

Brighton & Hove

**PRIMARY STRATEGY FOR
CHANGE
2008**

1 THE LOCAL PERSPECTIVE

Our vision is that

'Brighton and Hove should be the best place in the country for children and young people to grow up. We want to ensure that all our children and young people have the best possible start in life, so that everyone has the opportunity to fulfil their potential, whatever that might be'. **(Brighton and Hove Children and Young People's Plan 2006 – 2009)**

Brighton and Hove has a pioneering reputation in relation to integrated services for children and young people. In 2006 it set about turning its vision for children and families into reality through the establishment of a Children and Young People's Trust (CYPT). The trust was created from the merger of the council's Children Families and Schools Directorate with the South Downs NHS Trust Children and Families Directorate. It sits at the heart of a powerful partnership working to improve the wellbeing of children, young people and families in Brighton and Hove.

Effective partnership working is also central to the development of a Primary Strategy for Change in Brighton and Hove. Our aim is to create primary schools equipped for 21st century learning, at the heart of the community with a range of children's services in reach of every family. We see the Primary Strategy for Change as an opportunity to transform primary schools through a coherent approach to capital investment over the next 14 years.

The fundamental aim is to improve educational standards and learning, close the gap and reduce inequalities and increase inclusion by targeting deprivation and making buildings fit for 21st Century communities and education.

Brighton and Hove is a City of great contrasts. We have areas of wealth and areas of distinct poverty. Many jobs are connected with tourism and leisure and are traditionally low paid. House prices are higher than the average cost for England and Wales yet projections for the city show a steady increase in new building over the next eighteen years. The shortage of employment opportunities for young people within the City is a concern as are issues related to drug taking and teenage pregnancy. To better provide services and focus on the needs of children and families the Children and Young people's Trust (CYPT) was formed in 2007 providing integrated service delivery through local areas.

The total population of Brighton and Hove is approximately 252,000 (Source ONS census projection data 2004), this compares to 247,800 in 2000. The proportion of the population aged between 0-19 and thus of greatest relevance to the planning of education provision is approximately 21% of this total.

2 BASE LINE ANALYSIS

2.1 The size and character of schools

Brighton and Hove City Council maintain a total of 56 primary schools, of which 12 are infant schools, 12 are junior schools and 32 are all through primary schools. Of the total 56 primary schools 41 are community schools, 8 are voluntary aided Church of England schools and 7 are voluntary aided Roman Catholic schools.

In January 2007 there were 16,185 pupils on roll full time at our primary schools and a further 870 at school part time, either in nursery classes or pending starting full time education. Of the full time pupils 9,126 (56%) were on roll at an all through primary school, 3,025 (19%) at an infant school and 4,034 (25%) at a junior school.

2.2 Educational standards

The percentage of Ofsted outstanding and good gradings for childcare and early education providers are above the average for England for both childcare and significantly above for nursery education inspections. From June 2005-May 2008, 90 private, voluntary and independent settings have been inspected. 79% have been judged good to outstanding for nursery education: 20% outstanding, 59% good and 17% satisfactory. At present there are no settings with an inadequate outcome. Outcomes from S5 inspections for the Foundation Stage in maintained schools have been very good and are improving. Over 2006-07 23% were outstanding, 58% good, 12% satisfactory and 8% inadequate. Over 2007-08 no foundation stage has been judged to be inadequate and 17% are outstanding, 75% good and 8% satisfactory

Brighton and Hove has more good and outstanding primary schools as assessed by OfSTED than the national average. Primary schools inspected since 2005 show that 21% are outstanding, above the national average, 47% good and 32% satisfactory. We have no primary

schools in an Ofsted category. Two schools were judged to require a notice to improve in 2006. Targeted support from the CYPT enabled the schools to make progress against their key issues and both schools were judged to be satisfactory when re-inspected in 2007

Data shows that in Key Stage 1 the L2+ trend in Reading and Writing is above both the national average and our statistical neighbours. Since 2005 our results in Reading have improved and in Writing have improved year on year, whilst nationally they have declined. In 2007, attainment in Writing was 1.6% above the national figure and in Reading in line with the national average. In mathematics at Key Stage 1, the percentage of children in Brighton & Hove achieving L2 has fallen 1% to 90%; however, this is still 1% above our target and in line with the national picture. The percentage achieving the more secure L2b has fallen by 1% to 75%: this is 1% ahead of the national figure. The percentage of more able pupils achieving L3 has increased by 2% to 29% which is 7% above that achieved nationally

Currently B&H has 7 schools that are below the 'floor target' for level 4 at Key Stage 2 in both mathematics and English and a further 6 in just mathematics. All of these schools are in our most deprived areas; Hollingbury, Moulsecoomb and Whitehawk. Pupils in these deprived areas are achieving an average of 71% English and 65% in mathematics. This contrasts with pupils not in the 30% most deprived areas scoring an average 86% in English and 82% in mathematics.

