

LEEDS PRIMARY CAPITAL PROGRAMME: STRATEGY FOR CHANGE

CONTENTS

Section 1	Local perspective	Page 3
Section Page 162	Baseline analysis Context for Children’s Services in Leeds Standards Regeneration in South and East Leeds Diversity, choice and responsiveness Buildings and ICT	Page 4 Page 4 Page 5 Page 8 Page 8 Page 9
Section 3	Long term aims Our strategy ICT strategy	Page 11 Page 12 Page 13
Section 4	Approach to change Capacity to deliver Approval and management Benefits, objectives and performance Scope and finance Procurement	Page 13 Page 13 Page 14 Page 14 Page 17 Page 17
Section 5	Initial investment priorities Priorities in the first four years First two years’ programme Proposed projects 2009-11	Page 17 Page 17 Page 18 Page 20
Glossary		Page 21

APPENDICES TO PRIMARY CAPITAL PROGRAMME STRATEGY FOR CHANGE

1	Areas of deprivation across Leeds	Page 22
2	Key stage 2 attainment across Leeds	Page 23
3	PCP SfC approvals programme	Page 24
4	PCP SfC risk assessment	Page 25
5	PCP high level programme benefits	Page 28
6	Prioritisation methodology	Page 29 (and separate spreadsheet attached)
7	PCP SfC Communications plan extract	Page 31
8	Summary of formal consultation responses	Page 34

LEEDS PRIMARY CAPITAL PROGRAMME: STRATEGY FOR CHANGE

1. LOCAL PERSPECTIVE

The vision for Leeds is that all types of schools in our City are good, improving and inclusive. The Primary Capital Programme will give significant impetus to our work to achieve our longer term overarching aims by:

- delivering brilliant teaching and learning in brilliant learning places;
- providing inclusive services at the heart of local communities and networks of children's services;
- offering happy, healthy and safe opportunities for all children, young people and families, encouraging participation, raising expectations and developing emotional health and well being; and
- working towards the agreed national attainment targets for 5, 11 and 19 year olds.

There are clear and robust strategies, projects and programmes to deliver these aims in particular through the Children and Young People's Plan; the Education Leeds Strategic Plan and service work programmes. Comprehensive performance management processes with full partner engagement ensure that progress is maintained and that the impact of the strategy is fully assessed.

Leeds is the second largest metropolitan authority with a population of almost 750,000 of which 180,000 are children and young people aged 0 to 19. Leeds is made up of a highly urbanised, city hub and a surrounding area of smaller towns and more rural villages. The commercial and financial investment in Leeds in recent years has led to considerable growth in prosperity, but there are some parts of Leeds with significant relative disadvantage, for instance: 11% of primary pupils live in houses which are in the 3% most deprived areas in the country.

In January 2008 nearly 54,000 primary pupils attended 220 maintained primary schools, with a further 300 educated in one of the city's 5 specialist inclusive learning centres, and pupil referral unit. The community composition is diverse, including more than 75 different ethnicities. Almost 11% of the population are from Black and Minority Ethnic groups and more than 20% of the children in the city's primary schools from these groups. 13.1% of primary pupils speak English as an additional language. Recently there has been a significant increase in the number of children and young people who are members of migrant or asylum seeking families, or unaccompanied asylum seekers.

The city's community strategy states: *'Our Vision for Leeds is an internationally competitive European city at the heart of a prosperous region where everyone can enjoy a high quality of life.'* To do this Leeds aims to 'Go up a League', 'Develop as a Regional Capital' and 'Narrow the Gap' between the most disadvantaged communities and the rest of the City. Education is central to this and to Leeds becoming a leading centre for learning, knowledge and research and for ensuring harmonious and thriving communities.

The 2008/09 Leeds Strategic Plan supports the Vision through a focus on improving participation and early learning for all children. This reflects the Children and Young People's plan which focuses on vulnerable groups and ensuring *'all children and young people are happy, healthy, safe, successful and free from the effects of poverty.'* (*Every Child Matters*)

Consultation and engagement with children, young people, families, schools and other key stakeholders is central to all our work. It is informed by the Leeds Children and Young People's Participation Strategy and the Education Leeds Corporate Framework for

consulting with the education community of Leeds.

2. BASELINE ANALYSIS

The Context for Children's Services in Leeds

Deprivation

According to the 2007 Index of Multiple Deprivation (IMD), Leeds is the 85th most deprived local Authority in the country. However, there is significant variation in levels of deprivation within the city, with 22 (4.6%) of Super Output Areas (SOAs) in the 3% most deprived areas nationally and 95 (20%) SOAs in the 10% most deprived.

The most deprived areas in Leeds are concentrated in the central, inner south, inner east and inner west areas of the city (c.f. appendix 1.) In terms of educational attainment at Key Stage 2 (c.f. appendix 2,) the areas of lowest attainment in relation to pupils achieving a level 4 or above in English and maths in Key Stage 2 correlate with the more deprived areas of the City.

Local Authorities have been required to use the DCSF's deprivation indicator, which is a tax credit based measure. It relates the addresses of pupils at each school to data on levels of various tax credits claimed at postcode/Super Output Area level.

Annual Performance Assessment 2008

This will be inserted prior to submission by DCSF.

Current Strengths of Leeds Primary Schools

There is a range of evidence from both Leeds internal evaluation and external quality assurance which shows that Leeds primary schools exhibit a wide range of strengths and good practice. These are summarised below:

- Higher than average number of outstanding schools.
- Excellent, innovative and experienced Primary headteachers.
- Established culture of collaboration and joint working driven by a robust school improvement policy.
- A growing body of talented aspirant leaders.
- Improving trend of standards.
- Inclusive schools, at the heart of their communities, that recognise, celebrate and embrace diversity in all its forms.
- Happy, confident and engaged children who attend well.
- Highly skilled, well trained, diverse workforce.
- Good and improving engagement with parents and families.
- Increased pupil participation.
- Children are well supported at transition points.
- High level of participation in sport and the performing arts.
- Beacon status for Early Years.
- Beacon status for Healthy Schools.
- Beacon status for work with refugees and asylum seekers.

The remaining challenges

What we still need to improve upon are:

- Meeting all of the 5 outcomes of ECM to a good or better standard.
- Making sure Learning Environments support the delivery of high achievement for all.

These challenges are expressed in more detail in the long term aims in section 3.

Standards

The progress made by Children and Young People in Leeds for 2007 is summarised below.

- An increase in the number of children achieving a good level of overall achievement at Foundation Stage.
- Performance at Level 4+ at the end of Key Stage 2 has improved slightly in all subjects. In English, schools performed above target. The number of schools performing below the floor target of 65% has reduced dramatically in English and mathematics.
- The performance of children in public care improved in 2007
- The performance of FSM eligible pupils improved in 2007 in all three subjects
- The performance of pupils on the SEN register improved in all three subjects
- Outcomes for some BME groups improved, most significantly the percentage of Black Caribbean heritage pupils achieving the expected level improved by 8% points and is above the Leeds average
- Schools supported by improvement programmes such as Black Caribbean Achievement Project and Intensifying Support Programme made significant gains over other schools.
- In 2004/05, 2005/06 and 2006/07 academic years there were no permanent exclusions. The rate of fixed term exclusions continued to fall and is now just over half of the national rate and falling.
- Attendance in Leeds primary schools is now at its highest level since systematic recording began in 1996-97 and continues to improve.
- Leeds has less than the national average of schools judged by OfSTED to be unsatisfactory.
- Leeds has been commended as having good practice in relation to the implementation of the School Improvement Partner programme, improving attendance, healthy schools initiative (Beacon status) and work with refugees and asylum seekers.

The main challenges that remain are:

- the achievement of some BME groups, LAC and for many children in Key Stage 1;
- mathematics at Key Stage 2;
- further improvements in attainment of SEN pupils;
- the significant numbers of schools still performing below floor target; and
- support for schools vulnerable to unfavourable OfSTED inspections.

The key data exemplifying standards in Leeds is summarised in the linked tables.

In planning improvements in schools through the PCP, outcomes of Children and Young People comprise one of the three key criteria by which projects are identified. How schools perform against the floor targets, the progress that pupils make compared to expectation and the local school improvement categorisation have been identified as core measures of performance in the primary sector. They indicate the success of our learning strategies in Leeds, and go beyond the raw data and targets presented through the key stage attainment tables. For that reason, our prioritisation methodology uses the composite performance criteria more fully described in later sections.

Every Child Matters

Leeds has exceeded targets for the national healthy schools programme and the Leeds advanced standard. Similarly the delivery of the Physical Education (PE) and School Sport and Club Links Strategy and the national targets for PE and Sport are on track. Leeds prioritises this work in recognition of the national and local evidence that demonstrates pupils who are healthy also achieve well at school. In addition, the Healthy School standard is linked to positive and inclusive behaviour, and more effective school-home-community links.

The new play strategy for Leeds will create 30 new adventure playgrounds for children of 8 to 13 years in disadvantaged areas. The strategy focuses on developing play in local community spaces, particularly schools. Improvements to school play facilities have been made in recent years through the New Opportunities Fund Lottery funding/ DCSF Sporting Playgrounds programme, including 50 Playground developments in primary schools prioritised by deprivation.

