

BUILDING SCHOOLS FOR THE FUTURE

STRATEGY FOR CHANGE PART 1

April 2009
V19



Section B: A Strategic Overview of School Provision

B1 Where We Are Now

1a Our Vision and Ambition

Kirklees is an ambitious four star council, which has successfully challenged and improved the standards of attainment and learning in recent years. However, in the face of broader challenges to our children and young people, we are now planning for a step change in attainment, achievement and aspiration. BSF will help us make this happen through a visionary and fully supported programme of change management and capital investment, which will transform the ways our young people learn, how our Centres for Learning are configured, managed and led, and the quality of our learning environments.

Our 5 key challenges

- Standards in schools are rising, but not fast enough.
- We have too many 16-19 year olds not in educational, employment or training
- We need more school places to support economic growth and population shifts in North Kirklees
- We have too many small schools and too many schools which are not full
- We need better facilities to support new ways of teaching and learning

What BSF will help us to do

We have looked across our Local Area Agreement, Council Ambitions, Corporate Priorities and Children and Young People Plan to identify how we can best use the opportunity offered by BSF to bring about the ECM outcomes.

BSF will enable us to drive forward an innovative change management programme to arrive at creative and energetic school leadership and governance fit for the 21st Century. It will also drive an extensive programme of curriculum design, helping us offer a broader and richer range of subjects and courses on offer, with students making the best use of ICT to give them more control over when, where and how they learn. New technologies and facilities will help us support a wide range of learning styles and remove some of the barriers to learning for those with special and additional learning needs. The programme will allow us to reduce

transitions between key stages by moving from three to two tier school arrangements, which will help maintain standards.

Centres for Learning will be larger than many of our existing schools; however well-structured pastoral systems will ensure all students benefit from support and care that meets their individual needs.

We will continue our partnership working with local Further Education and Higher Education providers to increase choice and opportunity for learners.

Schools will become Centres for Learning for everyone, at the hearts of their communities, stimulating knowledge and creativity, helping to drive local regeneration. They will promote a sense of belonging to local communities, and be a focus for local services such as parenting support and extended school services within and beyond the school day.

Through BSF we will create stimulating learning environments which can be used by all throughout the year, and develop the best possible outdoor spaces for learning, sports and recreation. Our school estate will have at least 30% lower carbon emissions than today.

How we will know if we have succeeded

Working with councillors, school leaders, partners, educational professionals and young people we are together building a New Shape for Learning in Kirklees, with personalisation at its heart. We have developed a bold **ambition**, against which we will measure our progress:

By 2018 Kirklees will be in the top performance quartile for attainment and progress. We will have met or exceeded all agreed targets across the full range of Performance Indicators. All learners will have equality of access and opportunity, and the gap between vulnerable groups and others will have significantly narrowed. Parents will confidently choose and use their local Centre for Learning, and learners will benefit from a broad, well rounded, challenging and extended curriculum supported by leading edge ICT. Levels of health and well-being will be very good, and learners will feel safe and confident. All learners will stay in learning or training beyond 17, and will progress to appropriate, well matched employment. This will contribute to thriving, economically successful and cohesive communities and localities.

1b North Kirklees context

We will focus BSF Wave 6 investment on North Kirklees, and its impact will be enhanced by our Primary Capital Programme.

North Kirklees has significant levels of deprivation. It is the home of ethnically and socially diverse communities, many of which live parallel lives. In Dewsbury and Mirfield, pupil exclusion rates are high, and larger than average proportions of children are unhappy at school. In Batley, Birstall and Birkenshaw there are issues with young people feeling isolated and having low self esteem.

In Batley and Dewsbury several of the current schools are predominantly mono-cultural, and two are single-sex. However, research in the area strongly indicates that the reputation and standards of a school are the overriding factors in parental choice, rather than ethnic, social or gender mix. By developing new Centres for Learning with a reputation for excellence, we will encourage parents to choose local provision, enhancing opportunities for Centres for Learning to play a stronger role in community cohesion.

There is a significantly higher level of young people not in education, employment or training (NEET) than elsewhere in Kirklees and the current sixth form and post 16 offer is not as strong as that in South Kirklees.

Headline KPI 1: Reduce the numbers of NEET in North Kirklees

1c Educational outcomes

Standards for schools across Kirklees show a variable but improving picture (standards given throughout are 2008 figures unless otherwise stated):

Key Stage 3 (L5+)

There is a declining trend in English results. KS3 tests and targets have now been discontinued. Key priorities for KS3 are to secure good rates of progress across KS3 and to ensure good standards (based on teacher assessment).

Key Stage 4 – 5A*-C, including English & Maths

	LA	National Average
% 2008	45.6	47.6
% 2007	42.8	46.8

Key Stage 4 – A*-C

English		Maths	
LA	National av.	LA	National av.
56.1	61	54.1	55

Headline KPI 2: Increase attainment of 5A – C including English and Maths in North Kirklees*

Progress at KS4 as measured by KS2-4 Contextual Value Added is below average. In 2008 the LA score was 994.3. While there is no KPI attached to KS4 CVA, there will be a statutory KS2-4 progress indicator for 2010

Kirklees currently has 10 National Challenge schools, of which 4 are in North Kirklees and within the Wave 6 BSF programme. The remaining 6 are key priorities for our next BSF follow-on project.