The Intensifying Support Programme continues to support primary schools below the 65% floor target for literacy and mathematics, and other schools causing concern. The schools supported have shown a 12% improvement over 2005-07 the duration of the programme. This is well above the overall CYPT trend of 4%

Primary school attendance has also improved year on year for the last five years: over the last two years it has been above the percentage for statistical neighbours and just below the national average. In 2007, attendance was 94.64 %, meeting our target, and current data indicates a continued improvement over 2007-08: 94.2% for the spring term 2008 compared with 93.8% for spring 2007

In 2007 there were 7 Children in Care in the Key Stage 1 cohort: the proportion attaining L2+ Reading was 29%, Writing 29% and maths 43%. Of the 13 pupils in the Key Stage 2 cohort 54% gained Level 4+ in English, 46% in Maths and 77% in Science. This reflects sustained improvements in English and Science over previous years and shows signs of a narrowing gap between CiC and their peers.

Significant improvements have been made in reducing both permanent and fixed term exclusions. Exclusions reduced significantly from 2005-06 to 2006-07. Local data indicates permanent exclusions reduced from 42 to 18 and this figure has reduced further over 2007-08: over the autumn and spring terms 2008 there has been a total of 7, compared to 15 for the same period in 2006-07. There were also fewer fixed period exclusions over 2006-07, 2419 compared with 2580 the previous year. A further reduction is evident over 2007-08: 1288 over September – March compared with 1736 for the same period last year.

Our School Improvement Strategy (2008-2013) sets out our vision and the strategies that our Children and Young People's Trust (CYPT) will employ to help headteachers and governing bodies ensure that every school is a good or outstanding school and that all pupils make the progress necessary to reach the highest possible standards. It links to Early Years Foundation Stage, Primary and Secondary Strategies, SEN and Disabilities Strategy and the Behaviour Strategy.

2.3 Surplus places

We have a high level of surplus places in primary schools in certain parts of the City and a real and increasing shortage in others.

The West Area has the least surplus places and the East Area has the highest. What is less evident from Table 1 below is the spread of the surplus places within the areas.

Both the Central and East Areas have pockets of significant surplus places (individual schools with up to 50% surplus places) but there are also areas where there is pressure for places. The pockets of significant surplus places tend to coincide with the historic social housing areas such Hollingbury, Whitehawk and Moulsecoomb. In the rest of these areas the pattern mimics that of the west area more.

In the West Area there are only two schools with surplus places just above the 25% mark (again these are in the historic social housing areas) with the majority of the area having a manageable level of surplus places. However there is significant and increasing pressure for school places in the area south of the Old Shoreham Road between Boundary Road in the west and the West Pier in the east.

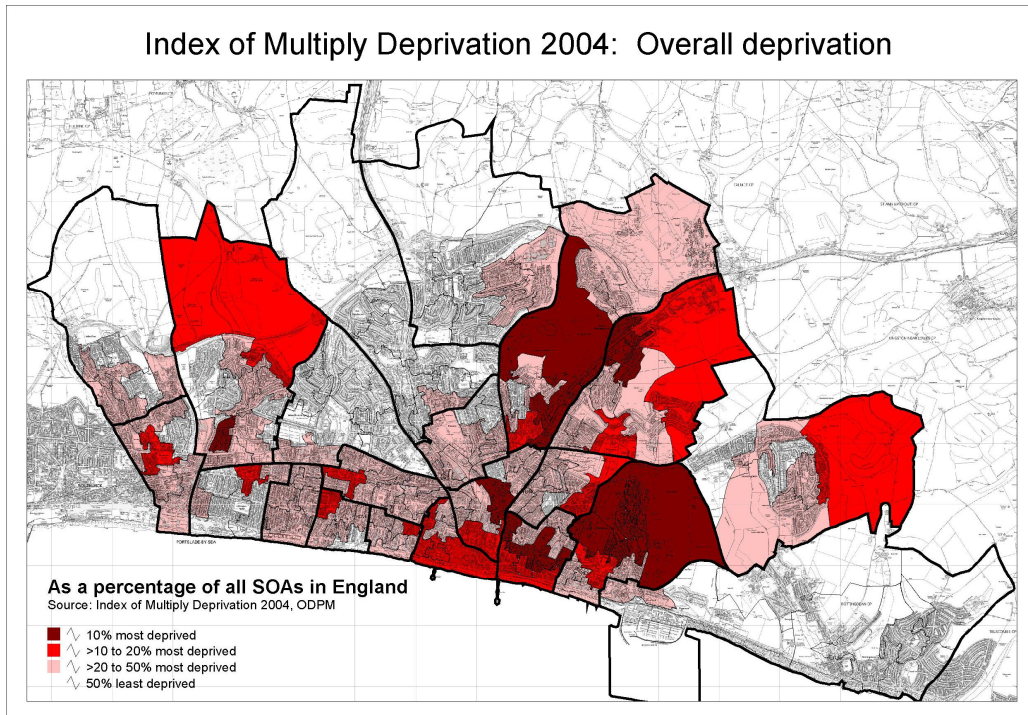
The DCSF, Ofsted, Audit Commission and all stakeholders acknowledge that a certain number of places need to be unfilled in order to allow for flexibility, the exercise of parental preference and unforeseeable changes in patterns of admission. Generally, a figure of 10% unfilled capacity is regarded as acceptable across all phases and across an area. This can be summarised in the statement that all surplus places