A Leeds 'TIMEtoPLAY' toolkit has been developed for schools which covers all aspects of playground development such as zoning, training, equipment to assistance with the procurement and delivery of improved play spaces. A key area for development is for all schools to undergo a 'TIMEtoPLAY' consultation to identify clear and sustainable and safe visions for play as well as offering a streamlined and faster procurement process for schools. Schools will be prioritised against deprivation criteria with a view to delivering 50 primaries, 15 Secondary and 1 SILC schemes in the next three years. Work will be undertaken to link these schemes to the assessment of wider community need covered by the Leeds Sports Strategy.

The Leeds School Meals Strategy made significant strides forward towards our commitment to transform school food and drink. The strategy includes the development of an approved local specification for kitchens informed by the DCSF's 'Schools for the future - Inspirational Design for Kitchen and Dining spaces'. In future, kitchens and dining room design and capacity will support the new mandatory standards, the national Healthy School Standards and the Leeds advanced Healthy schools standard.

The pupil-led programming for School Meal Ambassadors and the Healthy schools programme are ensuring continued pupil participation in work on healthy schools and healthy eating, including dining room and menu design. Catering staff engage with school councils to help ensure that future kitchen and dining rooms are fit for practical purpose.

Inclusive Learning - children with learning difficulties or disabilities

The proportion of pupils subject to a statement of educational need is reducing and remains below the national average. Leeds exceeds the national average in complying with statutory timescales for completing Special Educational Needs (SEN) assessments, improving its performance year on year.

The Leeds Inclusive Learning Strategy (LILS) was launched in October 2007. It sets out to achieve four key objectives to improve inclusive learning across the city. Strand 2 of the LILS focuses on the development of specialist provision including the transformation of the current SILC estate (SILCs are Community Special Schools by designation.) Currently there are six Specialist Inclusive Learning Centres (SILCs) in Leeds (5 generic all age SILCs and one 11 - 19 BESD SILC.)

Leeds has developed an inclusive approach to the education of children with learning difficulties and disabilities. The majority of our children with special educational needs are now receiving their education in mainstream school settings. A minority of children, those with longer term, severe and complex special educational needs receive their education in specialist settings, including resourced provision and the SILCs. There are approximately 892 children currently being educated in our SILCs, by September 2008 this will have reduced further to 813. It is predicted that as new mainstream schools become increasingly inclusive and resourced provision is built within mainstream schools this will impact on the numbers of children and young people being educated on separate, special school sites.

As appendix 6 shows, all the 5 all age range SILCs are mapped within the programme and will be considered for rebuild or refurbishment as the demand for places is fully assessed.

As a further part of the rationalisation and transformation of SEN it is envisaged that all new build primary provision would provide for inclusive learning for **all** children including those

with learning difficulties and disabilities. Building on the success of the primary programme and including previous rationalisation of existing sites, we envisage being in a position in four to five years' time to reinvest in further inclusive provision.

Strand 3 of LILS focuses on the development of the behaviour continuum including the development of Learning Centres, known as Pupil Referral Units (PRUs). The Learning within the existing Key Stage 2 central Inclusion base is very good practice however the building is poorly situated in the East of the City and of poor quality. Primary Schools are very inclusive and have an excellent record of maintaining pupils within their universal provision.

There have been no Primary Permanent Exclusions in the academic year 2006/07 and there have been none so far in the current academic year. At this time the central provision at key stage 2 consists of a 24 place PRU situated on the same site as a 30 place SILC Unit. The PRU has an excellent record of working and re-integrating pupils into mainstream schools. The SILC has recently received an 'outstanding' inspection report.

Pupils are well supported across each wedge area of the City through the work of the Pupil Development Centres and learning support units. As part of the Primary Capital Programme we wish to build upon this excellent inclusive practice and ensure we have equity of access across the City. Analysis has shown that the most successful way of mainstreaming children is to ensure that any supportive intervention work is undertaken in their local community schools. To achieve this we want inclusive provision to be sited in the heart of primary schools across the city. Each Area Management Board (AMB) oversees inclusion and ensures that no child is left behind. All areas are indicating the need for at least one and in most areas two inclusive learning centres based within mainstream primary schools for early intervention and prevention purposes.

Physical access

The original EL Accessibility Strategy focuses on two priorities in selecting schools for access improvements:

- 1) To respond to children and young people accepted on roll of schools who have significant access/care needs.
- 2) To provide accessible alternative schools in each primary planning area and at least one highly accessible high school in each wedge of the city.

Priority two was achieved and in several wedges surpassed by 2005. Priority one remains the ongoing year on year priority for access improvements to schools in the city as needs dictate.

A main success of the strategy has been that no child with a learning difficulty or disability since 2003 has been denied a place in a mainstream school through lack of physical access, appropriate care facilities or mobility equipment.

Schools are categorised on a five point scale for accessibility, as presented in the following table:

High Care/ High Access	High Access	Mid Access	Poor/Low Access	No access for disabled	Awaiting Assessment against current criteria
4	79	51	18	1	67

A continuing programme of highly effective access works removes physical and care barriers to local mainstream education to allow inclusion at school on as equal a basis as possible with children who do not have disabilities. No school has been judged inadequate at

inspection for reason of inadequate facilities to meet the needs of disabled children and one resourced provisioned primary school has been judged outstanding (March 07).

Extended services and co-location of services

Leeds is nationally recognised for its innovative approach to developing extended services. We have embraced the Extended Services 'culture change for children and families' agenda and now have highly effective clusters of schools and children's centres working across the city to develop and deliver more effective and efficient services for children, young people and their families.

Clusters of schools and children's centres are the key delivery vehicle for integrated children's and family services through locality partnership arrangements.

Leeds has been allocated £15m over the next 3 years to support the delivery of the Government's target of every school making available access to the 'core offer' of extended services by 2010. We will meet the Government's target for September 2008, with half of our high schools and a third of our primary schools making available access to the core offer. We are strategically aligning our extended services resource to our Primary Capital Programme from 2008/09 onwards.

The Primary Capital Programme and extended services are key delivery vehicles for realising the city's vision for 2020; where schools and Children's Centres are at the heart of the local community and where co-located services are easily accessed.

Regeneration in East and South East Leeds – 'EASEL'

Despite Leeds' economic success, one in five people in the city still live in neighbourhoods that are among England's worst 10%. In these areas, one in three children lives in a household where no-one works. People who live in these neighbourhoods:

- live significantly shorter lives;
- are more likely to be the victims of crime;
- have lower qualification levels; and
- live in the poorest housing and environments.

A key part of LCC's regeneration strategy is the 20-year EASEL project which targets parts of East and South Leeds characterised by significant socio-economic deprivation. The PCP will address primary needs in the EASEL area and reinforce the priorities and actions in the Regeneration Plan that aim to narrow the gap between different parts of the city. For example, it will:

- make best use of new investment into schools in deprived areas to provide support for families and facilities for communities;
- make sure that young people who live in deprived communities progress successfully from school to further and higher education, training and work;
- help people get the best possible jobs, reducing unemployment and low paid work; and
- raise the level of qualifications of young people who are underachieving or who face barriers to reaching their full potential.

Many of the schools in the area are presenting themselves as priorities for change within the programme based on the performance, deprivation, and asset management indicators. Additional funding is already secured through section 106 agreements and other mechanisms.

Diversity, Choice and Responsiveness to Parents

Education Leeds has actively managed surplus places over the last six years, resulting in a net closure of 23 schools serving the primary age group. The primary estate in September 2008 will comprise five Community Infant, four Community Junior, one CE Junior, 141 Community Primary, 38 CE Primary, 28 Catholic Primary and one Jewish Primary schools.

There is one Trust, the Schools Partnership Trust, which includes four Community Primary Schools, plus one CE Primary and one Catholic Primary as associate members.

Education Leeds has led a highly successful programme of managing demographic projections and school places over the last seven years through identification of planning areas that reflect natural geographical boundaries and existing pupil distributions. The surplus place information has been used in the prioritisation methodology underpinning this strategy. There are currently 22 primary schools with 25% or more surplus places (May 2008). There is 9.7% surplus capacity in the primary sector at present; this will fall to around 8% by 2011 as a consequence of increasing pupil numbers following recent increased births. Those schools with persistently high levels of surplus will continue to feature in area reviews, resulting in a range of solutions or outcomes. The PCP provides a means to both prioritise review work and fund agreed proposals.

Leeds is now seeing the increasing birth rates from 2000 onwards resulting in larger reception cohorts. Along with aggressive new targets for house building in the area, and the continued flow of international new arrivals to the city, there are pressures to increase capacity in the coming years. Seven schools currently have 10% or more overcrowding. Some options for expansion have been identified in four planning areas where there is projected shortage of places.

Buildings and ICT

Over the past five years Leeds has targeted major investment into its primary schools.

Since 2001 a major priority for Education Leeds was to tackle the surplus places issues identified in the OfSTED report of 2000. The recent primary review programme has generated major investment for the school estate. Capital receipts generated through the disposal of school sites have been reinvested in the primary sector. In excess of £15 million of receipts has underpinned our £40 million Primary Review Programme.

