

# **CHESHIRE EAST COUNCIL**

## **Every Child Matters: Primary Capital Programme**

*We believe that all children and young people have the right to be healthy, happy, and safe; to be loved, valued and respected; and to have high aspirations for their future...*

## **Primary Strategy for Change**

June 2008

## **The Local Perspective**

Children and young people are society's future and our hopes and aspirations rest with them. It is paramount that we provide them with the opportunity to reach their full potential. The provision of high quality early years and primary education support helps create a solid foundation for their future lives. It is the intention that through an active partnership with parents, carers and services working together, the best possible outcomes for all children can be realised.

The vision for all Children and Young People in Cheshire, agreed by the County Council and Children's Trust is...

**We believe that all children and young people have the right to be healthy, happy, and safe; to be loved, valued and respected; and to have high aspirations for their future.**

The realisation of this vision will be through the application of the principles underpinning Every Child Matters and through partnership working to achieve the highest standards for all. In doing so particular attention will be given to narrowing the achievement gap between communities and offering personalised and extended services to all primary aged children and their families. The proposed way of delivering this vision is set out in the Cheshire's Children and Young People's Plan 2008 -11, approved by the Council in May 2008. It is available on-line at: <http://www.cheshire.gov.uk>

Much of this brief contextual information and the priorities for the Primary Strategy for Change are taken from this Plan.

The County of Cheshire is located in the north-west of England, bordering Wales and the midlands and between the city regions of Merseyside and Manchester. The County covers 208,000 hectares, divided into six districts, with an overall population density of 3.2 people per hectare. It is a diverse County, with economic development generally well above the national norm, but also with significant pockets of deprivation and poverty. Although the County is predominantly rural it also encompasses a number of urban centres, from Macclesfield in the east to Crewe in the south and Chester and Ellesmere Port in the west. 60% of the total population live in urban areas.

The population of Cheshire is around 680,000, making it the 16<sup>th</sup> largest local authority in England and Wales. Although population numbers are forecast to remain relatively stable over the next twenty years there will be significant changes in the age structure of the population.

The story of what is happening in the lives of our children and young people is characterised by a widening gap between the majority who are doing well and whose outcomes are improving and a minority who are commonly living in the most disadvantaged areas that are experiencing improvements in outcomes but at a much slower rate.

## **Cheshire is Changing**

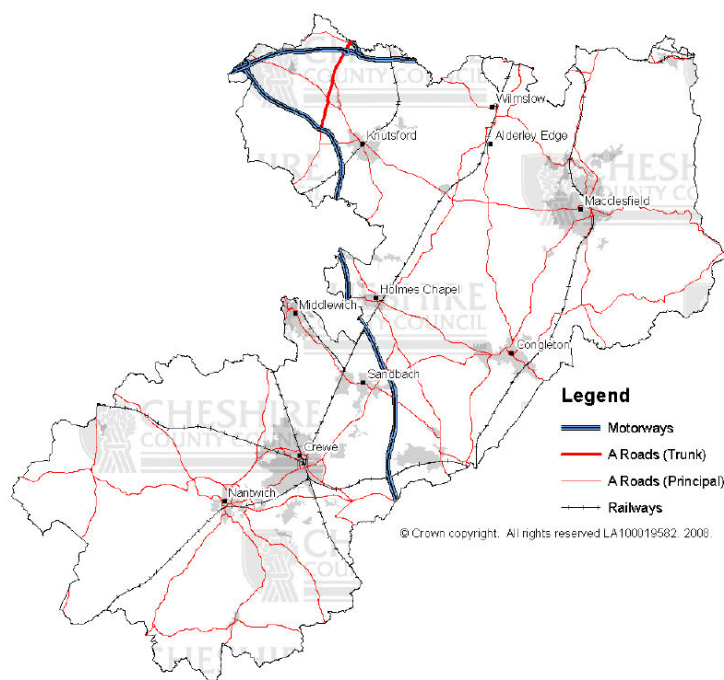
The Local Government Minister John Healey confirmed in December 2007 the intention for a re-structuring of Local Government in Cheshire. From the 1<sup>st</sup> April 2009 2 unitary councils for East and West of Cheshire will replace the existing seven (made up of 1 County Council and 6 District Councils). Elections to the new Shadow Authorities were held on the 1<sup>st</sup> May 2008 and following this, plans will be made for how the new Authorities will organise and deliver their services from 1<sup>st</sup> April 2009.

This reorganisation is a significant change and will affect all aspects of Children's Services including Schools, Social Care, Play/leisure services and Children's Centres, etc. The changes also affect the nature and future of partnership and Children's Trust arrangements beyond 1<sup>st</sup> April 2009.

The aim is to maximise new opportunities for Local Government and to ensure a seamless and safe transition of services and accountability. It is likely that the new Authority will form its own Trust arrangements in shadow form (initially) before 1<sup>st</sup> April 2009 and then early in its tenure either refresh the CYPP or develop its own in accordance with local needs, priorities and aspirations. This Primary Strategy for Change, is prepared with this in mind and on the assumption that the current long term aims of Cheshire County Council will remain relevant and be adopted, initially at least. The Primary Strategy for Change however is deliberately constrained to providing an initial two years of detail to offer some continuity of current development and time for the new authority to assess its needs prior to submitting its own Strategy to cover the remaining 12 years of the national funding programme.

As stated previously the County Council and Children's Trust are committed throughout this period of change to ensure services and outcomes are sustained and improved. In addition the aim is to support the new authority to develop arrangements that will best serve children, young people and their families.

### Cheshire East in Context



Cheshire East has a population of 358,900 and an area of 116,638 hectares. In addition to 'Cheshire West and Chester' on the west, East Cheshire is bounded by the Manchester conurbation to the north and east, and Stoke on Trent to the south. It contains the industrial town of Crewe, the old mill towns of Macclesfield, Bollington and Congleton, the market towns of Nantwich, Knutsford and Sandbach, the salt town of Middlewich, the commuter town of Wilmslow, as well as the smaller settlements of Holmes Chapel and Poynton.

In the 2007 Cheshire Omnibus Survey the majority of East Cheshire residents (92%) liked living in their home area. When respondents were asked specifically about their quality of life (from the 2005 Quality of Life Survey) 52% described it as very good and a further 44% described it as quite good. 1% said it was very or quite poor.