are, by definition, unfilled but not all unfilled places are surplus. The current position within each area is shown in Table 1 below:

TABLE 1

Surplus places in primary schools – 2007				
Primary Schools by area	East	Central	West	Total in B&H
Schools in Area	14	23	19	56
NOR April 07	4124	6383	5678	16185
Net Capacity	5035	6945	6015	17995
Unfilled Places (see note 1)	926	681	451	2058
% Unfilled Places	18%	10%	7%	11%
Number of schools with 10% or more places unfilled	2	3	3	8
% of schools with 10 % or more places unfilled	14%	13%	16%	14%
Number of schools with 25% or more places unfilled	3	5	2	10
% of schools with 25% or more places unfilled	21%	21%	10%	18%
Number of schools with 25% or more places unfilled and with at least 30 unfilled places	3	4	0	7
% of schools with 25% or more places unfilled and with at least 30 unfilled places	21%	17%	0%	12%

(1 Only unfilled places are counted by DCSF. Deficits in number of places are excluded.)



2.4 Demand for school places

The pattern of school places across the city of Brighton and Hove is largely historical with places being available in parts of the city where the large centres of population used to be. There is particular pressure in the central areas of Brighton and Hove and to address this issue a number of expansions are proposed including the creation of new primary provision in Hove.

Generally it is the coastal frontage of the city where there is most pressure on primary places. Given the expected level of development discussed in the previous section it is likely that at least one and possibly two additional forms of entry will be required in this part of the city during the life of this strategy.

At the present time demographic projections suggest that there is already a need for additional places in south central Hove regardless of major housing developments that may take place in the city in the future. There is limited scope for further developing existing school sites since the majority of schools in this part of the city have little outside space and no green space at all. Work is underway to look for a suitable site for a new primary phase school in this part of the city.

2.5 The condition and suitability of school buildings

The council uses external consultants to undertake condition and suitability surveys of its school property portfolio on a rolling

programme. Consequently we have clear understanding of the needs of our schools in terms of condition and suitability.

In terms of condition related matters, the latest condition surveys, undertaken in 2006, show that a total of £29million would be required to rectify all condition related matters in our schools, of which £17 million relates to the primary stock. However it would be fair to say that no one building within the city is in a poor enough condition to justify replacement of the entire school purely as a result of its condition.

The suitability of all schools is also surveyed on a rolling programme that ensures that no suitability survey is more than 5 years old. The surveys show that there is a considerable difference in suitability of schools across the city. This is to be expected since the primary stock varies considerably from Victorian schools to a school completed just over three years ago. The main issues faced by the users of the buildings are rooms that are too small and poor heating and ventilation which affects teaching and learning. Many of the buildings are old, inflexible and make teaching a modern curriculum difficult.

We also have a considerable number of schools that are housed in listed buildings. This adds to the problems when considering how best to address the issues. Demolition of listed building is not generally an option and therefore we have to find creative solutions to make these buildings more flexible and more suitable. In line with other urban authorities outside play space is an area of concern since many schools have less than the minimum of outside play space and a number of schools have no green play space at all. As with condition there are no schools where the suitability issues are so bad that replacement could be justified on suitability issues alone.

2.6 Information Communication Technology (ICT)

The suitability survey of primary schools identifies 8 schools with inadequate ICT infrastructure at present. Only one has no network at all and no access to other ICT facilities.