Headline KPI 3: reduce the number of schools in the National Challenge programme

Of the 17 secondary/middle schools inspected by OfSTED in 07/08, overall effectiveness was judged to be outstanding in 2, good in 7, satisfactory in 6 and unsatisfactory in 2. Both schools judged as unsatisfactory were in the “Notice to Improve” category. One has since been removed.

Three Special Schools were inspected. Overall effectiveness was judged to be outstanding in 1, good in 1 and satisfactory in 1.

Headline KPI 4: All North Kirklees schools to be judged satisfactory or above by 2018

In 2007-8 fixed term exclusions in secondary and special schools reduced substantially.

Attendance in Kirklees is above national average, and has continued to rise over the last 7 years; however the persistent absence rate was above the national average in 16 high schools in 2007/8. BSF will ensure that the majority of children can attend local schools and have a personalised learning experience that will excite and engage all learners.

Asian Pakistani heritage

There are improving trends for attainment of 5A*-C including English & Maths. However, impact on the attainment gap (currently -12.5%) is limited, because improvement for this group isn't faster than the overall rate of improvement.

Black Caribbean heritage (52 pupils in cohort)

There are no clear trends over the past 3 years for this group. The attainment figures for 5 A*-C

including English & Maths fell to 34.6% in 2008 compared to 40.7% in 2007. The attainment gap also widened to -11.1% in 2008. This will be a KPI for the South Kirklees programme.

Eligibility for Free School Meals (685 pupils)

There is no clear trend in the attainment figures for 5A*-C including English & Maths. In 2008 results improved slightly to 20.9% compared to 2007 (19%). The attainment gap, however, widened slightly to -29% in 2008 compared to -28% in 2007.

Headline KPI 5: Reduce attainment gaps across under-performing groups.

1d Diversity of Provision

The Kirklees School Portfolio affected by BSF is:

	North Kirklees	Kirklees Total
Secondary	12	25
Middle	5	7
Special	3	7
PRU	1	2

Of the 12 secondary schools in North Kirklees, two are single-sex schools, one is a selective foundation grammar school, two are foundation schools and one is a faith school. Five of these schools currently have 6th forms on site. A further independent Muslim girls' secondary school is currently working towards VA status; the school is currently aiming for 2011.

We have 2 federated schools in North Kirklees under an executive head. We also have Whitcliffe EIP which works across 6 schools with particular focus on transition and KS3 progress.

Headline KPI 6: Increase the collaboration between schools, colleges and other providers

Headline KPI 7: Increase the diversity of provision in North Kirklees

1e Fair access and choice

86.4% of first preferences were allocated for High School transfers in Autumn 2008. Kirklees' over-subscription admission priorities are:-

1. Children in public care,
2. Children with a statement of SEN
3. Children living in the school Planned Admission Area (PAA) with an older sibling at the school
4. Children living in the school PAA
5. Children resident outside the school PAA with an older sibling at the school
6. Children resident outside the school PAA.

Section 3 gives a broader picture of the access and choice in Kirklees.

1f Sustainability

Kirklees is committed to becoming a beacon of green living and BSF will support this commitment through the new Centres for Learning. Carbon emissions through the school estate are around 30% higher than our aspiration, mainly due to inefficient building stock. Carbon emissions and energy efficiency are currently being surveyed and monitored in all secondary schools to identify a consistent and accurate baseline for targeted future improvements.

We have been given a local incentive and reward through the Arthur Halliwell (Memorial) Sustainable Schools Award for best practice. Many Kirklees schools take part in the Eco-School accreditation award scheme, and some have gone on to become Green Flag Eco-Schools. Kirklees is one of three regional LAs to become a pilot in developing a Corporate Sustainable Development Strategy.

All secondary schools have travel plans. However, several of our secondary schools have higher levels of pupils travelling from significantly beyond their PAA, with a higher than desirable proportion of these journeys being by car.

Headline KPI 8: significantly reduce carbon emissions in and from schools

Eight North Kirklees secondary schools have achieved National Healthy Schools Status, with five of these having also achieved the more stringent Kirklees Gold Standard. Four schools are currently working towards their National Healthy Schools Status.

Headline KPI 9: all secondary Centres for Learning to gain Healthy School Status

B2 BSF Added Value

BSF investment will drive a transformation of learning as we take advantage of the opportunity offered to deliver major changes to the pattern of provision, the quality of the school estate and new technologies, which we would not otherwise be able to achieve. BSF will help us achieve our ECM outcomes:

Enjoy and Achieve

- a) Promote a personalised learning culture with high equity and excellence at its heart. Where students and those supporting them routinely use ICT as a means of collaborating, creating, presenting, sharing and assessing their learning. This will give an unprecedented opportunity to encourage parents to become more actively involved in

their children's learning, within and beyond the school day.