£1000s	2003/04	2004/05	2005/06	2006/07	2007/08	Estimated spend 2007/08	Estimated spend 2008/09
Named capital schemes	7,064.1	15,967.5	20,242.0	5,607.4	5,727.5	8,208.7	7,990.5
The above expenditure relates to named primary schemes only.							
Devolved allocations	4,307.9	4,857.1	4,708.2	5,582.4	5,737.5		5,612.1
Total	11,372.0	20,824.6	24,950.2	11,189.8	11,465.0		13,602.6

As a result of the Primary Review Programme and three group PFI projects we have been able to build 21 new primary schools. A number of these have been recognised by the DCSF as being exemplar, and have been showcased at a number of national events. We have encouraged and facilitated visits by authorities from all over the country to demonstrate and share best practice.

A further 20 schools have benefited from major new extensions and remodelling and we have successfully demonstrated our capability to integrate available funding streams to structure holistic project solutions. Our children's centre programme has been structured to provide integrated facilities on school sites and the Schools Access funding has also been used to support our main investment.

We have also developed local partnership funding arrangements and opportunities for our schools. Following the Government's 'Seed Corn' (SEED) Challenge Initiative we have continued to provide an incentive for schools to bid against an allocated block of funding. Through our Schools Capital Investment Partnership (SCIP) we have provided £1.5 million

per year since 2004 of central funding for primary schools. Schools, using their Asset Management Plans and Premises Development Plans, have structured bids on a 50% funding partnership. The main focus of the bid criteria has been condition related priorities and schools have utilised their devolved formula capital to provide their contribution.

So successful were the bids received for 2008/09 that we increased our central fund to £2.6 million and this has enabled over 70 primary schools to submit successful bids. We are determined to continue this extremely successful and popular initiative as it has been fundamental to reducing our general condition backlog across our primary sector.

In February 2003 this backlog stood at £54 million but at February 2008 this has been reduced to £45 million based on applying current cost indices.

Another key target outlined in our Statement of Priorities (StoP), and shared with schools, has been to reduce the number of long term temporary classrooms on our school sites. We have reduced the number of temporary classrooms in our primary estate from 192 in 2004 to 131 in February 2008.

We have been able to establish effective procurement routes to deliver our investment. These have included the setting up of framework agreements for both consultants and contractors and these successfully delivered the Primary Review Programme. The recent establishment of our Local Education Partnership with Construction partner, Interserve will provide a further creative and innovative opportunity to deliver the new Primary Capital Programme. We have commenced to work in partnership with our LEP on projects under exclusivity in addition to the BSF Programme and are streamlining new project procedures for the delivery of additional business which could potentially include Primary Capital, and we have already secured the LEP's interest and commitment through discussions with them.

We will ensure that new build primary schools have the physical infrastructure that will enable them to make the use of the rapidly expanding ICT resources that are available to support all aspects of learning and teaching.

Schools will have secure and integrated networks which allow staff access to the information they need wherever and whenever they need it. Pupils will have access to ICT resources whenever it is appropriate and the use of these technologies will be integrated across the entire curriculum. The technological infrastructure of buildings, therefore, will be robust, reliable, flexible and ubiquitous; ensuring that access to ICT resources and the internet is available in any part of the school site where learning is taking place.

Building on the work for Wave 1 BSF schools, Leeds is well positioned to enhance teaching and learning in primary schools using ICT through its Strategic Partnership with RM. The BSF programme works closely with the existing relationships between secondary and primary schools to build capacity in pupils to make the most of the enhanced ICT environments in BSF schools. This work builds on the existing investment in a city wide Learning Platform (a collaboration between Leeds, Synetrix and Microsoft). As part of the local learning network, the Learning Platform connects 259 schools and more than 100,000 employees and students to deliver new educational and economic opportunities throughout the city.

In addition to this the whole city is benefiting from the Computers for Pupils scheme. This programme is targeted at those youngsters from the 10% most deprived backgrounds and is providing computer equipment and internet connectivity into the homes of these young people and their families.

The Primary Capital Programme will enable us to deliver innovative and flexible building design to promote additional space and support for parents and co-location of services, the

infrastructure to enable e-learning, and support and advice on ICT to deliver the personalisation agenda.

3. LONG TERM AIMS

Our core long term aims shaping the Primary Capital Programme are summarised below:

- Improving performance and standards, including tackling underachievement in schools in deprived areas and for vulnerable groups by creating learning environments that inspire and promote learning.
- Contributing to the regeneration of some of our most deprived communities by facilitating services and opportunities that help to narrow the gap between the most disadvantaged and the rest of Leeds, particularly in the EASEL programme.
- Rebuilding schools in the worst 5% (11) as regards condition to prevent further draining of scarce resources and buildings related barriers to effective teaching and learning.
- Removal of surplus, poor condition and unsuitable temporary accommodation at schools which are prioritised for improvements/ development to remove restrictions on children and young people accessing their full entitlement.
- Improving a further 45% (102 buildings) of the primary school estate, including further rationalisation and maximisation of school places.
- Investing in modern, fit-for-purpose ICT facilities and networks in primary schools to match the aspirations of schools and the city.
- Delivering ECM and the five outcomes through locality based provision and co-location of children's services.
- Create flexible learning spaces that support intervention strategies, collaboration between schools and clusters of schools and the multi agency core offer as well as enhanced parental partnerships.
- Ensure the success of the Leeds Inclusive Learning Strategy, by refocusing specialist provision and integration of children and facilities into mainstream sites where possible.
- Generate healthy lifestyles, well being and positive school-community.
- Ensure environmental sustainability through a commitment to zero carbon new buildings and the use of the building research establishment environmental assessment method (BREEAM).

Leeds will continue with an unprecedented investment in the fabric of schools and children and young people's services to create services, facilities and opportunities fit for the 21st century. We will set an ambition for all new school buildings to be zero carbon by 2016. We know that with the technologies currently available, the zero carbon ambition cannot be achieved on many school sites. We are therefore appointing a taskforce to advise on how to achieve zero carbon schools, whether the timescale is realistic and how to reduce carbon emissions in the intervening period.

It is our intention to include inclusive learning centres as a key element of the Primary Capital Programme. In particular to develop inclusive learning centres in the inner and outer areas of each wedge as we rebuild and refurbish schools. We see this as bridging a gap in the behaviour continuum at Key Stage 2 and supporting and strengthening the very good inclusion work which is already taking place. Inclusive learning centres will perform early preventative and restorative work and will impact on and improve the standards achieved at Key Stage 2. This will build a platform for improved outcomes at all key stages across the city.

School place planning will continue to be reviewed on an area basis, taking into account the birth rates and pupil distributions, accessibility and transport, equalities impacts, extended services plans, choice and diversity, and parental preferences. (Triggers for review remain areas with projections of more than 10% surplus/deficit places, or individual schools with 25% surplus/10% overcrowding) The process of option appraisal and public consultation will

continue to ensure opportunity for parental preferences to be expressed. Where additional places are required the competition process will allow for any interested parties to have their proposals considered. In addition to this detailed consultation on specific plans, consultation over the strategy itself has provided the opportunity to encourage parents to express their preferences, and to explore interest in providing particular types of school.

Continuing the rolling programme of area based reviews alongside the PCP will ensure that even if a school is not identified immediately as a priority action will still be taken to address surpluses.

Closure of Infant and Junior schools has not been a specific policy in Leeds. Amalgamations have been the outcomes of some reviews. A general presumption is made that for primary schools a maximum size of 2FE is preferred unless exceptionally there is clear local demographic pressure and parental support to sustain anything larger.

Where a school is identified as a priority primarily through its performance score, non capital solutions such as alternative governance may be more appropriate, such as trusts or federations.

Our strategy

Through a range of linked funding streams to the PCP, our strategy for meeting our aims will include:

- Meeting, or bettering, the DCSF output indicator of rebuilding the worst 5% of primary schools in terms of their condition. Our school rebuilding programme is continuing in the lead up to PCP with another new primary school to be handed over in June 2008 and a new 3 FE primary school with children's centre programme to start on site in late 2008 at a cost of £9million.
- Achieving transformational improvements to the learning environments across at least 50% of our primary schools over the period of the programme.
- Giving pupils have access to 21st century styles of teaching and learning, supported by technologies that are flexible and adaptable so as to ensure that they will accommodate the education landscape as it evolves.
- Providing e-confident schools, which will promote enhanced thinking, collaborative working, community cohesion and where ICT is embedded in all teaching and learning.
- Continuing our programme of removing long term temporary classrooms through redesigning or extending school buildings.
- Continuing to invest in improving school kitchens, thus making a direct contribution to the Healthy Schools Initiative.
- Continuing to explore innovation in procurement and construction to achieve best long term value in our primary school investment. In structuring any major projects, and in direct application to new schools, we will adopt wherever possible a "spend to save" approach ensuring that whole life costs are considered alongside capital costs. This approach will accord directly with our aim to meet the government's ambition for all public buildings to be zero carbon from 2019. Systematic post completion and post occupancy evaluation of our new buildings will provide much of what we need to know in order to meet the 2019 target.
- Continuing our support for primary schools which are not likely to receive major funding through being in the top 50% of our estate. This support will consist of assisting them to prepare and implement their Premises Development Plans, advising them of the most appropriate use of their Devolved Formula Capital and Revenue budgets and offering them the continued opportunity to bid for funding support on their priority condition projects through the continuation of our SCIP initiative. We will also ensure that our ICT strategic partnership produces guidance and support for these schools in making sound ICT investment decisions in support of wider transformation in teaching and learning.