2.7 Inclusion and access

The SEN and Disability strategy, 2006 to 2010, approved by the CYPT Board in June 2007, promotes the development of inclusion and an increase in the number of pupils with statements of special educational needs attending mainstream schools with appropriate support. Delivery of that strategy will review SEN support and provision with a view to developing more inclusive practice within the City.

As part of the SEN review officers and headteachers of special schools are working together to meet the needs of children with SEN locally as inclusively as possible.

DDA audits were undertaken of all mainstream and special schools within the city to identify the work necessary to make all schools fully accessible. We are working towards delivering full accessibility in all schools but there is still a long way to go.

2.8 Extended services

Of the 60 schools that accommodate primary age children in the city, 43 will be meeting the extended schools core offer by September 2008. The remaining 19 schools will meet this by 2010. With regard to youth services, we have provided one centre that enables us to meet the extended school offer and the youth offer required by Section 507B of the Education Act 2006. However we need additional accommodation to be able to offer this in other parts of the city.

2.9 Children Centres

Brighton & Hove has an integrated model of service delivery. There is a city wide structure based on integrated Sure Start Under 5s Community Teams which include health visitors who support all children under five and their families across the city. The aim is to ensure that all children receive the services they need wherever they live. Increasingly these services are being delivered from children's centres.

There are currently fourteen children's centres in Brighton & Hove, six of which are full offer children's centres and eight gateways. Where possible Children's Centres have been either co-located with or based on school sites.

The full offer children's centres offer a full range of services provided by Sure Start Under 5s Community Teams, including advice and information, health and family support services, home visiting, and childcare. The gateway children's centres offer advice and information and host some services based on local needs such as parent and toddler groups and health visiting clinics.

Phase three children's centres will be developed during 2008 – 2011. It is anticipated that there will be two further children's centres. Services delivered at existing children's centres will be reviewed, developed and consolidated during this period.

2.10 Early Years Provision

All three and four years olds are entitled to free, part-time early years provision before they become of compulsory school age. Parents can choose to send their children to private, voluntary, independent or maintained providers including nursery schools, nursery classes and reception classes. All early years providers must have regard to the Early Years Foundation Stage from September 2008. The EYFS is a single, play-based framework for early learning and care for children aged from birth to five. It places a strong emphasis on a safe and stimulating physical environment inside and outside. From September 2010 the free entitlement increases from 12.5 hours to 15 hours which can be taken flexibly over three days.

2.11 Common Assessment Framework

We have already introduced the use of the Common Assessment Framework (CAF) in our pre-school services to identify children in early years who need additional help to achieve the five ECM outcomes. In the autumn term, we will be extending that training to school staff. This is planned for delivery in multi-disciplinary clusters working alongside the statutory, community, voluntary and independent services who are the local partners to those schools. Together with the ongoing reconfiguring of the CYPT area teams to support this wider preventive CAF economy, we are in a very strong position to ensure that, from early next year, every child or young person who needs additional help will start receiving it at the earliest possible stage and that services will be configured around their individual need as long as they need it on their journey from birth to adulthood.

2.12 School Meals

While not all schools within B&H have full production kitchens, all pupils within B&H who wish to are able to have a hot midday meal that meets the government's nutritional standards.

3 LONG TERM AIMS

3.1 Our Vision

Brighton and Hove's vision for its children and young people is simple and ambitious – we want Brighton and Hove to be the best place in the country for them to grow up. Our Children and Young People's Plan (CYPP) sets out how we are seeking to make this vision into a reality by focussing on our priorities and how we work together.

Brighton and Hove was one of the first authorities in the country to establish a Children's Trust with fully operational integrated services. The Children and Young People's Trust (CYPT) sits at the heart of an effective partnership involving schools, general practitioners, hospitals, the police and community and voluntary organisations.

Integrated children's services are delivered largely through three area teams, Central, East and West, supported by a number of city-wide services. These area teams are increasingly demonstrating improved multi agency working and joined up thinking together with ensuring early and effective intervention and prevention.

The vision for area working is based on empowering communities of schools to create a new learning culture that will benefit individual students and their communities as a whole. By harnessing the power of schools to a collective agenda we have established an environment where schools support and learn from one another and are able to work with others to provide extended services.

The city has established ten geographical clusters of schools which work together for planning purposes. These clusters of schools link with service teams and partner agencies in each of the three areas to improve the delivery of services to children, young people and families. Each cluster has a steering group comprising of local stakeholders who determine their local action plan addressing local issues and contributing to the city wide agenda.