## Population

### Size & Distribution

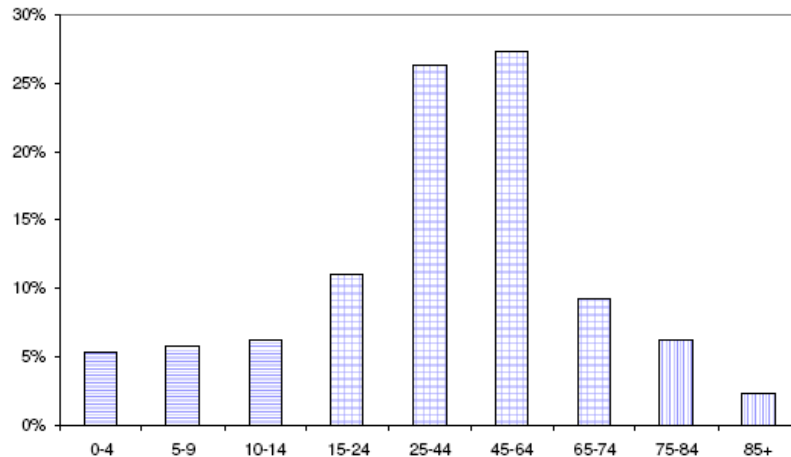
- Cheshire East has a population of 358,900 (2006 mid-year estimate)
- This is 5% of the North West's population and 0.7% of England & Wales' population

### Density

- The area of Cheshire East is 116,638 ha
- The population density is 3.07 people per hectare.

### Age Distribution

% of Age Groups Distribution 2006 Mid Year Estimate  
Cheshire East



The age structure of the Cheshire East is slightly older than that of England & Wales

- 5% of Cheshire East's population is aged under 5 and 12% are aged 5 to 14
- 18% are aged 65 or more
- There will be around 5% fewer children living in Cheshire East by 2026 than there were in 2006
- The number of people aged 85+ will double between 2006 and 2026.

### Family Structure

- In 2001, the average household size was 2.36
- 25% of Cheshire East households were all pensioner households (North West 24%, England & Wales 24%), of these 21,118 (57%) were pensioners living alone.

### Households

- In 2001, there were 147,144 households with residents in Cheshire East
- 99% of people lived in households (England & Wales 98%) and 1% in communal establishments
- Household composition generally reflected the England & Wales patterns
- 29% of households had dependent children (North West 30%, England & Wales 29%)
- 28% of households were people living alone (North West 31%, England & Wales 30%).

### Housing

- In 2006 the average house price was £210,600 compared to the North West average £157,500
- In 2006 there were 160,700 dwellings in Cheshire East with the highest % in council tax band C (20%).

### Ethnic Background and Religion

- According to the 2005 ethnicity estimates, 3% of Cheshire East's population was 'non-white'
- In 2001 80% of the Cheshire East population said they were Christian compared with 78% in the North West and 72% in England & Wales
- 96% were born in the United Kingdom.

### Socio-Economic Group

- In 2001, 32% of Cheshire East's workers were managerial and professional workers (social class AB), compared with 18% in the North West and 21% in England & Wales
- 19% of Cheshire workers were semiskilled and unskilled manual (social class *Cheshire East Profile* February 20084 D), compared with 19% in the North West and 16% in England & Wales. Sources: Census of Population 2001 ONS Population & ethnicity estimates Cheshire CC Population Estimates Land Registry Valuation Office Agency

### Employment

- Total number of employees in Cheshire East was 167,600 in 2006
- 17% of employees worked in manufacturing in 2006, a higher proportion than for Great Britain, 11%
- 77% were employed in services, a slightly lower proportion than for Great Britain, 83%
- Agricultural employment stood at 5,300 in 2006
- The average household income was £37,000
- East Cheshire has employment concentrations in agriculture (LQ1 of 1.7), chemicals and pharmaceuticals (6.7), rubber and plastic products (1.7), miscellaneous non-metallic mineral products (1.9) and computing services (1.5).

### Qualifications

The 2001 Census found:

- 24% of residents aged 16-74 in Cheshire East had qualifications at degree level or higher compared with 17% in the North West and 20% in England & Wales
- 25% of residents aged 16-74 had no qualifications at all (32% in the North West, 29% in England & Wales)
- 37% of Cheshire East residents had qualifications less than 2 'A-level' equivalents (36% in the North West and England & Wales) and 32% had 2 'A-level' equivalents or more (25% in the North West and 28% in England & Wales).

### Unemployment

- Unemployment in December 2007 was 1.3% (residence rate), compared with a Great Britain rate of 2.1%, and North West rate of 2.4%.

### Births and Deaths

- In 2006 the crude birth rate (births per 1,000 population) was 11 compared with 12 for the North West and 13 for England & Wales
- The crude death rate (deaths per 1,000 population) was 10 compared to 10 for the North West and 9 for England & Wales.

Sources: Census of Population 2001

## Social Inclusion & Regeneration



### Index of Multiple Deprivation

The Index of Multiple Deprivation (IMD) is a national deprivation index and is used to determine policy and funding, and feeds into initiatives such as Local Area Agreements.

The IMD is based on 7 domains:

- Income
- Employment
- Health Deprivation and Disability
- Education, Skills and Training
- Barriers to Housing and Services
- Crime
- Living Environment

The data mainly refers to 2005 and it is based at lower layer super output area geography. Cheshire East has 231 lower layer super output areas.

- The above map shows the 14 areas that fall within the top 20% most deprived areas in England
- 6% of Cheshire East's population live in these deprived areas (2006 estimates)
- Overall St Barnabas L3 ranked 1 out of 231 lower layer super output areas in Cheshire East nationally making it the most deprived Cheshire East LLSOA.