- Applying best practice in terms of our project solutions. We will continue to engage through our existing local authority networks to view and experience new projects across the country and will openly invite authorities to share our extensive project experience. We will actively continue to consider the potential for offsite construction to deliver the modern buildings agenda, thus extending the work we already deliver at a number of primary schools in Leeds.
- Ensuring Children and Young People's participation and influence on designs and facilities using the Design Quality Indicator (DQI) initiative, including a children's questionnaire, currently being piloted in EL, as well as the broader frameworks for consultation and participation developed by EL and Children's services.
- Piloting our evaluation of impact on outcomes for children and young people as a direct or indirect result of improved learning environments.

ICT Strategy in PCP

We recognise that ICT and e-learning is an element of wider learning and is one of many contributing factors to school improvement and improved outcomes for children and young people. There are clear advantages to using technology in a wide variety of areas, from inclusion to attainment. We see e-learning contributing significantly to the wider vision for learning and the vision for learners, two sides of the same broader learning environment vision.

We aim to develop e-confident learners. These are learners who are: safe; informed; discerning; creative; collaborative; independent; and flexible users of technology to support their learning. Doing this will contribute significantly to children and young people's ability to acquire new skills and adapt to the changes in society and the workplace they will see in their lifetime. This will lead to better life chances, increased competitiveness in the global economy and job market and the power to make choices and decisions about their life.

Leeds' common digital infrastructure, the Leeds Learning Network allows teachers and pupils to access learning anywhere and at anytime and promotes and supports the sharing of resources and collaboration across and beyond the City.

Our strategic partner for ICT in BSF, Research Machines (RM) are working with schools to ensure they use all available funding creatively to deliver transformation in education through better use of technology. This involves supporting the development of the Leeds Learning Platform, identifying and sharing outstanding practice in ICT from within and beyond Leeds. RM and Education Leeds are working in partnership to identify the best affordable new technology which will enhance the options available to schools with no additional capital funding for ICT.

Education Leeds and RM are working together to actively promote and support schools in using the BECTA Self Review Framework as a means of delivering improvement in the whole school development of ICT and e-learning. Using the BECTA Self Review Framework will ensure that schools plan for and develop their use of ICT resources in a sustainable and systematic way.

4. APPROACH TO CHANGE

Capacity to deliver

Education Leeds is in a strong position with regards to its readiness to deliver the PCP. Education Leeds has an impressive track record of delivering capital investment in its school estate and has invested in an experienced client team across significant sized programmes such as:

- Capital programme (c £40m pa, and c £40m devolved to schools);
- Wave 1 BSF (c £262m);
- PFI, 24 operational schools (c£26,780,097m),

to ensure the representation of client needs, full stakeholder consultation and engagement and project management. The Client Team has wide ranging experience and is Prince2 (*Projects in a Controlled Environment 2*) and MSP (*Managing Successful Programmes*) accredited. It works actively with neighbouring authorities in the national Education Building Development Officers Group (EBDOG) regional network for Yorkshire and Humberside and is represented at senior level on the national EBDOG Standing group, already working with DCSF, building capacity and sharing good practice.

During development of PCP and individual projects, all EL teams will input to ensure that underperforming schools continue to be challenged and supported and that teaching and learning is transformed and adapts to the new build environment and adds value. For example, during implementation, the Organisational Change Team will support schools in significant change management and the National Strategies and School Improvement Advisors will offer guidance on curriculum and organisation matters.

The authority team also draws on the services of the LCC Public Private Partnership Unit's financial, legal, and technical expertise, and the LCC framework/long term partners for Legal (Dibb Lupton Alsop Piper), Financial (Price Waterhouse Cooper), and Technical advice and services (ECHarris).

Programme approval and management

The strategy for change has been identified through the comprehensive LCC approval process. The formal approval process is outlined at Appendix 3. The Diocesan Authorities and the majority of schools (appendix 8) have all endorsed the strategy.

The EL Capital Projects Board (CPB) will constitute the Programme Board for PCP. Representation on the CPB at senior and executive officer level includes Early Years, Inclusion, Resources, School Organisation, Estates Management, PFI and the board is chaired by the Director of Learning Environments and Planning. The majority of the PCP's sponsors sit on this board and also on other Programme Boards such as Children's Centre, Inclusion, BSF/PFI, LEP and LCC/EL officer committees such as Children's Services Asset Management, LCC Asset Management Group and Extended Services. This will ensure joined-up communications, strategy 'read across' and the potential for maximising joined-up funding potential.

EL's annual capital programme is approved annually by the LCC Executive Board and as there is already a strong commitment as well as custom and practice in joining up elements intent is to join-up elements of the capital programme funding, this will ensure continued senior officer commitment and ensuring the annual focus of PCP continues to deliver the priorities of the EL and National PCP. The overall capital programme is supported by the EL Deputy Chief Executive who acts as Project Sponsor.

The programme management of PCP will be according to the MSP methodology, with key elements of programme planning, stakeholder, benefit and risk management. It will be the responsibility of the Learning Environments service, which also manages the significant traditional capital, BSF, PFI and inclusion estates programmes. The programme will be risk managed but a risk assessment of the delivery of the SfC has also been undertaken as required by the guidance (c.f. appendix 4.)

Programme benefits and project objectives, performance measurement

Specific objectives will be designed for each project developing benefits from the above aims to an appropriate level of detail. 'Performance measurement will draw on The New Performance Framework for Local Authorities and Local Authority Partnerships: Single Set of National Indicators.' Where appropriate these will be complemented by local performance indicators.

Evaluation in respect of the programme and individual projects will take place at three levels.

In respect of the overarching aims and key objectives of the programme outcomes will be reported to CPB. The evaluation of these high level outcomes will be reported to the EL Board and LCC, and tested against the business case.

Secondly, against the operational project outcomes evaluation by the CPB will assess that benefits continue to be achieved in accordance with the benefit realisation plan. Issues and outcomes will be included in the reports to EL Leadership team, EL Board and LCC as appropriate.

Thirdly, individual projects of £2m and above will undergo full post project evaluation, including DQI outcomes. Whilst the collation of the full report will be 'post project' nevertheless the identification of lessons learned will be throughout the project. Projects of less than £2m will as a baseline generate lessons learned reports.

All evaluation outcomes will feed into future design and good practice disseminated. The objectives identified for each project will in part be project specific, but will also be guided by priorities and activities in the key strategic, team and service plans, which are subject to a thorough and rigorous quarterly monitoring and evaluation process, including detailed reporting to Leadership team, Executive team and the EL Board

Criteria for investment

The methodology for prioritising schools for investment within the PCP (c.f. appendix 6.) is based on three criteria:

- 1) Performance of schools: these are the elements to this criterion – the frequency of being below floor targets, average Continual Value Added (CVA) over the last three years, and the authority's school improvement policy category for the school. These elements are all weighted equally.
- 2) Deprivation: using the DCSF tax credit measure
- 3) Asset management: there are three elements, surplus / deficit places, condition and suitability. These elements are weighted at a ratio of 10:60:30.

The three criteria have been weighted overall in terms of importance, at a ratio of 20:20:60. It is intended that this prioritisation methodology will also be used to prioritise schools for development via capital funding, and will ensure the join-up of primary related capital funding to achieve more over the 14 year PCP.

Achieving educational transformation

Innovative and flexible design which reflects transition, curriculum and a range of other school improvement issues is central to achieving this vision. If schools are to be significantly better they must be significantly different. The answer lies in new institutional models that recognise the nature of learning and the nature of the learner. We need to build sustainable local schools working at the heart of their communities.

Personalisation

The Leeds learner entitlement sets out what children in Leeds aged 0 to 19 can expect from learning providers. At the heart of the entitlement is a personalised approach to learning that tailors support and provision to the particular needs of the child. The roll out of the electronic individual learning plan will support the entitlement by using state of the art technology to provide all children and young people with an individual and personalised learning plan.

Innovative and flexible buildings design and utilisation of ICT will assist the personalisation agenda, helping to provide the infrastructure and tools to enable all children and young people to have access to:

- learning experiences and pathways that deliver outcomes appropriate to their prior attainment
- an individual learning plan to record the outcomes of their own reflections and the results of learning conversations

- an adult who they know and trust who can act as an advocate or coach for their learning and with who they will regularly have conversations about their learning

ICT

As a wave 1 BSF authority, EL has a strategic ICT partner in RM, supporting schools in developing technological solutions, wireless connectivity and supporting personalized learning. RM has a contractual input as advisers to schools and the authority on designing schools and input from both a technology and educational perspective.

Again, the model used to determine ICT provision in BSF is transferable to any school and is one which EL supports. The model is an education-led process starting from the school's vision and ending ultimately with a technology investment programme which is clearly costed and covers several years, reutilising where possible, current infrastructure or that which is available citywide. Other citywide projects such as data management, the corporate communications technology procurement, the RM catalogue and other frameworks for purchasing, give all schools good prices and guarantees of best value. Primary schools linked to BSF secondaries are already working with RM to develop appropriate support models for ICT.

Design

EL has a good track record of awards in respect of both its traditionally procured and more recently PFI schools. There is a process of post project evaluation from which lessons learned and good practice aspects of design are disseminated to inform future projects. Current projects are being taken forward on aspects of design briefing such as kitchens and primary-age PRUs or inclusive learning centres, which will be used to inform the priorities of PCP.