Through cluster and area working we are able to ensure that our primary schools are playing a lead role at the heart of their communities with a range of children's services in reach of every family. The development of the Primary Strategy for Change will provide us with the opportunity to increase access to extended and community services.

3.2 Strategic Principles

To help achieve our vision we have identified the following principles which will underpin our strategic direction and decisions.

3.2.1 Develop the role of schools within their communities.

Primary schools should be at the heart of a community providing both the venue and facilities for learning in the community not just for school age children. Primary schools will further develop 'cluster' working through the achievement of local action plans identifying local solutions to local need. These plans will ultimately generate the future Children and Young Peoples Plan for the City. The cluster teams will develop to provide the skills necessary to better provide within each locality.

3.2.2 Promote high quality learning for children.

Primary schools should have rooms, equipment (including "virtual learning environments "and communications) and facilities which are fit for delivery of a 21st century curriculum.

3.2.3 Raise Standards

The CYPP identifies specifically the need to improve standards and achievement across all key stages and support transition from early years into secondary school, in particular provision for vulnerable groups. The plan includes success criteria to improve the value added score for key stage 1 to 2 and key stage 2 to 4. Also highlighted in the plan is the need to ensure that all primary schools are involved in the Planning and Review Meeting process.

Further targets within Enjoy and Achieve include the need to raise the quality of early years provision for all children aged 0 to 5, especially the most disadvantaged. Specific success criteria include increasing the percentage of children reaching a 'Good' level of development at the end of the Foundation stage to 53% (40% in the 20% most disadvantaged parts of the city).

3.2.4 Closing the Gap

The CYPT has embarked on activity to target multi-agency support to schools and families who reside in disadvantaged areas of the city, to implement the recommendations from the SEN and Disability Strategy, and to raise achievement of LAC across all Key Stages. Our plans include the specific involvement of children, young people and their parents/carers in their education focusing on personalised learning and emotional well being especially at transition.

Effective action is being taken to enable and encourage children and young people to attend and enjoy school. Significant improvements have been made in reducing both exclusions and attendance. Programmes are in place to ensure this progress continues and that the gap in achievement between groups from differing circumstances reduces year on year.

3.2.5 Enhance Inclusion.

Primary schools should be places where everyone can be included, because their basic needs can be met. This means full disabled access and disabled toilets; a safe, accessible place to store and administer essential medicines such as insulin for children with diabetes; equipment which allows individual needs to be met so everyone can take part in learning activities; and in some cases space for special facilities to provide for groups of children with particular special needs. In addition we aim for all schools to be fully accessible in terms of compliance with the Disability Discrimination Act, 1995 (DDA) for pupils and adults.

3.2.6 Create healthy schools

Primary schools should provide opportunities for sport and physical activity. This will include specifications in design that will enable pupils to access the new health standards and which create environments that help establish the factors associated with good physical health.

3.2.7 Provide opportunities for children to learn how to live a healthy life

Primary schools will implement the Brighton and Hove Food Strategy and Transforming School Meals Strategy and increase the involvement of children in this implementation. This will include the upgrading of kitchen and dining facilities to increase the uptake of healthy school meals.

3.2.8 Provide diversity, choice and respond to the views of parents

New schools may be subject to the requirement for competition and, thus, the possibility of working with new partners and creating Trust schools will be considered as part of that process. We will work with all stakeholders and strategic partners, such as the dioceses, in building a pattern of provision that responds to parental preferences. Any proposal that will drive up standards and improve the life chances of the children in Brighton and Hove will be thoroughly explored and considered.

3.2.9 Explore opportunities for creating all-through primary schools

All through Primary schools minimise the detrimental impact of transition sometimes found between separate infant and junior schools. We are reviewing the position of all infant and junior schools to ascertain if there are good educational reasons for creating all through primary schools where two schools occupy the same or immediately adjacent sites. In addition we will consider the possibility of creating individual all through primary schools from infant and junior schools that are separated by significant barriers to access such as main roads and railway lines.

3.2.10 Increase Multi – Agency service delivery

Primary schools participation in cluster working and multi-agency service delivery will continue to expand as schools increasingly become centres for local provision. As part of the PCP we will increase locality placement of service teams using surplus accommodation and future developments to place services at the heart of the community.

Providing multi-disciplinary support close to schools and the children and families enables more effective and early intervention. Area working is now delivering:

- Improved multi-agency working and joined-up thinking
- early and quality intervention
- community agendas
- dissemination of good practice
- Setting and achieving challenging targets
- Responses to challenges and opportunities together, pooling of ideas and resources towards the achievement of shared Area goals
- Radical and successful ways of tackling problems within an area
- demonstrating achievements in the widest possible context
- Shared knowledge, expertise, energy, enthusiasm and experience
- Shared effective use of all available resources within an area.