Sources: Index of Multiple Deprivation 2007

## **Baseline Analysis**

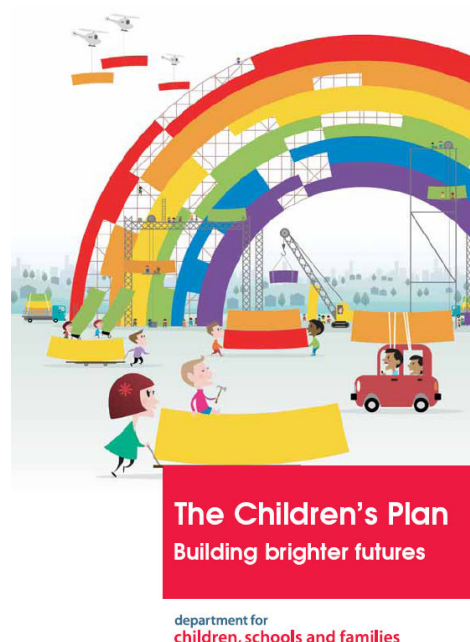
### Drivers for Change and the Children's Plan

There are several major drivers for change that will shape children's services locally and nationally over the next 5-10 years. Almost all significant plans and expectations are linked or built from the *5 principles* that are set out within the Children's Plan - Building brighter futures;

- (1) Government does not bring up children – parents do – so government needs to do more to back parents and families;
- (2) all children have the potential to succeed and should go as far as their talents can take them;

- (3) children and young people need to enjoy their childhood as well as grow up prepared for adult life;
- (4) services need to be shaped by and responsive to the needs of children, young people and families, not designed around professional boundaries;
- (5) it is always better to prevent failure than tackle a crisis later.

The Children's Plan; Building brighter futures, draws much of the recent national policy requirements together in one strategic document, setting the priorities and context for the next 10 years. It recasts and frames many of the Every Child Matters service reforms and commitments against new imperatives for a sharper focus on 'families', localism, prevention/early intervention, personalisation and narrowing the gap in outcomes between those doing the best and poorest. Significantly, 'building brighter futures' renews a focus on integration of leadership, processes and targets across all services for children.



The local priorities and drivers for change substantially reflect the aspirations and approaches of the new national Children's Plan and will contribute to achieving its objectives.

The priorities set out in the CYPP and the Primary Strategy for Change emerge from our analysis of our population of children, young people and families; it covers some of the needs, trends and issues that have informed the priorities and focus for action. The focus is on those areas where there is the most still to do - it is just a snapshot of a more detailed analysis available at [www.cheshireschools.co.uk](http://www.cheshireschools.co.uk). Later this year a Joint Strategic Needs Assessment will be published which will cover in more detail the key issues.

## Standards

### Early Years Primary School Children

In Cheshire, there is a gap of 33.8% between the average Foundation Stage Profile (FSP) score of the lowest 20% of children and the median FSP score for all Cheshire children. This is an overall decrease on the 2006 figure (34.7%) and the 2005 baseline (35.9%). Work is continuing to focus on narrowing the gap. Recent analysis shows that the gap in East Cheshire has remained almost constant across 2005-7.

Nationally 49% of children had good outcomes in Communication, Language and Literacy Development (CLLD) in the FSP in 2007<sup>1</sup> - the figure for the whole of Cheshire is 67%. However, this masks differences between different Super Output Areas. The gap in attainment between the geographical areas with the most poverty and other parts of the County is significant. In the 30% most deprived Super Output Areas in Cheshire, 49.1% of children were achieving a good level of attainment in Communication, Language and Literacy in the FSP in 2007. In contrast, 71.3 % of children achieved this in the remaining Super Output Areas. There was a similar gap in 2006.

Results at KS1 broadly reflect those at regional and national level. Percentages of pupils achieving L2+, L2B+ and L3 in reading, writing and mathematics were either above or well

<sup>1</sup> A score of 6+ in a scale of the Foundation Stage Profile is nationally considered good and means that children are working securely within the Early Learning Goals



above national averages. The gender gap broadly reflects the national picture and, over the past three years, has not narrowed significantly. The trend over the past three years shows a slight decline in line with the national trend with the exception of girl's reading and all pupils' L3 writing and maths where there is a slightly steeper decline.

At KS2 results at L4+ and L5 overall remain above the national average. Level 4 results have sustained the previous year's increase, and L5 results have improved by 1ppt. At L4+ attainments are slightly above FFTB in all areas of English. The difference between attainment and FFTB has been reduced in all aspects of English at L5. Overall:

- 70% of schools were in line with or above their FFTB estimate;
- 18% were 1 or 2 pupils below their FFTB estimate; and
- the gender gap has narrowed at L4+ and L5 in reading and writing.

Pupil attainment at KS2 is rising, particularly for boys in English at L5. In English and mathematics standards are above statistical neighbours but there is concern that standards need to improve further and the achievements of some learners are not high enough when set against their capability and starting points.

While the number of schools achieving below the national floor targets has increased this year, many are small cohort schools and several are in line with FFTB. In English, 27 schools are below the floor target and in mathematics there are 32 schools. Only 1 school in Cheshire East is in the 'Hard to Shift' category.

The above synopsis of education in Cheshire is underpinned with very detailed analysis that has now been broken down into the new authority's area. Attainment levels and associated trends in Cheshire East closely mirror the picture of County wide performance. In general, however, performance overall in Cheshire East is slightly higher than the Cheshire averages.

## ECM

The vast majority of our children and young people do well in terms of all 5 outcomes - compared to others living in the region and across the country - our children are healthy, well cared for and do well at school. However, estimates suggest that across the County, around 17% or 26,000<sup>2</sup> of all children and young people 0-19 are at 'risk' of poor outcomes and of this number perhaps up to 10,000 significantly so.

On any given day in Cheshire there are between 500 and 560 Children in Care and close to 180 on the Child Protection Register, in addition to these there are a further 3000 considered to be Children in Need. Commonly between 3 and 5 children each day are first time offenders (average annual figures of between 1100 and 1400) and across Cheshire, there are over eight conceptions to women under 18 years of age every week.

There is an increasing emphasis being placed on a changing role for schools to place them more at the centre of their communities with more effective links between them and other children's services so that together they can engage parents and tackle the barriers to the learning, health and happiness of every child. Many people and organisations will contribute to these goals – their families and other carers, communities and organisations in the public, voluntary, community and private sectors, as well as children and young people themselves. Currently 33% of schools are able to provide the full extended schools core offer.

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<sup>2</sup> Based on Profile of vulnerable young people living in Cheshire Aug 2007 Cheshire DAAT



Cheshire's approach to the development of Children's Centres has been to co-locate them where possible on primary school sites. So far 22 Children's Centres have been established alongside schools, of which 9 are in Cheshire East, and options for Phase 3 Centres are currently under consideration. Provision through these Centres is progressing the move to more co-located multi agency teams and fully integrated children's and family services for the public. In some cases Children's Centres have been co-located with primary schools, often utilising surplus accommodation.