EL has commenced to use DQIs on recent capital projects and has appointed a DQI champion/lead who is currently developing a children's questionnaire for use with pupils to inform the design brief. There is collaborative work across programmes to define the most effective way to engage pupils as stakeholders, and the BSF Team recently held 'Design Festivals' for phase 1 BSF with positive outcomes. It is our intention to use DQIs on future projects of significant value. The rollout of DQIs across Primary Capital projects will include parents on the respondent group. Otherwise consultation with parents will be via the customary communication channels of school newsletters, governing body meetings and parents' evenings. This consultation and involvement will use the experience of pupils and parents to transform the educational outcomes.

A Communication plan has defined the consultation process with stakeholders underpinning the PCP Sfc (c.f. appendix 7.) To summarise, consultation has been undertaken and will continue with all schools, a focus group of Headteachers contributing to the formulation of the strategy, Primary Headteacher Forum, Headteacher Forum, Schools Forum, Governor Forum, Families of Schools Clusters, and the four Diocese and Jewish faith school in Leeds. Approval has been obtained for the strategy from the majority of schools and can be evidenced at appendix 8 which gives a summary of formal consultation responses.

The Client Team has two accredited Building Research Establishment Environmental Assessment Method (BREEAM) assessors and is building capacity and expertise to apply BREEAM to all capital projects over a value of £1m, aiming to achieve a rating of at least 'very good' in complete rebuilds and 'good' in major refurbishments.

The aim for projects within the PCP is to achieve high access for all rebuilds, and high care for new/rebuilt inclusion facilities, as in phase 1 BSF. There has been consultation with the Access Strategy Group over the joining up of funding streams to optimise investment through PCP whilst still retaining the flexibility to respond to the needs of individual children.

Scope of the PCP and Finance

With 226 primary schools, SILCs and PRU, the scope of the output targets for Leeds (replacement of 5% or 11 worst condition schools, and 50% or 113 to be rebuilt, refurbished, remodeled) means that this will not be achievable through PCP alone during the 14 year programme.

EL expects to continue to receive comparable levels of capital allocation in subsequent years schools outside of the primary capital programme funding also will receive comparable levels of DFC. Consultation with schools has addressed the requirement for contribution of DFC to maximize investment.

VA schools have been included in the prioritisation methodology. It is assumed that capital allocations for voluntary aided schools will continue at comparable levels. Consultation has taken place with the Diocesan representatives from regarding how the 10% contributions may be managed and the implications for LCVAP. However, it is imperative that the issue of VAT liability is resolved nationally in order that this does not reduce the availability of needed funding for the programme.

EL and LCC will continue to join up and optimise available funding wherever possible such as access initiative, extended schools and phase 3 Sure Start/Children's Centre funding where projects can be designed to deliver multiple outcomes and achieve economies/efficiencies and planning/spend timeframes allow.

Procurement

As a wave 1 BSF authority, EL/LCC have an established LEP, Environments 4 Learning comprising partners, Interserve, Mott MacDonald, Barclays and Cambridge Education, and has already commenced to work together to streamline new project procedures for the delivery of business funded from the capital programme under exclusivity and potentially otherwise. The existence of the strategic partnership with RM for ICT means that the Council has in place a suitable established contract to continue to expand the high quality ICT provision available and developed for BSF.

EL also has the option of using the LCC Strategic Design Alliance Partnership, comprising the LCC former in-house team of architects, engineers and surveyors and private partner, Jacobs Babbie. This is an established and award winning partnership.

EL and LCC have significant experience of PFI procurement and acknowledge that is an option, whilst mindful that project values are likely to make other routes better value.

EL has significant experience in developing and managing projects with partners through shared governance and accountability arrangements. We would expect PCP to benefit from that approach.

5. INITIAL INVESTMENT PRIORITIES

Priorities in the first four years

It is intended to focus on the following priorities over the first four years of the programme subject to continuation of Primary Capital funding at the current level:

- i. Rebuild three new primary schools as part of the overall 5% rebuild programme including the infrastructure to enable e-learning.
- ii. Deliver packages of works in the following areas: mechanical and electrical; roofing; and external walls and windows towards the 45% target of refurbishing

and remodelling.

- iii. Deliver the inclusion agenda in relation to SEN (LILS strand 2) by developing specialist SEN provision within primary schools and by rationalising and improving the existing SILC provision across the City.
- iv. Deliver the inclusion agenda in relation to the behaviour continuum (LILS strand 3) by developing inclusive learning centres in the inner and outer areas of each geographical wedge of the city, as we rebuild and refurbish schools.
- v. Rationalise school places through opportunities identified utilising the prioritisation methodology.
- vi. Respond to the demand for places as effected by regeneration in the EASEL area as a priority.
- vii. Deliver learning transformation by designing flexible spaces; supporting the use of ICT; co-locating services for children; improving kitchen, dining and external play facilities and removing poor condition, unsuitable or surplus temporary accommodation.

First two years' programme

The prioritisation methodology, as attached at appendix 6, has been used to inform the programme for 2009/11. It produced a clear prioritisation of schools in terms of the three needs led criteria aggregated into an overall score. In preparing the potential programme for 2009-11, further analysis of the highest scoring 20 schools has been undertaken through the following steps:

- i. Identification of new build potential projects in order to deliver to the 5% target, using a threshold of 85% against the condition measure within the AMP data.
- ii. Prioritisation of the three new build projects for 2009-11 from the six identified in (i) using the surplus place measure (threshold = 50) and consultation with the Dioceses.
- iii. Focussing on large scale refurbishment, identify through the surplus place and condition measures, school projects against the remaining budget.

Six projects, and two inclusive learning centres, have been identified through this approach for 2009-11.

Given the funding envelope, there are a number of reasons why some of the prioritised schools cannot be progressed earlier:

- requirement for statutory consultation could not be progressed in this timescale;
- ongoing area reviews of provision;
- discussions with Diocesan authorities and their strategic prioritisation of VA estate;
- lack of clarity at this stage around the demographics in predominantly the EASEL, but also other Leeds regeneration areas; or
- land acquisition/site issues of complexity which will take longer than two years to resolve.

However, we will undertake the necessary actions to take these forward as appropriate in subsequent stages of the programme. Work will commence on the programme for years 3 & 4 and will focus on the priorities in appendix 6. It will for instance, rationalise surplus places through an infant and junior amalgamation, deliver to LILS in South Leeds and address the next phase of EASEL requirements.

The table below presents the schools with which we intend to progress discussions to form the list of potential projects during the first two years of the programme. We will continue to scope the cost base for a list of potential projects and whilst the indicative cost exceeds £19.1million this is underpinned by our commitment to contribute from our main programme

funding. At this stage, the project scope is informed by building needs alone but will be developed in relation to the specific aims outlined in the strategy.

Our commitment to supplement the PCP funding and join up other funding streams will enable us to achieve, or better the outcomes across our primary estate. Over the current spending review period, and based on our indicative funding allocations, we will contribute a minimum of £2million per year across this initial period. Subject to future levels of modernisation and PCP funding, we aim to at least match this level of contribution across the duration of the programme.