3.2.11 Enable every child to enjoy and achieve success throughout their education

Primary schools will maximise any opportunity to develop learning environments which promote high educational standards for all children and create opportunities to raise achievement across the board. A particular focus will be on the achievement of vulnerable children and those from deprived backgrounds. This will be achieved by focussing on families and individuals rather than particular areas of the City.

3.2.12 Make schools safer

Primary school sites will be accessed by more people from the community hence school designs will incorporate safety features and layouts that do not put children at risk. We will use designs that enable children to feel safe. We will also try to ensure that schools can be accessed safely by local children on foot or by bike, with good use of traffic restrictions in the immediate area (such as 20mph zones and safe parking arrangements), foot and cycle paths and storage facilities for cycles.

3.2.13 Reduce surplus places

We plan to maintain a margin of a minimum 5% unfilled places in the area as a whole in order to retain some flexibility for the planning of school places for parental preference. We will also seek to achieve higher levels of occupancy in schools where there significant surplus capacity. This will help to ensure that these schools can achieve improvements in pupil attainment and school performance. The position of all schools with more than 25% surplus places will be reviewed. Where there is no evidence that suggest there will be a sustained revival in pupil numbers consideration will be given to removing capacity from the school.

3.2.14 Use quality designs

We will seek high-quality designs that provide flexible indoor and outdoor spaces, use less energy, are sustainable and minimise impact to the environment. As part of our continuing consultation we will engage with secondary schools, colleges, early years settings and youth centres to determine the potential for combining budgets to deliver a greater range of provision from our primary sites. Early discussions with secondary and primary schools have identified a genuine enthusiasm explore the possibilities of 0 – 19 campus based education and extended services.

3.2.15 Use ICT for whole-school improvement

ICT will be at the heart of a developing a primary curriculum which provides rich, active and creative learning experiences to motivate and engage all our young learners. It is intended to take best advantage of new technologies such as Virtual Learning Environments which include Learning Platforms to increase parental involvement, enable new and flexible ways of working, empower teachers and enable pupils to personalise their curriculum. The ICT strategy and facilities will be a key strand in initiatives targeting hard-to-reach communities and families.

3.2.16 Work with partners and stakeholders

A steering group will take on a wider remit to oversee the development of the Primary Capital Programme (PCP). Key stakeholders will be represented on the group and their advice will guide the choice of schools and projects. Not all schools can benefit from the building programme hence a formula approach will be used to select individual schools. Each will be assessed against the factors determined by the Department for Children, Schools and Families (DCSF). The elements of the formula will be condition, suitability, standards, and deprivation and surplus places. The formula will be reviewed regularly and updated as appropriate throughout the duration of the PCP.

The steering group will agree the programme and monitor and evaluate the projects. The purpose of the group is to promote transparency and fairness. Membership includes representatives of the key stakeholders and partners: the diocesan boards; head teachers and input from elected members. As circumstances will change during the life of the strategy the formula for selecting eligible schools will be reviewed and revised as appropriate throughout the Primary Capital Programme.

3.2.17 An effective communication strategy

Alongside the development of the Primary Capital Programme will run a communications strategy ensuring that communities, stakeholders and partners are continuously informed of progress and changes.

3.2.18 Help schools who are not part of the Primary Capital Programme

Not all schools can benefit from the primary capital programme. Those not included will be encouraged to work towards an agreed Development Plan, using their devolved formula capital and any other funding streams, including any that the local authority and other

partners may be able to make available, that can be accessed.

4 APPROACH TO CHANGE

4.1 Capacity Building and Change Management

The creation of the CYPT established the processes by which we plan to change the delivery of our services and build greater capacity to provide for the 21st century needs of our children and families. The vision of the CYPT to largely provide services through area working is based on empowering communities of schools to create a new learning culture that will benefit individual students and their communities as a whole. The PCP will enable restructure and redesign of existing school centres to provide more suitable accommodation for the delivery of this vision.

4.2 Planning, Monitoring and Evaluation

The CYPP is one of a number of city wide strategies that aim to improve the well being of children and Young People. These plans come together under the umbrella of Brighton and Hove's 2020 community strategy. Improvement plans involve more than one organisation and will usually address areas of concern such as SEN, behaviour in schools or teenage pregnancy. Plans in this category also include joint commissioning strategies, such as the one for disabled children and young people and local area plans produced by multi disciplinary teams. Improvement plans set out detail and assist the CYPT in meeting its priorities.