- b) Increase enjoyment of school, with a related improvement in attendance. Children and young people will be better motivated to attend and enjoy their learning. Increased use of ICT will encourage many pupils to participate more effectively and enthusiastically in their learning.
- c) Provide flexible learning spaces and environments which allow and encourage learning in and from different groups such as small groups, lectures and vertical study groups, supported by e-learning
- d) Deliver more flexibility around the school day and year, allowing learners to learn at times which work best for themselves and their families
- e) Increase the adult to learner ratio, as fewer resources will be needed for building and facilities maintenance, releasing funds for more staff to support learning.

Being Healthy, Staying Safe and making a positive contribution

- f) Develop buildings and learning environments which make students feel safe, secure and easily visible to adults at all times.
- g) Enhance our Excellence Partnerships (B&A Partnerships). This will support schools to work together in meeting the needs of those pupils with BESD (behavioural, emotional and social difficulties), encouraging them to engage with learning. BSF will enable all secondary Centres for Learning to have well resourced and supported learning bases to meet these needs.
- h) Develop a wider range of extended learning activities through BSF investment. Our ambition is that all Centres for Learning will play a full part in delivery of excellent, integrated and extended services to communities, helping to realise the five key outcomes of the Every Child Matters agenda.
- i) Develop Centres for Learning as community hubs accessible throughout the year and offering opportunities for sport, recreation and learning to complement and enhance existing local provision. Use of campus-wide wireless networking will provide access to online learning opportunities for all, throughout the school grounds.
- j) Support community cohesion, enabling us to develop Centres for Learning at the hearts of communities, and of an appropriate size for the current and projected numbers. This will reduce travel times for many learners, and encourage them and their families to engage positively with the Centre for Learning

outside of the school day. The ethos and culture will more directly reflect that of the community which it serves, increasing a sense of belonging for learners and their families.

Economic Wellbeing

- k) Reconfigure post-16 provision in North Kirklees and through our partnership work with the LSC, integrate this into a robust and high quality 14-19 offer which encourages all to remain in education or training until at least age 19, reducing the number of NEET in North Kirklees.

BSF will support our delivery of the new 14 to 19 national curriculum by helping us to provide high quality specialist facilities. Through this we will offer the qualifications entitlement which incorporates the suite of new 14 to 19 diplomas, Foundation Learning tier and Work Based Learning opportunities. The improved provision will also ensure there are transparent pathways for all students and offer clear transition arrangements for post 16 leavers at entry level and below.

BSF gives us the opportunity to extend high quality post-16 provision for North Kirklees, which will then match the excellent provision available in South Kirklees. A post 16 partnership will engage young people in local education and training which maintains links with their communities and local employment, and also local Further and Higher Education.

B3 Diversity, Choice and Access

Kirklees celebrates its diverse population and seeks to offer pupils and parents choice and diversity in provision. We will further extend the current diversity of provision through BSF. We recognise the regenerational potential of Trusts to enable a radical step-change in learning by harnessing the expertise and specialist knowledge of external sponsors and partners to raise aspirations and achievement.

Through our National Challenge Trust proposal we will engage with strong education partners, including local Further and Higher Education providers, to develop a partnership of strengths to meet local aspirations for the community. We also have a strategic commitment to creating stronger formal collaborative arrangements between schools, through federations or trusts, to respond to local community priorities. As part of this strategy we will work with schools to

identify opportunities for area-wide and pyramid Trust arrangements.

A competition for a new co-educational school on the Howden Clough site will enable us to set an ambitious specification for improving attainment and achievement in the area.

The three tier system in the Whitcliffe Mount pyramid of schools will be re-organised to a 2-tier system, which alongside reorganisation of the primary sector will reduce transitions between key stages for pupils in Birkenshaw, Cleckheaton and Gomersal.

The 2 single-sex schools in Batley will be replaced by co-educational provision, which will have particular sensitivity to specific communities and reflect their values and aspirations for their children.

Alongside new provision, Kirklees will strengthen and maintain popular and successful schools - Heckmondwike Grammar School and St. John Fisher Catholic High School, and it is our ambition that all Centres for Learning will be invited to offer a second specialism.

The LA will also continue to provide technical support to Savile Town Muslim Parents Association in their ambitions to establish a new Muslim Girls' VA school.

Underpinned by the vision for inclusion in Kirklees, we are committed to maintaining the PRU and 2 special schools located in North Kirklees. The special schools were the subject of an earlier strategic review, which reduced the number of special schools in 2006/07. Via the Kirklees special school PPP project Fairfield was developed as a new co-located school and Ravenshall was significantly extended and remodelled.

However, through BSF we will also be make increasing use of new technologies to extend and enhance learning for all students, but particularly for vulnerable learners. The innovative range of technology available, e.g. Digital Brain and communication aids technology, will have a profound impact for disabled learners, influencing where and how they can access learning and underpinning their learning opportunities.

B4 Under-performing Schools

We have a good track record of removing schools from OfSTED categories. The LA's support and early intervention strategy has been positively recognised through HMI monitoring. Currently no schools are in special measures although one is in 'Notice to Improve'. (West End Middle School) It is anticipated that it will be removed from this category by end of 2008/9.

In 2008/9 ten secondary schools are being supported through the National Challenge. Of these only 4 performed below the 30% floor target in 2008, of which three are part of these BSF proposals, resulting in structural changes.