PROPOSED PROJECTS FOR YEARS 1 AND 2 OF THE PCP 2009-11

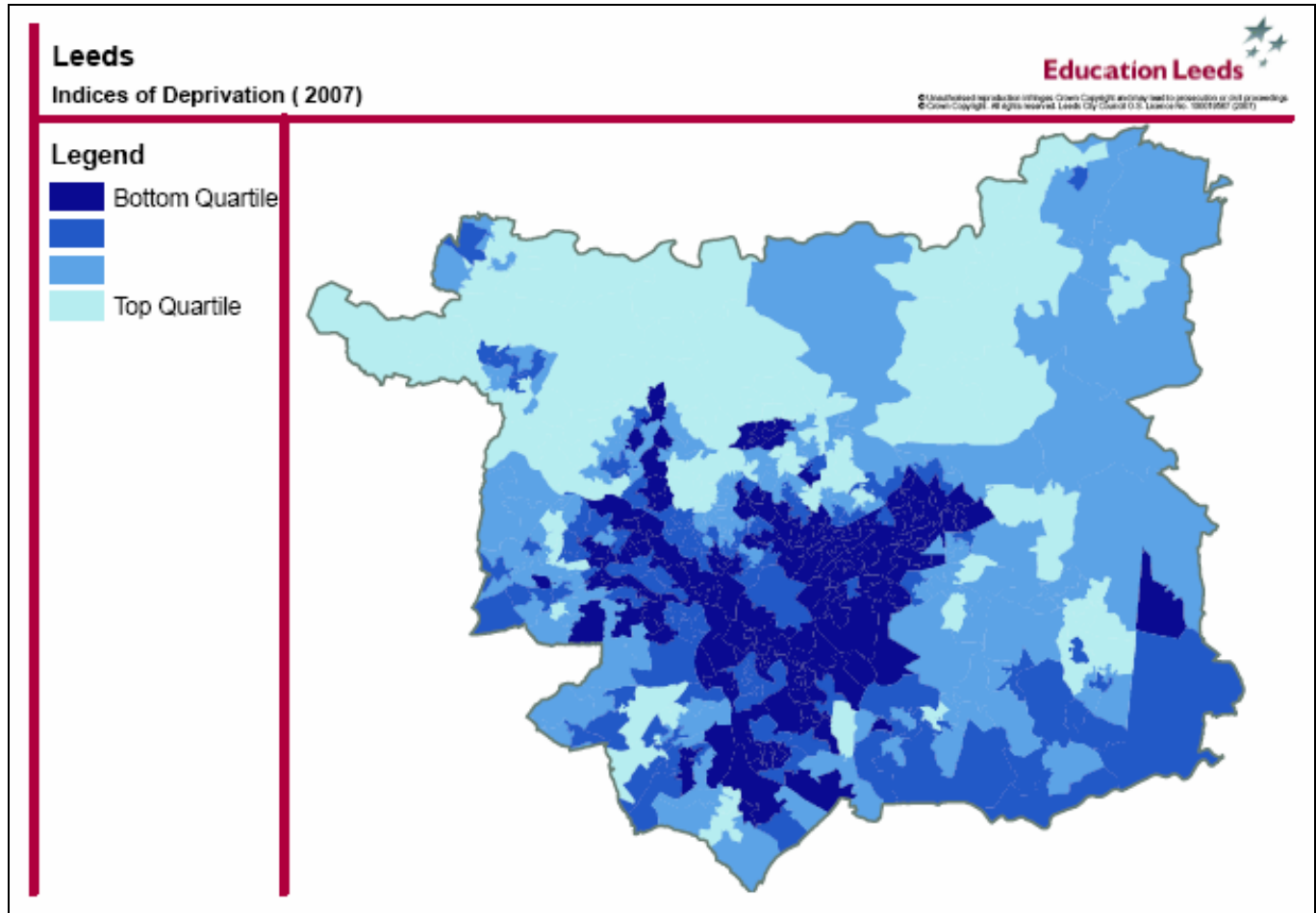
DCSF No.	School	Form of Entry	Type of Project: New Build /Refurbishment (At this stage scope of project is informed by building needs alone)	Additional Places Provided or Surplus Places to be Removed as a Result of the Project	Estimated Start on Site and Completion (Very high level at this stage)	Latest Available % of Pupils Achieving Level 4+ in English and Mathematics 2006/07	Estimated Costs
2328	Swillington Primary	1FE	New Build	-30	Feb 2010 – April 2011	English 73% Maths 48%	£4,103,000
3363	St Peter and Paul	1FE	New Build	-32	Feb 2010 – April 2011	English 97% Maths 97%	£4,822,000
2451	Richmond Hill	2FE	New Build	+210	Sept 2010 – Mar 2012	English 70% Maths 88%	£6,791,000
2336	Gildersome	1FE	Refurbishment	0	Feb 2010 – March 2011	English 86% Maths 73%	£2,479,000
2499	Greenhill	1.5 FE	Refurbishment	-47	Feb 2010 – Aug 2011	English 77% Maths 56%	£3,128,000
2327	Oulton	2FE	Refurbishment	0	Feb 2010 – Aug 2011	English 73% Maths 70%	£4,817,000
	Inclusive learning centre – Site to be agreed		New Build / Refurbishment	0	April 2009 – Sept 2011		£294,000
	Inclusive learning centre – Site to be agreed		New Build / Refurbishment	0	April 2009 – Sept 2011		£294,000
						TOTAL	£26,728,000.00

GLOSSARY

AMB	Area Management Board
AMG	Asset Management Group
BESD	Behavioural Emotional and Social Difficulties
BME	Black and Minority Ethnic
BREEAM	Building Research Establishment Environmental Assessment Method
BSF	Building Schools for the Future
CPB	Capital Projects Board
CVA	Contextual Value Added – measures performance at the end of a key stage, taking into account prior pupil attainment and social context.
CYPP	Children and Young People’s Plan
DCSF	Department for Children, Schools and Families
DFC	Devolved Formula Capital
DfES	Department for Education and Skills
DLA	Dibb Lupton Alsop Piper
DQI	Design Quality Indicator – framework for stakeholder consultation and involvement in design
EASEL	East and South East Leeds Regeneration Area
EBDOG	Education Building Development Officers Group
ECM	Every Child Matters
EL	Education Leeds
FE	Form of Entry = 30 pupils
FSM	Free School Meals
ICT	Information Communication Technology
liP	Investors In People
IMD	Index of Multiple Deprivation
KPI	Key Performance Indicator
KS	Key Stage
LA	Local Authority
LCC	Leeds City Council
LCVAP	Locally Controlled Voluntary Aided Programme
LILS	Leeds Inclusive Learning Strategy
MSP	Managing Successful Programmes
OfSTED	Office for Standards in Education, Children’s Services and Skills
PCP	Primary Capital Programme
PE	Physical Education
PFI	Private Finance Initiative
Prince2	Projects in Controlled Environments version 2
PRU	Pupil Referral Unit
PWC	Price Waterhouse Cooper
RM	Research Machines
SCIP	Schools Capital Investment Partnership
SEAL	Social and Emotional Aspects of Learning
SEED	Government Seed Corn Challenge Initiative
SEN	Special Educational Needs
SfC	Strategy for Change
SILC	Specialist Inclusive Learning Centre
SOAs	Super Output Areas – Discrete geographic area of approx. 1500 people used to analyse census data.
SSE	Education Leeds School Improvement Advisory category as regards school performance
StoP	Statement of Priorities
VAT	Value Added Tax

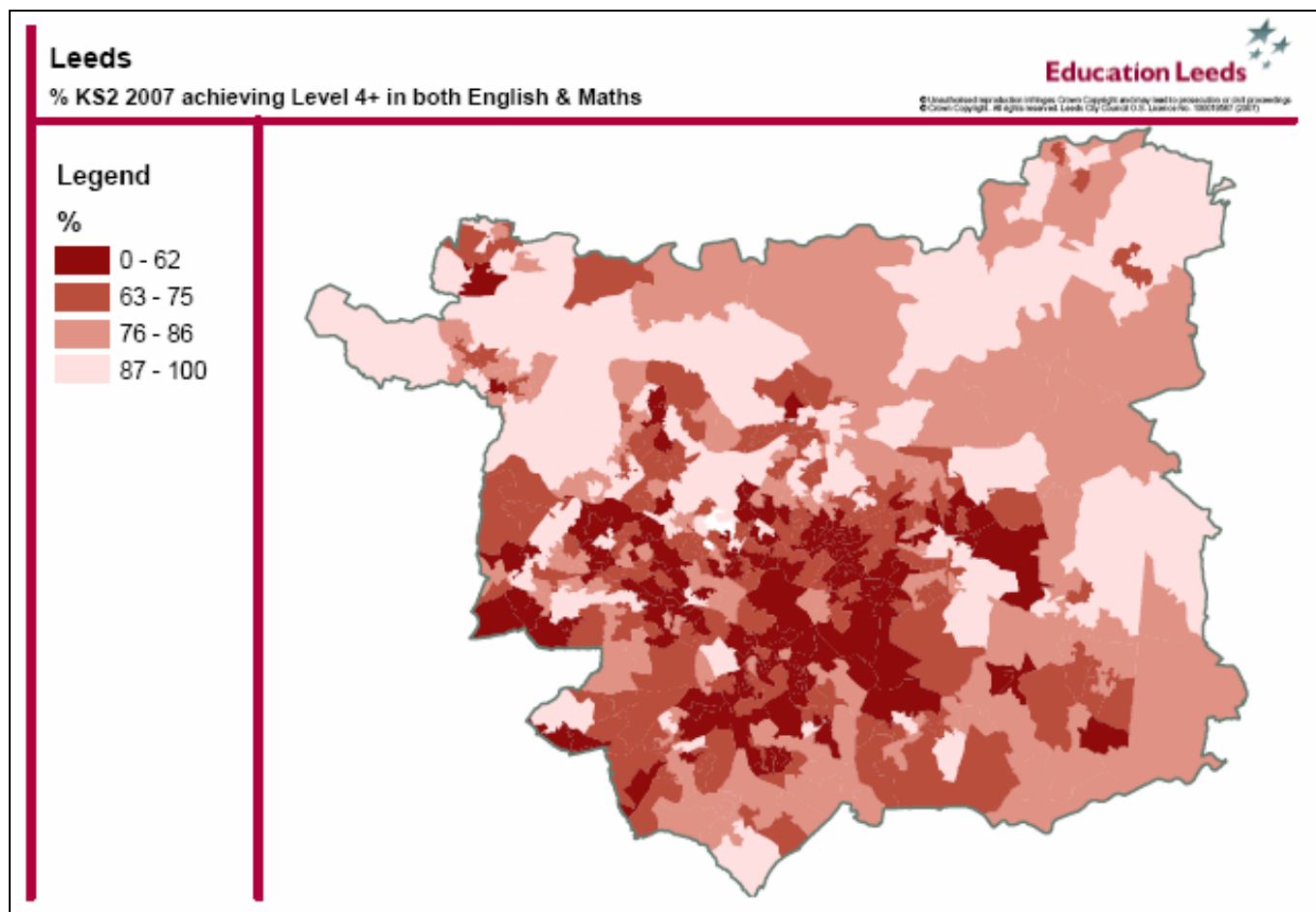
APPENDIX 1

AREAS OF DEPRIVATION ACROSS LEEDS



APPENDIX 2

KEY STAGE 2 ATTAINMENT ACROSS LEEDS



APPENDIX 3

PCP SfC APPROVALS PROGRAMME

Date	Approval Authority
16/06/08	Submission to Department Children, Schools and Families
11/06/08	Submission to Leeds City Council Executive Board
11/06/08	Submission to Education Leeds Board
13/05/08	Submission to Leeds City Council Corporate Leadership Team
06/05/08	Papers for Leeds City Council Executive Board
06/05/08	Papers for Leeds City Council Corporate Leadership Team
02/05/08	Submission to Education Leeds Executive Team
28/4/08	Submission to Education Leeds Leadership Team
25/04/08	Submission to Leeds City Council Asset Management Group
24/4/08	Papers for Education Leeds Executive Team
24/4/08	Papers for Education Leeds Leadership Team
22/04/08	Submission to Leeds City Council Children's Services Leadership Team
14/04/08	Papers for Education Leeds Board
11/04/08	Papers for Leeds City Council Asset Management Group
04/04/08	Submission to Education Leeds Executive/Leadership Team
28/03/08	Papers for Education Leeds Executive/Leadership Team
27/03/08	Submission to Education Leeds Capital Projects Board
20/03/08	Papers for Education Leeds Capital Projects Board