In schools without a Children's Centre, where a significant amount of useable accommodation becomes surplus to the school's needs, consideration is being given to the possibility of creating facilities to support integrated service provision. In some cases this may be through direct service provision and in others, it may provide a base for multi agency teams.

The number of children and young people with persistent and severe weight problems is rising across the County. The North West Child Height and Weight Measurement data for 2007 shows that the prevalence of obesity across Cheshire is similar to the rest of the region with rates of obesity and overweight reception and year 6 children commonly upwards of 30% (combined). Ellesmere Port and Neston reception year boys have the highest %age obesity in the northwest at 17.2%; it also has the third highest for girls. In contrast the prevalence of obesity and overweight in the reception year was the regional lowest for boys in Chester and the regional lowest for girls in Congleton.

Promoting healthy lifestyles in our children is an important aspect of the Authority's duties and one also taken seriously by schools. Approximately 89% of all Cheshire East primary schools have engaged with the Healthy Schools programme. To date 53% have achieved Healthy Schools status.

A review of all primary school kitchens shows that a relatively small number of schools have significant issues to be addressed with their kitchens. In Cheshire East 5 schools need major work as at present they are unable to cook on the premises, have HORSA kitchens or single brick kitchens or dining areas. A further 4 schools need to be upgraded as they require general refurbishment or at present cannot produce the full range of foods to meet current nutritional standards.

There is only one school in Cheshire East that does not have a hall and needs to make alternative arrangements to provide opportunities for physical activities. This need is included within the overall condition and suitability assessment of the school.

### Special Educational Needs

The Authority currently maintains 14 special schools, of which 4 are in Cheshire East, and has resourced provision in a number of mainstream schools. Following a major review of special educational needs in line with Removing Barriers to Achievement, the SEN Policy has a focus on improving in-county provision for children with SEN and facilitating inclusion in mainstream. The strategy for developing provision incorporates: all schools and settings becoming increasingly inclusive in compliance with the Disability Discrimination Act, the development of resource bases in local mainstream schools, and maintenance of specialist provision to meet the most severe and complex needs of a small minority of children and young people within the Authority, as locally as possible. The role of the 14 special schools, which are all classified as good or outstanding by Ofsted, has been broadened successfully to offer outreach support to mainstream schools and settings. The strategy sets out an intention to remodel specialist provision in inclusive settings, so that all children can more easily access the range of specialist and inclusive provision appropriate to meet their individual needs in local schools and settings. With only 4 special schools being located in

Cheshire East out of the 14 within the County, early consideration will need to be given to ensuring that there is an appropriate level of provision to meet the needs of the new authority.

The percentage of children not achieving the levels expected at KS 1 and 2 are below national averages. However, the improvement of outcomes for children with special educational needs has been identified as a priority within the CYPP, as an aspect of Narrowing the Gap in performance.

#### Diversity, choice and responsiveness to parents

For some considerable time the Authority has been aware of the decline in the pupil population and the growth in surplus school places. In response to this, and major changes in national policy such as the national childcare strategy and Every Child Matters, a county wide review was commenced. This is Cheshire's Transforming Learning Communities (TLC) initiative that was launched in 2004 as a systematic and wide ranging review of provision for children and their families. The core focus of TLC is on transformation and assisting in enabling the delivery of 21<sup>st</sup> century learning and broader children and families support through schools. Of key importance is outcomes for learners and their well being. Several aspects of the TLC initiative are of particular and significant relevance to the Primary Strategy for Change. For example, improving the match between pupil demand and school provision, planning for the establishment and ongoing development of integrated children's services, and supporting schools in raising standards. Details of the initiative are contained in 'A Case for Change' accessible on the Council's website: [www.cheshire.gov.uk/tlc](http://www.cheshire.gov.uk/tlc)

The reviews have been undertaken on a locality basis that represents an acknowledged area or community, amounting to 8 in total. To date 7 locality reviews have been undertaken, three of which are still ongoing. At the time of the commencement of the first locality review there were 60,005 primary school places and a primary aged population of 53,381. The forecast at that time indicated a projected reduction in the population by 2010 of 5,392. This meant that the number of surplus school places was projected to increase from 7,137 to 12,191 over this period, an increase in surplus capacity from 11.9% to 20.3%, unless action was taken.

Since the launch of the TLC initiative much detailed work has been undertaken and consequent upon those reviews completed to date, 8 primary schools will have closed, 12 infant and junior schools will have been amalgamated and the net capacity of schools will be reduced by 3574 pupil places. As a result of school closures, pupils attend other schools based on parental preference and consequently more popular schools are able to expand.

Cheshire County Council currently maintains 267 primary schools (including infant, junior and nursery schools), of which 129 are in the Cheshire East area. Of these 52 are voluntary aided schools provided in partnership with the Church of England Diocese of Chester and the Catholic Diocese of Shrewsbury. There is also a strong independent sector that offers alternative provision in various locations across the County and in neighbouring areas. Cheshire is largely rural and this presents challenges in providing local schools in small towns and villages in response to local need, while seeking to manage the supply of school places overall during a period of significant decline in the pupil population and still providing good value for money.

Small schools face particular challenges, such as the ability to attract and retain high quality staff, especially Headteachers. Their capacity to deliver a broad and balanced curriculum with a staff complement able to offer an appropriate level of experience and range of age and subject specialism, can be particularly difficult. Schools with a total number on roll below 150 receive a small schools curriculum allowance.

Many of the small rural schools are voluntary Church of England schools and various initiatives have been undertaken to develop close links and cooperative ventures with other schools in similar circumstances, in some cases leading to formal federation. However, not all small rural schools have a decline in pupil numbers and some rural schools remain oversubscribed and attract the majority of their pupils from urban areas. Nevertheless, where schools are carrying a high level of surplus places the need review their position is supported by both Dioceses, as is the need to take decisive action to address the situation when necessary.

In a number of instances innovative solutions are being pursued to address the need to transform educational provision in the area. In one case proposals have been developed in partnership with both Dioceses to combine two neighbouring primary schools in a large urban area thereby establishing a new joint church school. These proposals are intended to go to statutory public consultation before the end of the year.