All schools are assigned to one of six categories of School Support Group:

Group 1: highest level of concern and intervention - schools in OfSTED categories or in receipt of DCSF target funding.

Group 2: schools performing below floor targets (including National Challenge schools), declining trend, or significant decline across core subjects.

Group 3: schools with significant underperformance in one key stage (high schools) or within groups of pupils.

Group 4: "vulnerable" schools i.e. recently removed from, or at risk of, OfSTED category. Risk of falling below floor targets, low CVA, issues around behaviour & attendance or leadership and management.

Groups 5 & 6: Lowest levels of concern 7 intervention – schools judged by OfSTED to be satisfactory or better with no other issues.

School Support Groups are reviewed annually by School Improvement Partners and LA officers and are subject to immediate review where the circumstances of a school change. The LA also maintains a list of schools causing concern which is reviewed and updated monthly by a team of senior officers.

BSF investment in a new pattern of provision offers the opportunity to refresh school leadership, management and ethos in communities which have previously had a level of consistently under-performing school provision. A new school system underpinned from the start by collaboration, challenge, intervention and support will ensure that sharing good and excellent practice and resources becomes an expected and integral part of school leadership and life.

In order to promote continuous improvement, schools will be challenged and supported to

enhance their self evaluation skills. Best practice will be identified and shared through a range of strategies. Currently we have one secondary Head teacher who is an accredited National Leader of Education (NLE). We are already maximising opportunities to use the school, leadership team and staff to support schools facing challenging circumstances. The Schools for the Future programme has a specific change management workstream, developing innovative strategies for CPD, Succession Planning and improving Leadership and Governance.

The National School Improvement Partner programme will continue to be implemented across all secondary Centres for Learning, bringing an increased level of challenge. The effectiveness of our management of this system has been recognised by the Secondary National Strategy and given a green/outstanding rating consistently since implementation.

Our ambition for ICT will have a major impact on underperforming schools. We are well aware that good use of ICT is effective in raising standards by enabling more personalisation of learning, improving motivation, offering a wider range of learning styles and resources, and facilitating more flexible and imaginative teaching, all of which are key features of our ICT Vision. Furthermore, ICT will contribute to school improvement through the new range of vocational courses and qualifications in Key Stage 4 which all depend heavily on ICT and are the key to successful future employment. Underperforming, disadvantaged cohorts of learners will have enhanced access and support.

B5 Personalised Learning

Our Kirklees New Shape for Learning has been developed in response to the opportunities provided by BSF. It builds on the good practice already established in many of our schools and colleges and has Personalised Learning at its heart, promoting high equity and excellence. It sets out how we will lead partnerships of learning providers and users to develop a highly structured and responsive approach to each pupil's learning so that all learners can progress, achieve and participate.

The New Shape for Learning will realise our collective ambitions for all learners at all stages of their learning journey. Learners in Kirklees will:

- have positive learning opportunities designed to meet their individual needs

- have a voice that influences curricular design and their own choice of learning pathway
- have access to a curriculum which meets their own aspirations and potential by offering choice and diversity
- be confident that their choice of learning pathway, whether academic or vocational will be equally valued and supported
- have access to the highest quality learning environments, technologies and resources appropriate to their individual needs and learning styles
- have a personalised offer if they have additional needs, including Gifted & Talented, or special needs, to ensure that their learning needs and styles are addressed to enable them to achieve
- be understood and understand themselves as learners
- be able to have more learning support from a wider range of people, including parents, who will have more opportunities and encouragement to work in partnership with Centres for Learning

The development and provision of ICT is crucial to the delivery of the personalised learning agenda. It will support us to offer imaginative and flexible teaching providing opportunities for personalised and independent learning. ICT will also provide a global context to personalised learning which enables learners to seek support from experts and engage with other learners from anywhere in the world.

The application of ICT for teaching, learning and school management is already a priority throughout Kirklees. Schools and the LA have invested heavily in ICT to support learning and the average pupil: computer ratio in secondary schools is considerably less than 4:1. We have provided home facilities for more than 700 disadvantaged pupils through the Computers for Pupils scheme and a wireless broadband network for the community is currently being built. Through close partnership with the Council's ICT service, all schools have a fast and reliable connection to the Council network, the internet, the regional Grid for Learning and the National Education Network. Every school already has a Learning Platform which many are using effectively to facilitate e-learning and the delivery of a collaborative 14-16 curriculum in the Collegiate partnership. This has already led to a major improvement in provision for some vulnerable groups of pupils at the Ethos PRU. The investment provided through our BSF programme will enable schools to build on this

strong foundation and sustain developments in the future.

We recognise that no one institution can meet the needs of all learners. BSF ICT investment will offer the opportunity to strengthen our existing collaborative and partnership working to meet the diverse and wide ranging needs of our communities.

B6 14-19 Entitlement

The local 14-19 Strategic Partnership is fundamental to the success of our 14-19 strategy. Both the Kirklees 14-19 Strategic Partnership and the Secondary Improvement Strategy Group have membership from secondary schools, the four Post 16 Colleges, LSC, Connexions, Higher Education and other partners including the work based learning sector. These two groups have the lead roles in ensuring a coherent and cohesive programme of learning for our young people through strategic visioning and planning. The key focus is the implementation of the 14-19 reforms including the new national curriculum and qualifications entitlement and the introduction of the new 14-19 diplomas.