APPENDIX 4

PCP SfC RISK ASSESSMENT REGARDING DELIVERY

HAZARD OBSERVED	WHO MAY BE HARMED?	RISK RATING BEFORE CONTROLS CONSEQUENCE X LIKELIHOOD =	CONTROL MEASURES	RISK RATING AFTER CONTROLS CONSEQUENCE X LIKELIHOOD =	CONTROL MEASURES BY: INITIAL
Tight timeframe/ deadline for submission of SfC	Schools Pupils Community Diocese Lead service/ officers	Extremely harmful x possible = substantial	Identification of EL/LCC approvals ladder and programme Awareness raising of all contributory parties/services as regards deadlines/approvals ladder deadlines Senior officer prioritisation within lead service	Extremely harmful x unlikely = moderate	Charlotte Foley (CF)
Tight timeframe for consultation	Schools Diocese	Slightly harmful x likely = moderate	Robust and transparent methodology mitigates objections schools could have Consultation with Primary Forum before school consultation Consultation with Focus Group of representative Headteachers before school consultation Consultation with Governor Forum before school consultation Consultation/briefing with Diocese(s) before school consultation	Slightly harmful x likely = moderate	CF
Tight timeframe for consultation	Lead service/ officers	Extremely harmful x likely = unacceptable	Robust and transparent methodology mitigates objections schools could have Consultation with Primary Forum before school consultation Consultation with Focus Group of representative Headteachers before school consultation Consultation with Governor Forum before school consultation Consultation/briefing with Diocese(s) before school consultation Senior officer prioritisation within lead service	Slightly harmful x likely = moderate	CF
Impact of timeframe for consultation on obtaining support from majority of schools	Schools Pupils Community Diocese Lead service/	Extremely harmful x likely = unacceptable	Robust and transparent methodology mitigates objections schools could have Consultation with Primary Forum before school consultation Consultation with Focus Group of representative Headteachers before school consultation Consultation with Governor Forum before school consultation	Slightly harmful x possible = acceptable	CF

	officers		<p>Consultation/briefing with Diocese(s) before school consultation</p> <p>Clear communications with schools about consultation</p> <p>Geographical briefing meetings in addition to paper consultation</p> <p>Running consultation and approvals processes in tandem, with crossover to give a reasonable timespan for schools to respond</p>		
Not obtaining Diocesan endorsement	Schools Pupils Community Diocese Lead service/ officers	Extremely harmful x unlikely = moderate	<p>Robust and transparent methodology mitigates objections schools could have</p> <p>Preparedness of EL/LCC to fund projects at VA schools</p> <p>Consultation with Primary Forum</p> <p>Consultation with Focus Group of representative Headteachers</p> <p>Consultation with Governor Forum</p> <p>Consultation/briefing with Diocese(s) throughout</p> <p>Consultation with all primary schools</p>	Extremely harmful x unlikely = moderate	CF
Not obtaining LCC Executive endorsement	Schools Pupils Community Diocese Lead service/ officers	Extremely harmful x unlikely = moderate	<p>Robust and transparent methodology mitigates objections schools could have</p> <p>Consultation with Primary Forum</p> <p>Consultation with Focus Group of representative Headteachers</p> <p>Consultation with Governor Forum</p> <p>Consultation/briefing with Diocese(s) throughout</p> <p>Consultation with all primary schools</p> <p>Approval by EL/LCC committees as per approvals ladder</p>	Extremely harmful x unlikely = moderate	CF
Not obtaining support of the majority of schools	Schools Pupils Community Diocese Lead service/ officers	Extremely harmful x unlikely = moderate	<p>Robust and transparent methodology mitigates objections schools could have</p> <p>Preparedness of EL/LCC to fund projects at VA schools</p> <p>Consultation with Primary Forum before school consultation</p> <p>Consultation with Focus Group of representative Headteachers before school consultation</p> <p>Consultation with Governor Forum before school consultation</p> <p>Consultation/briefing with Diocese(s) before school consultation</p> <p>Clear communications with schools about consultation</p> <p>Geographical briefing meetings in addition to paper consultation/consultation with all primary schools</p> <p>Running consultation and approvals processes in tandem, with crossover to give a reasonable timespan for schools to</p>	<p>Extremely harmful x unlikely = moderate</p> <p><i>Only remains extremely harmful if DCSF continue to require support of majority of schools as opposed to majority of schools responding to the consultation if all reasonable attempts have been made to consult/solicit</i></p>	CF

			respond	<i>responses</i>	
Organisational capacity to deliver	Schools Pupils Community Diocese Lead service/ officers	Extremely harmful x possible = substantial	Senior officer prioritisation within lead service	Extremely harmful x unlikely = moderate	CF

APPENDIX 5

PCP HIGH LEVEL PROGRAMME BENEFITS

- Improved performance/raised standards
- Improved most deprived schools
- Worst (5%) schools rebuilt
- Worst (50%) condition improved
- Maximised/rationalised school places
- More suitable learning and teaching environments
- Locality based inclusion provision (SEN and behaviour)
- Co-location of services
- Healthier schools (physical activity and healthy eating)
- Improved ICT facilitating personalisation
- More flexible designs/spaces supporting personalisation
- More transformational designs
- Increased number extended schools/extended services
- More accessible schools (for the disabled)
- VFM investment
- Children and Young People's influence on designs/facilities
- Sustainability and environmental awareness
- Improved staff facilities that promote remodelling workforce

APPENDIX 6

PRIORITISATION METHODOLOGY

The prioritisation methodology ensures a coherent categorisation of all schools against criteria of need. The prioritisation methodology produces a score for each school, up to 100, which is used in the strategy to determine the programme of work and resource allocation.

The three criteria used in the methodology are Performance, Deprivation and Buildings Related Issues. Each of these criterion is scored out of a potential 100, with the highest scores indicating greatest need.

The methodology assumes greater importance for the building measure than the performance and deprivation criteria. So in calculating the final score for a school, the three criteria performance, deprivation and buildings are weighted in the ratio of 20:20:60.

The detailed scoring methodology for each criterion is as follows:

Performance

The performance criterion is comprised of three separate measures. Pupil progress (CVA), school outcomes and school improvement category.

Each of these measures is considered to be equally important. The scoring system for each measure is:

- i. Years below floor target: 0 = 25 points, 1 = 50 points, 2 = 75 points, 3 = 100 points.
- ii. CVA score is a three year average: 100 or more = 25 points, 99.5 to 100 = 50 points, 99 to 99.5 = 75 points, below 99 = 100 points
- iii. School Improvement policy category: 1 = 25 points, 2 = 50 points, 3 = 75 points, 4 = 100 points.

The following assumptions have been made:

- Where data are missing it is assumed there are no performance issues, ie 25 points have been allocated to each as if CVA of 100 or more, 0 years below floor targets, and School Improvement policy category of 1. Reasons for missing data are:
 - Infant Schools have no CVA or years below floor targets as these measures only apply at KS2.
 - Schools have cohorts too small to publish CVA data
 - New schools have not yet generated data
 - SILCs have no comparable nationally agreed, robust indicators

The range of possible scores is 100 to 25.

Deprivation

Local Authorities have been required to use the DCSF's deprivation indicator, which is a tax credit based measure. It relates the addresses of pupils at each school to data on levels of various tax credits claimed at postcode/Super Output Area level. It produces a percentage measure, for each school where high percentages reflect high levels of deprivation.

The range of scores for Leeds schools is 92% to 13%.

The following assumption has been made:

- In respect of new schools an average of the predecessor schools' scores has been used.

Information on free school meals (FSM) has also been presented for each school. The percentage of FSM up to 20% (city average) = 25 points, up to 30% = 50 points, up to 45% = 75 points, over 45% = 100 points.

Buildings Related Indicator

This indicator comprises three separate measures – sufficiency, condition and suitability of the accommodation. The weightings given the three measures are: sufficiency 10%; condition 60%; suitability 30%. Each of the three measures are scored in the following way:

- i. Sufficiency: more than 10% overcrowding = 50 points, -10% to +10% surplus places = 25 points, 10% to 25% surplus places = 50 points, >25% surplus but <30 absolute places surplus = 75 points, 25% surplus and >30 absolute places surplus = 100 points. (The bands are based on DCSF guidelines, and PLASC 08 data.)
- ii. Condition: cost of priority 1-3 works per m². The most expensive in proportion to floor area scores 100 points, with all schools scoring in proportion according to condition score.
- iii. Suitability score per m²: the most significant issues in proportion to floor area score 100 points, with all schools scoring in proportion according to suitability score. (The condition and suitability scores are the calculations proposed by the DCSF)

From the calculations the overall indicator has a range of scores between 78 and 3.