The Children and Young Peoples Trust as commissioner of services will have an important role in the delivery of a new primary school for Hove. This piece of work is at an early stage of development and it will be important to build capacity to take this work forward.

An important element of taking the Strategy for Change forward will be to undertake reviews of schools, or clusters of schools. These reviews will include looking at standards of attainment, deprivation information, demographic trends, building condition and suitability issues, early years, childcare and extended provision information etc. The outcomes of these reviews will inform priorities going forward.

We will develop a scoring matrix that will be used to determine which projects are taken forward as priority projects. It is intended that the scoring matrix will include the following elements; sufficiency of school places (under provision and surplus places); building needs (sufficiency and condition); early years and extended school provision; school standards and deprivation indices.

As part of taking the Strategy for Change forward a school organisation steering group has been created and will remain in place for the 14 years of the programme.

The group will be used to steer the reviews of schools and determine which priorities should be looked at in detail. They will be used as a consultative tool when considering school mergers or other school organisation matters. Information on the availability of funding and other resources will be provided to the group to assist in informing proposals and recommendations.

Recommendations will be presented to elected members who will make the decisions on how to proceed. The lead member for Children's Services will play an important part in the decision making process. Where necessary, statutory consultations on school organisation matters will be instigated following discussions with Members. Members will consider the outcomes of formal consultation and the outcomes of any statutory notices.

If appropriate, decisions on other organisational matters such as the formation of Federations and Trusts will be taken locally by school governors in partnership with the Local Authority or Diocesan body as appropriate.

4.3 Consultation

A programme of full consultation has been established to provide for initial comment followed by more substantial involvement of all stakeholders throughout the summer term 2008. Initial findings are reflected in these proposals. We recognise that we are still in the initial stages of our consultative process which when finally complete will determine our ultimate strategy and action plan for the next fourteen years.

A steering group has been established and a primary headteacher is to be seconded to champion this work for one day per week during the summer term. At this stage the steering group includes building officers, early years officers, extended schools officers, school advisors and representatives from the diocese although it is recognised that as the programme develops we will encourage input from members, school governors and other community partners such as the Police. Going forward it is intended that a steering group will continue throughout the 14 year programme to respond to the inevitable changes that will occur. Membership of the steering group will change relative to the priority needs and projects at any one time. This will ensure that projects and the programme as a whole have the support they need to ensure delivery of the long terms aims.

The full consultation will be completed by 31st August 2008. The final Primary Strategy for Change is now scheduled on the councils' forward plan for approval by cabinet in September 2008. At all points in this process comments will be accepted and amendments may be made to the Strategy for Change. This will ensure that the Strategy for change has the necessary political and corporate support to ensure that change will be achieved and that the outcomes for children and the community as a whole will be delivered.

4.4 Achieving Educational Transformation

In order to develop and deliver the Primary Strategy for Change a programme of local area reviews will begin in September 2008. This programme will identify with schools and their communities practical and innovative solutions to the more effective delivery of local education and community access and provision.

The CYPT's future provision of ICT will address the need for online parents transactions (parent pay, school admissions etc); city wide learning platform, opportunities for activity based clubs to make more use of ICT; and links for parents to access school information, children's homework, school news, community events and pupil assessment scores. Implementation will start this year on access to schools Virtual Learning Environment (VLE) enabling children to log on while at libraries, childcare facilities, after school clubs and at home.

The Draft School Improvement Strategy 2008 to 2013 details the strategies that will lead to improvement and the realisation of the Brighton and Hove vision for its children and young people. The strategy includes current information about support and challenge for schools and identifies how we will lessen substantially the gap between the outcomes for different groups.

4.5 Every Child Matters

Our CYPP identifies five improvement priorities against each of the Every Child Matters outcomes. Success criteria have been set so that we can see how we are improving outcomes for children and young people and report our progress to the CYPT Board and other interested groups.

The PCP offers the opportunity to work towards schools being used throughout the day, including the provision of multi-agency services. By improving school based resources in this way the provision of extended service will be achieved more quickly. Schools that provide broad community services are an essential resource. Co-location of

early years provision and children's centres will be accommodated wherever possible on primary school sites.

4.6 Finance

The Council is committed to joining up funding sources to ensure that proposals under the PCP are truly able to provide a centre for community activity. Schools benefiting from PCP funding will be expected to contribute their Devolved Formula Capital towards the cost of the project. We will continue to make use of NDS and Schools Access Initiative funding for primary schemes to further increase the funding available for this programme and consequently the benefits to the schools. We will also join up extended schools and early years/sure start funding to ensure that where necessary additional services can be provided.