The local 14-19 partnership arrangements were covered as part of the June 2007 Joint Area Review (JAR) and were recognised as being effective. Also our collaborative activities were again reviewed in October 2007 Government Office 14-19 Progress Check - the overall rating for Kirklees was "amber-green".

There is close and continuing dialogue with LSC and local FE providers around the BSF principles of integrating planning and ensuring coherence around 14 to 19 reforms at a time when there are major planned changes and developments for the future:-

- a) Machinery of Government (MOG) Changes and the transition of funding and planning for 16-18 provision to the Local Authority from the LSC in 2010-2011. There is active dialogue with the LSC, plus other regional partners, on the proposed transition, joint planning and Local Authority clustering arrangements.
- b) The 2 local Further Education Colleges (Huddersfield Technical College and Dewsbury College) have recently merged to form "The Kirklees College". This is a significant development as the new Kirklees College will be a major partner in delivering the 14-19 reforms and diplomas
- c) Capital plans for redeveloping both the Huddersfield and Dewsbury campuses for

Kirklees College include explicit reference reference to the 14-19 reforms including the diplomas , 14-16 learner numbers and space/ facilities

- d) Our proposals to consolidate the school sixth form provision in North Kirklees have been pro-actively discussed with both the LSC and the post 16 providers across Kirklees

In order to ensure BSF investment is used to transform the 14-19 offer we will:

- set aspirational, achievable targets for pupil and student performance and for engagement of young people throughout the 14-19 age range
- support pupils with learning difficulties and disabilities to achieve their full potential through appropriate design of buildings, specialised ICT provision and collaboration between special and mainstream schools and the college sector
- develop specialist facilities, which will sustain vocational lines of learning. In doing this we will encourage collaboration supported by learning platforms and communications technologies. We will aim to base specialist provision at schools and colleges with relevant specialist expertise and complement this by developing two 14-16 vocational skills centres with joint governance and management arrangements involving schools, colleges and other partners
- ensure that, via authority wide learning platforms, learners will continue to be able to access their learning resources and communication with their teachers while out of school

Through these measures we will reduce the numbers of NEET in North Kirklees as per KPI 1.

B7 Integrated Services

Kirklees and its partners are working together to provide integrated services with schools so that children and young people have access to a range of opportunities which support their learning, achievement and personal development. Our strategy is to link our Children's Centres and the work of Extended Schools so that they can deliver high quality childcare available from 8am to 6pm all the year round and support parents and families when they need it. Presently our Youth and Play services offer a range of ICT, sports, leisure and play opportunities for pupils of all ages for communities. We provide a support service to our vulnerable children, in partnership with schools and the voluntary and community sector.

We see BSF as pivotal to achieving our ambition to extend this range of provision so that it reaches everyone in our community in a place and at a time which meets their needs.

B8 Inclusion

BSF investment offers an unprecedented opportunity to make inclusion a reality. In Kirklees inclusion is far more than just about the location of a learner's educational placement. It is about engendering a sense of community and belonging; it encourages mainstream and specialist Centres for Learning where partners come together to support each other and children and young people with additional needs. The contribution that every child and young person can make to Kirklees is valued and their diversity of culture, religion and intellectual style is celebrated.

We are committed to improving the life opportunities for all of our children. We want young people to feel that they belong and are included and that their Centre for Learning has something to offer them. To achieve this we will develop a balanced continuum of support and provision that unifies mainstream, resourced and specialised provision to promote excellent practice. BSF will make a difference by ensuring that needs are met by a shared workforce which is highly skilled in delivering an inclusive model of practice to improve achievement and attainment of learners.

Special and Additional Needs

The majority of pupils with special and additional needs will continue to have their needs met in mainstream Centres for Learning, with additional capacity being built into the system. BSF will enable us to review our current pattern of resourced provision in mainstream Centres for Learning. We will ensure that they can provide assessment places to identify individual education support programmes, in order to ensure as many children as possible are able to learn in mainstream schools.

Our existing PPP Special Centres for Learning will be centres of excellence, hosting and managing integrated outreach and inreach support to mainstream Centres for Learning, modelling teaching and learning practice, sharing resources and equipment where appropriate.

Vulnerable and at risk children

For those children who are vulnerable, at risk or have additional learning needs, BSF will enable

us to increase our ability to provide an integrated service response. Our school and locality based health and excellence partnerships will be extended as an integral element of BSF to better meet the complex needs of these children.

Eight primary, three secondary and one special school 'Nurture' group/s are being piloted in preparation to Kirklees becoming a 'nurture authority'. These pilot schools will be a resource for the area to disseminate, to develop and to model good practice that will ensure schools are more inclusive.

Pupil Referral Units

The highly successful Westfields PRU will be remodelled on its existing site to allow 100 places. To complement this, outreach provision will be extended to existing locality based youth provision (Revolving Door Programmes) for pupils who are at risk of exclusion, or permanently excluded.