In another area a review of all the schools in the town has been undertaken as part of a TLC review and proposals are under preparation for the creation of an all age inclusive school and community facilities. This involves bringing together two secondary schools, two special schools and a primary school. The initial steps taken have involved gaining consensus on the vision for the new schools. This has involved Headteachers, staff, governors, and partner organisations such as the District Council, LSC and PCT.

Having agreed a vision, an initial hard federation of the secondary schools has been effected. Further research work and consultation is ongoing and architects have been commissioned to work on design issues and to undertake a feasibility study. Trust status is being explored to embrace a wider group of schools in the area. Elsewhere a foundation high school, which has named feeder primary schools as the basis of its admissions policy, is exploring with these primary schools the potential benefits of creating a local education Trust.

Across the County, various house building developments are taking place or being explored. Close liaison is maintained with local planning authorities to ensure that housing developments are factored into school forecasts and deliberations on school reviews. The process for determining school forecasts makes explicit reference to local developments and an iterative process is used to enable Headteachers and Governing Bodies to comment and ensure that local information on potential and actual new housing is included. In the case of major developments the requirement for school provision is factored in as early as possible to enable a more strategic approach to the supply of school places and in appropriate cases to secure developers contributions.

Live births across the County are rising but thus far to a degree that indicates a slowing in the forecast rate of decline in the pupil population rather than an upturn. There has been noticeable migration from Eastern Europe in some areas of Cheshire such as Crewe and the potential impact on the need for school places is being monitored closely. The demand for school places is closely monitored and the gap between the County primary pupil population and school capacity is shown at Appendix 1. As can be seen, as the pupil population has declined action has been taken to reduce the net capacity of primary schools. Care is being taken, however, to ensure that flexibility is retained at school level to enable fluctuations in pupil numbers to be met without difficulty and to maintain the ability to meet parental preferences for schools.

The total Cheshire primary population in 2012 indicates that the Authority would be carrying 15.6% surplus school places, but the reviews currently in train should reduce this level, subject to the decisions of Members, to around the target level of 10% overall.

The position in the Cheshire East area as shown below indicates a greater decline in the forecast pupil population, but two of the TLC reviews currently being undertaken are in Cheshire East and will bring the opportunity to make an impact the level of surplus places.

#### Primary % Surplus School Places

	2008	2012	
Cheshire East	12.7	16.5	
Cheshire West	12.6	13.8	
Cheshire	12.7	15.6	

Baseline PLASC Jan 2007

Excludes current Cheshire East reviews in Macclesfield and Alsager, Congleton, Sandbach and Holmes Chapel

#### Buildings and ICT

Over the past five years there has been considerable investment in the County's building stock. This investment has been made, not only to maintain the fabric of buildings, but primarily in recognition that better buildings contribute to improving school performance (An Evaluation of Performance of Schools Before and After Moving Into New Buildings or Significantly Refurbished Premises – Estyn January 2007). Nevertheless, the current estimated backlog of work that needs to be undertaken as identified in school condition surveys shows the need for approximately a further £13million injection of funding in East Cheshire schools. Additional major investment is needed to address suitability issues such as undersized school halls or classrooms.

When adaptations and refurbishments are undertaken curriculum needs are given prominence in project design. With a significant level of surplus accommodation in schools the need to have flexible spaces suitable for a range of uses has not been acute. The opportunity has been taken by many schools to provide 'nurture' rooms, small group and withdrawal rooms to support extension and personalised learning from surplus classrooms. Dedicated computer suites have also been set up with the opportunity to make learning provision not only for pupils but also staff and community. These schemes are frequently funded from school DFC allocations.

In seeking to make investment in buildings a number of PFI schemes have been undertaken. The use of capital receipts arising from the sale of redundant premises and prudential borrowing serviced through revenue savings arising from school rationalisation are also used to fund buildings investment.

All primary schools have access to the County arrangements for broadband connection that provides a 2mb service for schools of up to 250 pupils and 10mb to larger schools. Most schools in Cheshire were designed and built prior to the development of ICT as an educational platform. Their design is therefore based on a previous approach to teaching and learning and schools have developed their internal spaces according to their specific needs. As there is a significant amount of surplus accommodation in schools, frequently space has been utilised to provide computer suites, resource areas and flexible accommodation to support small group work.

The use of ICT in schools is supported by the Authority and schools are encouraged to follow the approach set out in the Council's E-Strategy. This approach is based on a vision for Teaching and Learning in the 21st Century in partnership with all stakeholders which transforms the way in which we intend to work with our schools and support the connected learning community to deliver our increasingly interactive services in order to:

- exploit interactive technologies and communication systems to improve achievement of children, young people and adult learners
- transform the way we teach, learn and provide information

- improve access to resources
- raise standards and widen participation in lifelong learning
- reduce the digital divide to improve opportunity
- enable every learner to achieve his or her potential
- promote social and community responsibility and social cohesion and improve social inclusion for disadvantaged communities, groups and individuals.

The future design and modification of school buildings will seek to facilitate this evolving approach.

### **Long term aims**

The Authority's long term aims for Children's Services are constrained by the decision to establish two new unitary authorities to carry forward the work of the County Council from 1<sup>st</sup> April 2009. It is assumed however that existing targets and projects already in operation will continue initially at least and until the new authorities determine otherwise. It is proposed therefore and agreed by the main consultative body for Cheshire schools, the Schools Forum that this Primary Capital Programme – Primary Strategy for Change should seek to balance the need to provide continuity of service provision and development through the takeover period, without fettering future long term decision taking.

Therefore, this section sets out the direction of travel being followed by Cheshire County Council that is commended to the new shadow authorities for consideration and future development in response to their specific circumstances. It has been proposed that the planning horizon for this document is contained at two years. This will provide an immediate platform for the capital programme and associated activity and will provide the opportunity for the new authorities to consider in much greater detail their own longer term aims and priorities.

### **Children's Plan & Standards**

The Cheshire Children and Young People's Plan (CYPP) 2008 – 2011 has been agreed by the County Council. The priorities summary is shown at Appendix 2. The importance of the national Children's Plan is explicitly highlighted as are the five underpinning principles that have strongly influenced local thinking in devising the CYPP. Of particular importance to the long term aims of the Primary Capital Programme – Primary Strategy for Change are:

- raising achievement in targeted groups, schools and communities;
- increasing opportunities to participate in physical and creative opportunities outside school;
- improve outcomes for children with disabilities;
- improve value added/progress in all key stages; and
- improving attainment by children from low income backgrounds.