The Local Authority will work with diocesan partners to make the best use of Devolved Formula Capital from the Voluntary Aided sector. We will also work with them on the Local Coordinated Voluntary Aided Programme (LCVAP) which will assist in meeting targets at all schools. We accept that clarity is required at national level regarding the VAT implications of the PCP, in particular how this affects VA schools. We will endeavour to ensure that VA schools are not disadvantaged in the programme as a result of this.

We have recently been reasonably successful in securing \$106 contributions from developers for providing additional school places. This practice will continue and the funding secured will also be used to enhance the PCP funding where developments increase capacity locally.

4.7 Procurement

In 2000 the council started to look at different ways of procuring schools projects. A pilot PPC2000 partnering agreement was started in 2001. This partnering agreement delivered 3 very challenging school projects on time and to budget. It was granted Constructing Excellence demonstration project status as a result of the success of the projects. Since 2001 we have delivered a number of successful school projects, both new build and remodelling/refurbishment, using this approach.

It is our intention to enter into a further strategic partnering agreement to deliver PCP projects. The benefit of this approach is the early involvement of all parties, including the schools. This ensures that schools needs are fully explored and understood at the start of the

project, and also has the benefit of 'no surprises' at the end of the project.

The partnership will be audited during its life to ensure that ensure that it is delivering on its objectives. This will include a looking at how Best Value is reviewed and achieved.

The partnering agreement has within it Key Performance Indicators (KPI's) that ensure continuous adherence to high standards. Progression of the partners to further projects is not guaranteed, it is based on excellent performance and improvement in KPI results.

4.8 Design

Design excellence is inherent in the process adopted by Brighton and Hove. We have a team of in house architects who have a wide knowledge of school design matters. They are experienced at working in a school setting and are experienced in distilling ideas from schools and pupils into workable projects. They have a very good understanding of BB99 and how this can best be applied to meet the needs of individual schools and their communities.

Development of any design brief will be undertaken in a collaborative manner, involving a client officer of the Local Authority, the school (including its staff and pupils), representatives from early years and extended schools, the architects and other members of the partnering group. This approach will ensure that the needs of all parties are fully understood at the start of the process and enable a holistic approach to the design from the outset. As a result of this process issues such as personalisation, sustainability, accessibility and pupils with special educational needs will be addressed.

The Primary Strategy for Change is for all primary schools in the city; however PCP funding is to be targeted at significantly improving 45% - 50% of schools. We will work with schools that will not benefit directly from PCP funding to ensure that all schools are brought up to the necessary standard to deliver 21st century education.

We will continue to support all schools by providing technical, professional and legal advice relating to maintaining their school premises. This will assist schools in prioritising programmes of work. We will continue to work with schools to ensure that resources are targeted appropriately to maintain the infrastructure in a good state of repair.

4.9 Initial Investment Priorities

The schemes embrace all of the principles identified in this document, the project brief will include looking at the schools holistically to ensure that once complete the buildings are fit for 21st Century Education providing for their communities, raising standards and providing the very best in teaching and learning.

The initial investment priorities for Brighton and Hove are focused on the need for school places locally to serve the community. As detailed earlier in this document the location of school places in Brighton and Hove is largely historic, significant demographic changes now mean that this pattern of provision needs revision. Since 2003 we have been experiencing a growth in the number of live births across the city as a whole, in certain areas this growth is significant and indications are that this situation is set to continue for some time. As an example, in the area served by one infant and junior school the number children born each year and registered with GP's has more than doubled since 2002.

As a consequence of this our initial investment priorities have to address this need for school places locally. We will be providing additional forms of entry at existing popular and successful schools in Hove to meet the increasing local demand for places. While accepting that, in terms of addresses, children are far more mobile in the first four years of life than at any other stage of their childhood, the local demand for places in Hove will not be met even by this proposed expansion. Therefore to avoid having to send children to schools outside of their local areas we are also looking for sites for a new school in the area to meet the expected need in the future.

Only once we have been able to provide this additional accommodation will we be able to remove the surplus capacity within other parts of the city where there is no sign of an increase in pupil numbers. It is vital to the city that we approach the strategy in this way to avoid the necessity for disruption to pupils and families caused by there being no capacity at their local schools.

CONCLUSION

The Primary Capital Programme provides an opportunity to deliver the very best primary schools and increase opportunities for all of our children and young people and their families. Planned in conjunction with other funding such as BSF, 14-19 and Extended Schools and within the multi agency locality delivery of our CYPT we will be able to create the vision promoted throughout this document.