How ICT will support inclusion

Our vision for ICT will help remove many of the barriers to learning for those who have special or additional needs, and those who are disaffected, disadvantaged, looked after, or educated out of school through assistive technologies and curriculum support. We will build on our excellent practice in using our Learning Platform in the Pupil Referral Units to improve provision for more vulnerable groups of learners through e-learning. We will use ICT to provide access to a full curriculum entitlement for learners through e-learning, with support for a wider variety of learning styles to meet their individual needs. We will continue to address the "digital divide" by providing all learners and teachers with personal access to a computer and the internet. This will create independence and flexibility for learners to work at a level appropriate to their own level and potential, allowing them to accelerate learning as required.

B9 Change Management

BSF offers the opportunity to radically transform and improve how, where and when children, young people and their families will learn. In order to deliver on this challenging agenda for change, we will develop a series of complimentary visionary and well supported change programmes directed at LA leaders and officers, school leaders, teaching and support staff, parents and carers, children and young people, governing bodies and the wider community. Our 4 key priorities based on the changes described above are:

- **school leadership** to drive and embed the changes and ensure that excellent practice is built on and shared
- **workforce development** to ensure the benefits of the New Shape for Learning are realised and that the potential of the new ICT can be fully exploited
- **governing bodies** to support and lead the changes from community schools to Trusts and Academies and the change from 3 to 2 tier
- **14-19 leaders** to establish and drive the new provision and ensure coherence across the system

We also recognise the impact of the programme on LA staff and wider communities and will be developing change management workstreams to address this further in the programme.

Kirklees has a good record of leading and managing significant change. Examples include, special school re-organisation, remodelling the school workforce and the development of Children's Centres. Within the Children and Young People Service we already have a range of workforce partnership groups in place to develop our practice including Recruitment and Retention, New models for school leadership, Re-organisations, Union consultations and CPD Advisory.

Leadership of change through BSF is a corporate priority, headed by the Director of HR and Organisational Development and the Director for Children and Young People. Additional senior resources and consultancy supports the school reorganisation and the governing body changes; a dedicated seconded Consultant Headteacher is supporting schools in the development of their School Strategies for Change. Benefits will be modelled, planned and monitored through service and corporate processes, as well as through the LPSB. Our mainstreamed approach means that change and benefits will be led and directed corporately, but delivered and monitored through the existing mechanisms of School, service and team performance improvement plans.

We have identified existing and new models and mechanisms for leading change which we will further develop through BSF, including:

- A Leadership Development Centre
- BSF change champions and Change Teams within each Centre for Learning
- multi-disciplinary staff teams drawing on the National College for School Leadership's

BSF Programme to develop individual schools' Strategy for Change, including the opportunity to observe and experience different practice

- Specific development programmes for ICT
- Our collegiate programme and 14-19 partnerships mean we are well placed for supporting secondary Centres for Learning to developing curriculum entitlement and personalisation initiatives
- As part of the development of local consortia preparing to offer the new diplomas, the Collegiates have already begun to audit the qualifications, facilities and expertise of staff working throughout the 14-19 sector. Our Change Management Team will be further enhanced to meet development needs ahead of completion of investment.

We recognise that this will be a period of transition and unsettling as policy and practice are developed. To counter any negative impacts on recruitment and retention, we are working with all parties to ensure leaders (existing and future), staff and governors feel supported and valued during this period and are keen to be part of our vision for the future of Learning in Kirklees.

B10 Sustainability

BSF provides an outstanding opportunity to build in measures reflecting the ethos of a far greener future through school buildings and complimentary learning practice. Schools are already supported by the DCSF framework for Sustainable Schools and the s3 school self-evaluation tool. The Kirklees 'reducing carbon' ambition and government targets on carbon reduction also combine to focus support and encouragement for schools to reduce their environmental emissions footprint. Sustainability will be a keynote throughout curriculum design and practice, helping to build and encourage knowledge and awareness of sustainable living in families and communities.

Through our BSF-driven reorganisation plans we will have schools located closer to their communities, and improved public transport arrangements for student and community access. We would also see the wider use of mobile technologies contributing to reducing travel at peak times.

Centres for Learning will be designed to make effective use of ICT to intelligently control the environment, especially in terms of heating,

lighting and air flow and, by using ICT for zone control, we will ensure security and energy efficiency in parts of the school which are not in use. By working with our ICT partner, we will ensure that technology refreshment and replacement is carefully planned so that the future provision of ICT is sustainable beyond the initial BSF investment and that unwanted equipment is disposed of in an environmentally-friendly manner. Care will be taken to ensure that all ICT equipment is designed for low power consumption with effective power management procedures when systems are not in use.

Section C: Proposals for the School and FE Estate

C1 Key priorities

Prioritisation of the building programme is driven by what will make the most immediate contribution to learning outcomes. We are planning a phased programme, which will integrate with other parts of the wider Schools for the Future programme.