Condition and suitability data are coded green if based on a survey less than two years old, amber for 2-4 years, and red for over 4 years old. The date of the net capacity calculation which determines sufficiency is also coded in the same way.

The following assumptions have been made:

- No data is assumed for schools with missing data, i.e. there are no unsubstantiated scores. PFI and new schools will not have a complete dataset.

The scoring methodology results in decimal place scores and not in absolute values, however the scores are shown in rounded form.

Key to colour coding of schools

Blue font = schools in the EASEL regeneration area

Green background = new schools/PFI schools

Grey background = a major project is currently being delivered

There is a key of colour coded bands indicating deliverability issues in respect of the first four years of the programme

The prioritisation is encapsulated in an excel spreadsheet which is attached as a separate document.

APPENDIX 7

COMMUNICATIONS PLAN EXTRACT

Party/Stakeholder	Information Provider	Information/Message	Medium	Timeframe/ Repeat Frequency	Outcome
Capital Projects Board	Charlotte Foley/ Tony Palmer	Update on process	Verbal Supporting papers	27/03/07	Approval
		Discussion/agreement of prioritisation Methodology		23/05/07 monthly	
		Company priorities	Draft SfC Consultation papers	27/03/08	Approval
		Consultation mechanisms Joined up funding implications Final draft		22/04/08	
Final draft SfC and projects		27/05/08	Approval		
EL Leadership Team/EL Executive Team	Shirley Parks/ Jackie Green	Update on process/ prioritisation methodology	Verbal	08/06/07	Approval Information
		Update on company priorities and consultation mechanisms		Ad hoc updates at weekly meetings 17/3/08	
Final Draft SfC and projects		28/04/08	Approval		
02/05/08					
EL/LCC Officer PCP Steering Group	Charlotte Foley	Agreement on prioritisation methodology, Company priorities, consultation mechanisms, Joined up funding implications	Verbal Supporting papers	19/12/07 04/01/08 14/01/08 08/02/08 14/03/08	Agreement/ Information
Primary Headteacher Forum	Charlotte Foley	Update on process/prioritisation methodology	Verbal Supporting papers	28/11/07	Consultation
		Update on company priorities and consultation mechanisms		06/02/08	
		Outcomes school consultation Final draft SfC and projects		19/03/08 07/05/08	

Party/Stakeholder	Information Provider	Information/Message	Medium	Timeframe/ Repeat Frequency	Outcome
Schools' Forum	Charlotte Foley	Update on process and progress Outcomes school consultation Final draft SfC and projects	Written Verbal Supporting papers	06/11/07 24/01/08 (06/03/08 cancelled) 15/05/08	Consultation
Diocesan Representatives/ Officers	Charlotte Foley	Update on process/prioritisation methodology Update on company priorities and consultation mechanisms Joined up funding requirement/10%/LCVAP	Presentation and verbal updates	15/01/08 05/03/08	Consultation
Individual Diocesan meetings	Charlotte Foley/ Tony Palmer/ School Organisation	Discussion projects and funding position	Verbal	17/03/08 03/04/08 17/04/08 23/04/08	Consultation
Heads Focus Group	Charlotte Foley/ Tony Palmer	Update on process/prioritisation methodology Update on company priorities and consultation mechanisms Joined up funding requirement/DFC Outcomes school consultation Prioritisation methodology & list 1 st 2 years' project list	Verbal Supporting papers	06/03/08 09/05/08	Consultation
Education Leeds Board	Charlotte Foley	Update and position paper	Verbal Supporting paper	12/03/08 16/04/08 11/06/08	Approval Endorsement
Governor Forum	Charlotte Foley Tony Palmer	Update on process/prioritisation methodology Update on company priorities and consultation mechanisms Joined up funding requirement/DFC Outcomes school consultation		20/05/08	
Written consultation with Chairs of Governors and members	Charlotte Foley	Draft SfC Consultation paper Priorities DFC	Written papers /individual emails/intranet	31/03/08 07/04/08	Consultation

Party/Stakeholder	Information Provider	Information/Message	Medium	Timeframe/ Repeat Frequency	Outcome
Geographical wedge-based School meetings	Charlotte Foley/ Tony Palmer/ School Organisation and School Improvement	Draft SfC Consultation paper Priorities DFC	Presentation and Written papers	08/04/08 09/04/08 10/04/08	Consultation
Written consultation with Schools and Diocese	Charlotte Foley	Draft SfC Consultation paper Priorities DFC	Written papers /individual emails/intranet	28/03/08 Deadline for responses 25/04/08	Consultation Approval
Schools' Bulletin	Tony Palmer	Update	Bulletin	April 08	Consultation
LCC Asset Management Group	Charlotte Foley	Update on programme, draft SfC and joined up funding/capital receipts proposal	Written paper and verbal presentation	25/04/08	Approval
EASEL Programme Board	George Turnbull	Draft SfC	Written paper	02/05/08	Consultation
LCC Children's Services Leadership Team	Chris Edwards/ Ros Vahey	Draft SfC	Written paper	12/05/08	Information and approval
LCC Corporate Leadership Team	Education Leeds (author Charlotte Foley)	Final draft SfC and projects	Written paper	13/05/08	Information and approval
LCC Executive Board	Education Leeds (author Charlotte Foley)	Final draft SfC and projects	Written paper	11/06/08	Endorsement
Governor Geographical Area meetings	Charlotte Foley	SfC, priorities and projects	Verbal	14, 15, 16, 17/07/08	Information

APPENDIX 8

SUMMARY OF FORMAL CONSULTATION RESPONSES

Schools were formally consulted on the strategy during 28 March to 25 April 2008 as part of a wider process of Stakeholder consultation...

Issue	Agreed Number	Agreed %	Disagreed Number	Disagreed %	Comments Number	Comments %
Support for SfC (Overall principles and priorities)	51	96	2	4	29	56
Relative importance and weightings of key criteria (Performance, deprivation, buildings related issues)	45	85	8	15	36	69
Priorities for first four years (Output indicators, Inclusion, rationalisation places, regeneration, transformation)	51	96	2	4	27	51
Acknowledged requirement for funding contributions (School DFC, VA GB/Diocesan 10%)	50	94	3	6	30	58

The outcomes of the consultation can be summarised as follows:

- 53 responses were received in total which is a 23% response rate. The summary above is based on the number of responses received from Schools (i.e. the percentages are based on the number of returns not schools consulted)
- 51 schools or 96% supported the strategy overall, evidencing the support of the majority required by DCSF.

Of the 2 responses disagreeing, the first was from a Chair of Governors, disagreeing 'only in part' because he did not accept that DFC should be contributed, the second was from a SILC which felt the implications for SILCs were not explicit enough and that there needed to be greater linkage between PCP and LILS.

- 45 schools or 85% agreed with the relative importance and weightings given overall to the key criteria in the prioritisation methodology of performance, deprivation, and buildings related issues (AMP data)

Of the 8 schools disagreeing with the relative weightings, 6 suggested buildings related issues should receive a higher priority/weighting (from 70-100%); 1 school

suggested that deprivation should be more important than school performance (25:15%); and 1 school suggested performance should be more important than buildings issues.

Whilst 8 schools disagreed with the weightings, the range of views/comments were as follows:

24/36 schools thought the weightings were 'fair'/'about right'

7/36 schools thought buildings related issues should be weighted higher

2/36 thought buildings related issues should be weighted lower

1 school/36 thought deprivation should be weighted higher

1 school/36 thought performance should be weighted higher

2/36 schools made comments about specific weightings within criteria

- 51 schools or 96% agreed with the seven priorities identified for the first four years of PCP (rebuilding schools; improvements and programmes of work; inclusion in respect of SEN and behaviour continuum; rationalising school places and in the EASEL regeneration area; achieving transformation by through aspects of design, facilities and advice/support on ICT)

Of the 2 responses disagreeing, one school felt 'sanitation' should be a major priority, and one Governor did not comment or give a reason for disagreeing.

- 50 schools or 94% acknowledged and agreed the contribution of DFC and in addition in the case of VA schools, the 10% governing body contribution which may be made by Governing Bodies or the Diocese, depending on the Diocesan authority

Of 3 responses registering disagreement, 1 Governor acknowledged the requirement but stated that he 'did not accept the premise' ; 1 school did not acknowledge the requirement but commented that LCC should provide increased funding through sale of assets, raised taxes or collocation of services on site; and 1 school felt the 10% contribution could disadvantage the trustees, although this is the Diocese which is willing to make this contribution on behalf of its schools, although the respondent perhaps did not realise this.

- Schools took the opportunity to make additional comments across the 4 key focuses within the consultation as follows:

Support for SfC:	29 schools or 56% of responses
Relative importance of key criteria:	36 schools or 69% of responses
Four year priorities:	27 schools or 51% of responses
Funding contributions:	30 schools or 58% of responses

- Comments have been diverse but tended to fall into the following categories:
 - support and approval of the importance attached to improving buildings
 - views on targeting deprivation
 - VA 10% funding contributions
 - level of SCIP funding during the programme
 - positive comments on the consultation briefings
 - comments in respect of inclusion provision
 - comments on specific aspects of building condition