These priorities are linked to and supplemented by a key LAA target to stop the rise in childhood obesity.

Most of Cheshire's children and young people do very well. There is nevertheless the need to 'narrow the 'gap' between the outcomes for most and for those who do least well. Particular attention needs to be given to improving outcomes for vulnerable children and those who are most at risk. This is not about limiting the opportunities or reducing the outcomes for those that do well but sharpening a focus on improvements for those that do not.

Illustrations of the gap are apparent across the 5 ECM outcomes, for example the gap in educational attainment at KS2 English between children from all Cheshire schools and those attending schools in high scoring IMD areas, showed a 13% gap, at Foundation Stage the gap is close to 30% which comparable to statistical neighbour Authorities. Applying national research to Cheshire, children from the 5% most disadvantaged households are more than 50 times more likely to have multiple problems at age 30, than those from the top 50% of households. Looked after children are 10 times more likely to be NEET and in trouble with the police and courts than their peers.

Particular actions to address specific issues are set out in other plans. The overarching approach however is to differentiate support to where it is most needed, through both the allocation of Council resources and the use of the National Strategies Improving Intensive Support Programme.

At KS2 the Authority is committed to improving performance in mathematics at L4+ and L5+, in literacy (particularly boy's writing) and closing the attainment gap between boys and girls. There will be focused support for identified schools, including the provision of training and follow up support on a range of strategies to increase progress. Extra support will be provided to 'Hard to Shift' schools.

Transition from primary to secondary school is an important point in children's educational progression. The Authority encourages close links between secondary schools and their "feeder" primary schools so that the difficulties often associated with transition are minimised. The exercise of parental preference for schools however means that not all pupils move to their designated secondary school, although the majority of pupils tend to remain within an area. Close collaborative working between all schools in an area is therefore helpful in managing progression and the creation of area based Education Improvement Partnerships across Cheshire has facilitated cooperation between schools in areas to support pupil progression and help raise standards.

Through the focused use of ICT, the Authority is seeking to enhance the quality of teaching and learning throughout the curriculum and thereby raise attainment levels in all schools. The Council's E-Strategy sets out the following key issue to address:

1. build a Cheshire Connected Learning Community (CCLC);
2. ensure that ICT contributes to the effectiveness of lifelong and 'anytime, anywhere' learning strategies;
3. support more effective working between institutions and services in schools and with other agencies and partners'
4. increase the use of ICT to promote inclusion for all ages;
5. support all in raising standards of achievement, skills and knowledge in ICT;
6. improve learning in all subjects and areas of learning through the use of ICT;
7. help schools realise the vision for a Cheshire School of the Future in which ICT contributes to transforming teaching and learning
8. support technology and infrastructure

The design of classrooms and the use of space across schools needs to reflect the centrality of ICT in transforming learning. The need to provide greater flexibility and more 'agile' spaces is recognised and has been a design requirement in recent school projects. This will continue to be a key component in future classroom and school design so that learning will become more personalised and learners will increasingly be able to work at their own pace using their preferred learning style as part of a range of approaches to learning.

## Special Educational Needs and Disabilities

Improving opportunities and outcomes for disabled children is identified as a priority within the CYPP. The strategy focuses on improving progress and attainment for children with special educational needs and an integrated approach to improving outcomes for disabled children through partnership approaches across the Local Authority, PCTs and key partners working through the Trust. It incorporates a focus on priorities identified in Aiming High for Disabled Children and builds on effective local practice and joint commissioning of services, including extended provision of short breaks which will incorporate learning from pilot projects underway in the area.

The special educational needs policy sets out an intention to integrate specialist provision into mainstream settings. Visioning for the first inclusive all - age school is well developed and has progressed to the feasibility stage. The school will incorporate a primary school and two secondary schools and integrate the specialist provision currently made in special schools. In planning the scheme learning from other innovative inclusive developments, particularly Darlington Education Village, has been incorporated with the intention of maximising opportunities for personalisation and inclusive learning, in line with local aspirations. Early years facilities will enable families to be engaged from the earliest stages to work in partnership with the school and focus on the holistic needs of children, supported by extended service provision and opportunities for lifelong learning.

Primary areas of the school will incorporate clusters of dynamic and flexible learning spaces, enabling staff to organise learning through a range of approaches and group sizes, including for example appropriate spaces for children to work in small focus groups on social and communication skills, to have individual support or to undertake personal research. The building design will enable longer term flexibility, for example to embrace innovation, new technologies and new understandings about learning and organisation.

The all-age school will link closely with all primary schools in the Education Improvement Partnership, enabling all children in the locality to access specialist resources and provision appropriate to their stage of development, with particular benefits for gifted and talented pupils. Transition will be eased by sharing resources and skills and networking assisted by new technologies and innovative approaches to leadership and management across the partnership. In addition, the creation of a 'staff college' will capitalise on the professional development opportunities on offer within the site.

## Every Child Matters

The date for achieving the full core offer of extended services through all schools is 2010 with a target of 50% of primary schools by the end of 2008. The Authority in partnership with schools is well on the way to achieving this target. Where building adaptation has been necessary it has been supported through minor works, often jointly funded with schools and this approach will continue through the Primary Capital Programme. This will enable new family facilities to be established and, where schools are not co-located with Children's Centres, this may be used as a delivery point of satellite services. All major buildings schemes and all new build are planned and designed with the ECM agenda as a key component of the requirements and this process will continue.

Continued encouragement will be given to all schools to achieve healthy schools status. The new initiative on tackling obesity will focus on promoting healthier food choices and building physical activity into daily life. A particular focus for the period 2008-11 will be targeted action to identify families at risk - in families where both parents are overweight or obese, children are six times more likely to be so too. Access to support programmes for obese children and young people in the first instance will be offered, as well as universal action to



ensure all schools, early years and childcare settings and Children's Centres promote healthy lifestyles and provide information, advice and guidance to parents around making healthy family choices, especially the promotion of breastfeeding.