General Priorities

To deliver 11-16 Centres for Learning in a refreshed pattern of provision which

- become places where learners want to be, which encourage and enable new ways of teaching and learning, and which students, staff and communities can be proud of
- are first choice for all local families, serving distinct local communities and within walking distance for most families
- have at least 1200 and a maximum of 1500 places to provide the flexibility of leadership, staffing and organisation to adapt to the changing needs of young people and society and assure long term financial and resource sustainability, giving excellent value for revenue and capital expenditure.
- removes surplus places but retains the capacity to accommodate changes in demand.
- set the highest environmental standards in construction and operation.
- are designed to create human scale pastoral and social environments whilst allowing access to a wide range of shared specialist resources.
- offer high quality spaces, facilities and resources for extended learning, sport, recreation and community use throughout the year.

Headline KPI 10: reduce the number of small schools

Headline KPI 11: increase the quality and availability of facilities available to local communities

Specific Prioritisation

- Replace 3 tier provision in Birkenshaw Gomersal and Cleckheaton area
- Create co-educational provision sensitive to local community needs in the Birstall and Batley area
- Reduce the number of small schools with surplus places
- To re-configure existing small sixth forms to create viable, high quality post-16 provision that will effectively serve North Kirklees
- To create new 14-16 skills learning provisions, co-located with the FE College but with shared governance.
- To contribute to the raising of individual and community aspirations and achievements by linking governance arrangements to the local skills agenda, employment opportunities and the economic regeneration and prosperity of the area.

C2. Pupil Place Planning

In January 2009 there were 23,616 11-16 pupils on school rolls in Kirklees (11,005 in north Kirklees and 12,611 in south Kirklees. A further approximately 1500 pupils resident in Kirklees were attending schools in neighbouring LAs - mainly Calderdale and Leeds.

The potential year 7 cohort decreases from 2008-09 to 2011-2012 and then grows to show an overall increase of 19.9% from 2008-09 to 2019-20. The overall potential 11-16 population shows a similar pattern giving an overall 13.9% increase between 2008-09 and 2019-20.

The Kirklees birth rate trends indicate a steady increase in live births from 2000 (Source: Office for National Statistics). There are pockets of rapid population growth particularly in areas of North Kirklees, with more rural areas of south Kirklees indicating a slow decline.

Overall there is less than 1% spare capacity built into the proposed pattern of Centres for Learning. This needs to be further increased as monitoring shows that the recent trend of increasing birth rate is continuing.

Patterns of pupil movement in and out of Kirklees have been examined in liaison with neighbouring LAs and the Dioceses of Wakefield and Leeds to ascertain their planning assumption. Cross-boundary travel to access

denominational provision and grammar school places is assumed to continue at current volumes. The likely impact of new provision in Bradford on pupil movements into Kirklees schools and the likely impact of changes in Kirklees on the movement of Kirklees pupils into Leeds and Calderdale have been assessed in terms of "best" and "worst" case estimates for pupil place planning purposes. The current review and planning of provision for learners with special needs will ensure that there is high quality and sufficient provision in Kirklees, especially for children with Autistic Spectrum Disorder.

Headline KPI 12: reduce the number of surplus places.

C3 Estates Strategy Estate Assessment

A review of the secondary school estate in terms of suitability, condition, sufficiency and other key parameters has been undertaken and assessed in accordance with agreed weightings. The overall building assessment percentage scores range from a low of 42% (Poor) for Castle Hall High School to a high of 58% (Good) for Batley Business & Enterprise School (a part-refurbished school). These scores have been used as the principal basis for determining which schools are rebuilt or remodelled in conjunction with the Strategy for Change. All sites (both existing and possible school sites) have been assessed in terms of location, size of site, ecology, topography, building planning and highways. The review of the secondary school estate will link into an ongoing, strategic review of the overall Corporate estate, which will be service driven.

Site Identification and Options

The proposed pattern of provision for North Kirklees is the outcome of intensive consideration of a wide range of options for each Centre for Learning. These considerations have taken into account educational benefit, community mix, site availability, deliverability and affordability. Further studies are being undertaken to assess and evaluate the highway and planning implications of each of the sites.

Planning and Programme

Subject to the outcome of consultation, two Sample Schools have been identified. We have planned a phased approach, with specific phasing to be confirmed. There will be a formal prioritisation appraisal that will be fully reflected in SfC part 2. In terms of works split, the project scope has been considered in line with PfS recommendations around the ratio of newbuild to

remodelling and refurbishment. Delivery of the building programme will be through a Local Education Partner (LEP); the procurement of the LEP has been planned and is funded through the dedicated BSF budget.

Headline KPI 13: Significantly improve the quality of learning facilities and environments

C4 ICT Strategic Vision

ICT is a major driver for transformational change in the way that education is provided, from teaching and learning to school leadership and management. Through our ICT vision, we aim to:

- develop engaged, e-confident learners with the skills and opportunities to employ a wide range of learning styles
- promote imaginative and flexible teaching providing opportunities for personalised and independent learning
- offer a broader, differentiated curriculum through collaboration between Centres for Learning, with more individual pathways and ICT fully integrated into the content and delivery of courses
- remove the barriers to learning especially for those who have special needs, including those who are disaffected, disadvantaged, looked after, or educated out of school
- closely integrate curriculum and administrative systems to make better use of data
- encourage greater community involvement by developing Centres for Learning as local hubs for accessing technology, learning and associated services by the whole community.

