4	18
Kexbrough					6					8	0	2	16
St Michael & All Angels Catholic (VA)					6					0	4	4	14
Summer Lane									6	0	4	2	12
Oakhill									4	4	0	2	10
Royston St John Baptist CE (VA)									4	4	0	2	10
Mapplewell					6					0	0	2	8

Priority 3 Support Raising Standards

Table 4 - Schools without any suitability issues

	Suitability shortfalls impacting on delivery of curriculum and/or hindering teaching (Suitability categories A & B)
	Pupil Performance Results
	Level of Authority support provided
	Schools in areas of high deprivation
	Cells highlighted in navy blue show the suitability issues that have now been dealt with

School	Suitability									Performance	Support	Deprivation	Total
	Classroom		Library	IT	SEN	Resource	Hall	Foundation Units	Other	VA Test Results	Level of Support	Level of Deprivation	
	Size	Shape											
Gooseacre										12	8	6	26
Worsbrough Common										12	8	6	26
Littleworth Grange										12	8	6	26
Millhouse										12	8	2	22
West Meadows										8	8	6	22
Hunningley										8	8	6	22
Cherry Dale										12	8	2	22
Dearne Lacewood										12	4	4	20
Darfield Valley										8	8	2	18
Pipers Grove										8	8	2	18
Royston Meadstead										4	8	4	16
Joseph Locke										12	3	2	17
Kings Oak										8	4	4	16
Sandhill										8	4	4	16
Dearne Goldthorpe										0	8	6	14
Birkwood										0	8	6	14
The Ellis CE (VA)	24		6		6	6	2			4	4	2	10
Springvale										4	4	2	10
High View										4	0	4	8
Dodworth St John the Baptist CE (VA)										0	4	2	6
Wombwell Park Street										0	4	2	6
Hoyland Common										0	0	2	2
Darton										0	0	2	2

## Indicative Four Year Programme

2009-10

Commitments	Scheme	Comments
Dearne Highgate Ph 2	Remodel & refurbishment	Completion of 2008-09 scheme
Richard Newman Ph 2	Remodel & refurbishment	Completion of 2008-09 scheme
Ward Green Ph 2	Remodel & refurbishment (split-site removal)	Completion of 2008-09 scheme
<b>AMP Priority 1 Condition</b>	To support removal of high priority condition defects	£750k Top-sliced from capital allocations each year (indicative). Will provide 50% to match school funding.
<b>AMP Priority 2 Potential Reorganisation Schemes (includes providing Access for SEN)</b>		
Cawthorne CE Primary	Increase admission number at popular school (18 to 20)	Needs additional classroom extension
Penistone St John the Baptist (VC) Infant & VA Juniors	Investigate creation of single phased VA primary school	At informal consultation stage. (Potential capital receipts)
St Michael's High/ Holy Cross CE/St Dominic's RC VA	Investigate creation of joint ecumenical 3-16 campus with post-16 provision	At informal consultation stage, link to BSF (PFI credits, potential capital receipts)
<b>AMP Priority 3 Support Raising Standards</b>		
Heather Garth Ph 3	Final phase extension to create new entrance area, headteacher, admin, staffroom & school resource spaces	Feasibility undertaken in 2008-09
Ladywood Ph 1	Create Foundation classroom	Feasibility undertaken in 2008-09
Primary Capital Programme (PCP) "Top-up" funding	To support 3-5 small scale raising standards schemes per year, over first 3 years of PCP.	£500k Top-sliced from PCP grant each year (indicative). Schemes taken in priority order from Table 2 (see Appendix 4)

2010-11

Commitments	Scheme	Comments
Ladywood Ph 2	School resource & admin improvements	Feasibility proposed in 2009-10
St Michael's High/ Holy Cross CE/St Dominic's RC VA	Investigate possible creation of joint ecumenical	PFI credits (Potential capital receipts)
<b>AMP Priority 1 Condition</b>	To support removal of high priority condition defects	£750k Top-sliced from capital allocations each year (indicative). Will provide 50% to match school funding.
<b>AMP Priority 2 Potential Reorganisation Schemes</b>		
Wiltorpe Infant & Juniors	Investigate creation of single phased primary school	At consultation stage (Potential capital receipts)
<b>AMP Priority 3 Support Raising Standards</b>		
Kendray	Replacement school	Top priority in condition category (Potential capital receipt)
Dearne Goldthorpe	Replacement school	Part of major Council regeneration of Goldthorpe area
Tankersley St Peter's CE VA	Remodel & refurbishment	Feasibility proposed in 2009-10
Primary Capital Programme (PCP) "Top-up" funding	To support 3-5 small scale raising standards schemes per year, over first 3 years of PCP.	£500k Top-sliced from PCP grant each year (indicative). Schemes taken in priority order from Table 2 (see Appendix 4)

2011-12

Commitments	Scheme	Comments
Kendray Ph 2	Replacement school	
Dearne Goldthorpe Ph 2	Replacement school	
<b>AMP Priority 1 Condition</b>	To support removal of high priority condition defects	£750k Top-sliced from capital allocations each year (indicative). Will provide 50% to match school funding.
<b>AMP Priority 2 Potential Reorganisation Schemes</b>		
<b>AMP Priority 3 Support Raising Standards</b>		
Primary Capital Programme (PCP) "Top-up" funding	To support 3-5 small scale raising standards schemes per year, over first 3 years of PCP.	£500k Top-sliced from PCP grant each year (indicative). Schemes taken in priority order from Table 2 (see Appendix 4)

2012-13

Commitments	Scheme	Comments
<b>AMP Priority 1 Condition</b>	To support removal of high priority condition defects	£750k Top-sliced from capital allocations each year (indicative). Will provide 50% to match school funding.
<b>AMP Priority 2 Potential Reorganisation Schemes</b>		
<b>AMP Priority 3 Support Raising Standards</b>		
Support for 2-3 major raising standards schemes per year		Schemes taken in priority order from Table 1 (see Appendix 4)
Primary Capital Programme (PCP) "Top-up" funding	To support 3-5 small scale raising standards, kitchen/dining, play/sports schemes per year	£500k Top-sliced from PCP grant each year (indicative)