The result we want for our children, young people and families is:

- every Cheshire child to grow up eating well and enjoying being active
- as many new mothers as possible breastfeeding;
- obese children young people to have access to targeted services to help them achieve and sustain a healthy weight.

Parents and children tell us that sometimes when they need and search for help our services often feel difficult to navigate and get into, they are also asking wherever possible for services to be local to them.

They (and we) know it is not possible for all services to be delivered within a short distance of home; but we can do much better at making them easier to get to and into. Individual and clusters of schools and Children's Centres are key to improving this. Neither will become the place that 'all' services are delivered from but they will make many services more accessible because they will be the axis for information and a range of prevention and early intervention services which are a gateway to other opportunities.

Extended Services in and around schools, Education Improvement Partnerships (EIP's) and Children's Centres are a good example of where the drives to make services as local and accessible as possible come together. For example, to develop the economies of scale around leadership, skills and services, schools are independently and through facilitation working together to ensure there is an effective set of services for children, young people and families in their area. This goes well beyond the classroom and there are now exemplars of schools jointly commissioning such things as family support and counselling. In addition to schools jointly commissioning there are also increasing numbers of other support services like health, police and voluntary groups basing themselves inside and alongside schools.

This will be developed further and, for example, where needed and possible new buildings will include space for co-located services.

#### Diversity, choice and responsiveness to parents

Since the commencement of the TLC initiative there has been a robust process in place to review school places on a locality basis. The changes made have resulted in both capital and revenue savings that have remained within the service to support future development. While a significant reduction has been achieved already in the percentage of surplus places in schools across the County, further work needs to take place to ensure that no school has or is projected to operate with more than 25% surplus places and that across the area there is less than 10% surplus capacity overall.

Three locality reviews are still in progress but at different stages. In two cases the reviews have already resulted in action being taken to reduce surplus places and further actions are in train. The third review has been launched but is still at an early stage, while the final locality review has yet to commence. It is intended to continue this process and upon completion to review the lessons learnt for incorporation into an ongoing exercise.

As this work continues the Authority will maintain its close partnership with the two Diocesan authorities and will seek to balance the need to manage the supply of school places with parental aspirations, diversity and choice.

Schools with falling pupil numbers that have temporary accommodation in place will be considered in detail to determine if alternative use can be found for the space, particularly in support of the wider ECM and extended schools agenda. Where this is not possible the temporary accommodation will be targeted for removal. Successful and popular schools with temporary classrooms that are forecast to remain in demand with high occupancy, will be considered for permanent build.

Participation of partners and the public in locality reviews is a key feature of the process adopted. The core data that informs the review, including historic trends and forecasts of pupil numbers are provided to all Headteachers and Chairs of Governing Bodies and published on a dedicated website. Informal non statutory consultation is undertaken on possible actions that could be taken in the locality. These possibilities are given publicity in the local press, by direct correspondence with parents and carers through the schools involved, and set out on the web site. All interested parties are invited to participate in informal public drop in events arranged in the area to enable people to find out more information and to discuss their concerns face to face with officers of the Authority. They can have their views recorded at these events and/or submit their views by letter or through the website.

All representations are given consideration before the decision is taken on making formal statutory proposals. This leads to a similar public exercise to test opinion before the decision is taken on the publication of notices that leads to further consultation. The test of these arrangements is that they enable everyone with an opinion an opportunity to express it in writing, orally, in public meetings or in personal discussion. As a result of these deliberations within reviews possible options have been withdrawn or amended in response to the representations made.

The views of children and young people are routinely sought and incorporated into planning. For example a recent feasibility study has involved pupils undertaking research with their peers, sharing their views through workshop sessions and then discussing priorities with architects. The pupils' views included their desire that school buildings should be inspirational and feel welcoming, so that adults and children are comfortable and there is empathy and respect. They would like buildings to feel safe and inclusive, where everyone can access modern facilities together and have a range of opportunities for learning inside and outside, so that children can learn in different ways, particularly through active learning. They feel strongly that buildings should be eco-friendly and they would like to have places to grow flowers and food.

The establishment of Trusts and federations is under active consideration. A whole town Trust is being looked into as part of the approach to the creation of the all age inclusive school. It is also being considered by a foundation high school, which has named feeder primary schools with which it works closely to raise standards. The Authority is currently preparing information and guidance for schools interested in giving consideration to this opportunity. Several federations have already been established and their use may become increasingly important with schools that have falling roles as a means to enhance learning opportunities, particularly in rural areas.

The latest pupil figures the school roll forecasts built on them indicate that there is still much to be done to address surplus capacity. At a County level the pupil population is continuing to decline and, based on the Jan 2007 PLASC, the level of surplus pupil places was forecast to rise from 12.7% to 15.6% in 2012 unless further action is taken. The position for Cheshire East is a rise from 12.7% to 16.5% in the same period.

## Buildings and ICT

In order to support decision making on school size, location, design and refurbishment in support of the output targets for the Primary Capital Programme, a new focused database has been created that brings together the key issues for consideration. Access to the database is via the website for this work. <http://www.cheshire.gov.uk/tlc/PrimaryStrategy.htm>

Funding demands have emerged from the TLC reviews described above. These priorities will support the achievement of the Primary Capital Programme outputs by removing surplus places, rebuilding schools and improving others, will focus on areas of high social disadvantage, have an impact overall within their localities on provision of school places and have been subject to widespread and extensive public consultation. As has already become the established practice with TLC, the funding for these schemes will draw on other funding streams as shown in the spreadsheet.

For the longer term a scoring matrix has been devised to support the identification of possible schemes. It has been proposed that refinement of the scoring matrix is referred to the new authorities via their School Forums, and that each Forum should establish a Primary Capital Programme Steering Group to have an overview of the process. The role of the Steering Groups would be to offer advice on the operation of the Primary Capital Programme, including policies and procedures followed and the prioritisation of potential building projects. It is suggested that they should be widely representative of schools and other key stakeholders. The proposed membership and terms of reference are set out in Appendix 4. The proposed system would rate schools red, amber or green against several major issues including KS2 results scored against either floor targets or LA average; CVA trajectory scored against current performance; % surplus places scored against decline in the school roll; and building condition scored against suitability. Additional measures to cover the wider Children's Services agenda and social disadvantage are also being looked at. The initial scoring matrix is shown as Appendix 3.