We will achieve our vision by working with our strategic partners, including our managed service provider to:

- implement a high quality, personalised learning system, providing all learners with personal mobile access to their online learning space and "any time, anywhere" access to learning
- establish a Kirklees-wide Learning Platform which provides:
 - an always-on, personal online learning space for all learners, with links to high quality, age and ability specific, media-rich content throughout the curriculum
 - communication tools to facilitate collaborative working
 - seamless integration with the school Management Information System giving remote access to pupil data and new opportunities for using ICT in school administration
- provide a secure, reliable and fast internal network infrastructure for schools, with

broadband access to the internet and National Education Network

- create a Kirklees-wide wireless network for home internet access
- implement a training programme to develop the knowledge, understanding and skills of teachers, support staff and school leaders in supporting new approaches to teaching and learning
- provide assistive technologies to overcome barriers to learning where necessary and support schools in meeting the diverse needs of learners
- design flexible learning spaces which support mobile technologies for learning
- design specialist accommodation which takes into account the different subject requirements for ICT
- integrate ICT-based environment and building control systems to maximise energy efficiency and building security
- ensure ICT provision is sustainable beyond the initial investment through partnership with a managed service provider.

An ICT working party with representation from schools and the Local Authority has been established to oversee further development and implementation of our BSF vision and strategy for ICT and to assist in the transition to a managed service for ICT.

C5 Existing and Planned Consultations

Existing Consultations

We have an evolving programme of consultations as part of our Communications Strategy. We have already undertaken:

- extensive school and community consultation over the Vision for Learning, which will inform all aspects of the programme
- consultation with over 1500 young people in all school sectors over what is important to them in learning systems and environments
- consultations with faith and ethnic communities around culturally appropriate learning
- consultations with Education professionals, Head Teachers and Chairs of Governors
- A major consultation around the key principles and challenges for North Kirklees and the proposed pattern of provision in North Kirklees

Planned Consultations

We have started work with School Leadership Teams on their School Strategies for Change (SSfCs). We would expect to establish client groups in each school (including student representation) to take this work forward. We are aiming to complete the statutory consultation process for establishing the proposed new pattern of schools. We will provide support from the seconded Head teacher, and the dedicated Consultation Manager and Communications Officer to involve communities and partners in these planned consultations.

Stakeholder Engagement

Specific workstreams are in place around:

- Diocesan engagement
- School leadership engagement
- Post 16 provider engagement
- Trades Union consultation and negotiation
- Sport and PE (formal stakeholder group including West Yorkshire Sport, ALMO providers, Schools, Culture and Leisure services and learning officers). This group has formal Terms of Reference and a workplan scoped out to inform the strategic development of curriculum, resources and spaces, and to participate in the Competitive Dialogue process)

C6 Headline Key Performance Indicators

In order to ensure that our Strategy for Change is transformational and meets the Every Child Matters agenda, we will focus on the KPIs shown beneath each relevant section above. These will be reviewed and revised for the South Kirklees BSF projects to reflect the specific needs of these schools and communities.

C7 Project Governance and Management

BSF Wave 6 forms part of the wider Schools for the Future programme, which also includes BSF South Kirklees and the Primary Capital Programme. There is a Project Initiation Document for the BSF project, which outlines the detailed project management arrangements. Cabinet play a leading and active role in developing the programme, and in building commitment to the programme outcomes which will ensure sustainability of the plans in a closely hung council. There is also a dedicated BSF sub-group of Executive Management Group which meets fortnightly.

The Programme Board is chaired by the DCS, and membership includes four other Directors, Cabinet Member, Head teachers and PfS. Each of the four key project areas is headed by a

Director supported by senior officers across the council, who take ownership of the risks and responsibility for delivery against plan. (The four key projects are: Asset, Procurement and Commercial; Learning and Change Management; Consultation, Communication and Marketing; and the Primary Programme.) Key stakeholder involvement is managed through a series of stakeholder groups including Sport and PE, Heads, ICT and Cohesion, which are represented at the Programme Board.

A programme Director and Manager have been in place since October 06, supported by an established, dedicated programme team including a seconded consultant headteacher, a communications and marketing officer, a consultations manager and support. A Core Project Team has been established since 2007 which includes HR, Finance, Learning, Post 16, Asset, Procurement, Change Management and Reorganisations. Technical, ICT, Legal, Financial and Change Management advisers have been appointed.

The mainstreamed, matrix approach adopted for the programme is consistent with Kirklees' well established and proven project management methodology (based on PRINCE 2). This engages internal professional expertise and experience to ensure a strategy which has internal coherence and planning with wider agendas and strategies, such as Children and Young People plan and the LAA, and can continue to respond to the JAR, APA and CPA recommendations.

Conclusion

BSF is the highest corporate priority for Kirklees, with a significant level of commitment and support from Cabinet, from across the political groups, and from senior stakeholders and partners. It will directly support the achievement of the Council's stated priorities. We are committed to resourcing, funding and supporting the programme to ensure that we are best placed to deliver our vision for transformed teaching and learning, and to realise the profound benefits this will have on our communities for generations to come.