## **Approach to Change**

### Capacity building and change management

The history of strong partnership working in Cheshire provides a solid foundation upon which to build for future development. The relationship with partner organisations is characterised by openness and honesty, which allows meaningful discussion, mutual challenge and respect for differing views.

The effectiveness of these relationships is characterised by the support the Authority has received in the implementation of its Transforming Learning Communities (TLC) initiative. This dates back to 2004 when the Council organised a conference for all stakeholders to discuss how to respond to emerging challenges including the Every Child Matters agenda, developing extended services, the delivery of Children's Centres, the NSF etc. The core focus was on outcomes for learners and their well being but two key aspects of the TLC initiative of particular importance, improving the match between pupil demand and school provision on the one hand and planning for the establishment and ongoing development of integrated children's services on the other. Details of the initiative are contained in 'A Case for Change' accessible on the Council's website: [www.cheshire.gov.uk/tlc](http://www.cheshire.gov.uk/tlc)

More recently, however, there has been a growing focus on standards within the context of rationalisation of school places reinforced through the Education and Inspection Act 2006.

The Authority will continue to work closely with partners in the Cheshire Children's Trust and widely within the public and private sectors. Awareness raising and capacity building is an

ongoing task and will need to continue throughout the lifetime of the Strategy. The underpinning key issues will be need to be an important feature of the induction process for newly elected members of the two new unitary authorities.

All parties involved in TLC reviews to date have shared the same data sets covering historical and forecast pupil numbers, net capacities, costs, catchment area admissions etc. This transparency will continue with the Primary Strategy for Change data set will be accessible on the Council's website:

As individual projects emerge, consideration will be given to specific processes to draw in external expertise to help build capacity (as in the commissioning of architects to support the visioning process and feasibility work for the Winsford project and to accessing professional development opportunities for staff and governors through NCSL.

#### Planning, monitoring and evaluation

The responsibility for the implementation of the Primary Strategy for Change currently rests within the Children's Services Directorate of the County Council. The Diocesan bodies, teacher associations and unions, Headteacher groups, Schools Forum and Elected Members all supported the TLC initiative and their support for the Primary Capital Programme is currently being requested. This support has been retained despite having to address difficult decisions and in some cases strongly felt public opposition to rationalisation plans. This strong and widespread support will need to be fostered in Cheshire East in the future to ensure that the programme will be successfully implemented.

The County Council has in place tried and tested mechanisms to secure the commitment of senior Elected Members and Council officers. In the unique present situation of the County Council in preparing this Strategy that takes effect on the vesting day of the new authorities, it has been particularly important to find new mechanisms to consult with representatives of the shadow authorities to enable them to comment and endorse the proposed approach. Briefings have been provided for the Joint Implementation Teams overseeing the establishment of the two new authorities prior to the local elections and subsequently meetings are taking place with the Acting Chief Executives and recently elected Cabinet Members of the new authorities.

The long term aims and objectives of the Strategy have been endorsed by the full County Council and the adoption of the full Strategy is a delegated decision of the Executive Member for Children's Services. The Council's management arrangements will place responsibility for the buildings aspects of the Strategy on the Children's Services Planning and Development Service led by a third tier officer. This service team also has responsibility for the TLC initiative, and such is the importance placed upon this work that the Director of Children's Services acts as the Project Executive Director and is an integral part of the Core Management Group for the project.

The work of the Service is reported through the democratic process via the School Planning Select Panel, which has co-opted representatives of teacher associations and Dioceses. It is subject also to the usual scrutiny oversight of the Council.

Consultation on this Primary Strategy for Change has been undertaken through the Governing Bodies of all schools, teacher associations, the Cheshire Association of Primary Heads, and the Schools Forum. The Schools Forum formally endorsed this Primary Strategy for Change at their meeting on 22<sup>nd</sup> May 2008. The Authority has also provided opportunities for wider consultation through the local press, including the use of the Council newsletter delivered to every household in the County. It has also provided information to all County Council employees through briefings sent out with salary information. Parents and other

interested parties have been invited to let their views be known through the Council website: [www.cheshire.gov.uk/tlc/PrimaryStrategy.htm](http://www.cheshire.gov.uk/tlc/PrimaryStrategy.htm) . This contains a link to a survey of views by questionnaire and the Council's Citizens Panel has also been consulted.

Detailed consultation on specific projects has been a feature of the approach taken within TLC. Typically the school communities are briefed through local conferences and the wider public involved through the publication of awareness raising background information and a programme of informal drop in consultation events arranged to provide detailed information and the opportunity to discuss issues with officers on a one to one or group basis. Subject to the decision of Elected Members this process is replicated on particular proposals prior to decisions being taken on the rationalisation of school places and the publication of statutory notices.

Typically, this process will also involve other forms of engagement, for example meetings with relevant Governing Bodies, and will also include a range of other consultees such as local MPs, the District Council, private sector organisations involved in pre school provision and day care etc.

#### Achieving educational transformation & Every Child Matters

The Authority recognises the importance of early years provision and is working with schools and the private, voluntary and independent sector to secure appropriate provision in a wide range of settings across the County. Development work is being targeted where need is greatest as identified through the recent sufficiency survey.

Where possible, Children's Centres have been established on school sites as part of an integrated approach to early years support and provision. The potential difficulties arising from pupil transition have to be addressed and the establishment of foundation units and a move to amalgamate all separate infant and junior schools is intended to make a positive impact.

Consideration is already being given to more innovative approaches to provision. At the heart of this is the establishment of Education Improvement Partnerships (EIP's). These are typically based on a locality involving a small number of secondary schools, associated primary schools and special schools and colleges where appropriate. Shared approaches to teaching and learning have been developed and in one case consideration is being given to formalising the arrangement through the creation of a Trust. In another instance the EIP is central to developing a vision for partnership accountability and inclusion, innovative management and to developing leadership beyond the single institution. An all age school has been planned as an integral part of a regeneration strategy for a whole town, focusing on extending community engagement, lifelong learning and raising aspirations. Consideration is being given to maximising opportunities to involve all schools in the development to benefit the wider community. A range of community facilities will be incorporated, which will be accessible beyond the school day and all year round, for example visual arts, family learning, one stop access to services and sports and leisure facilities. A project group is working closely with a team of architects to consider innovative and high quality design options

The Authority is anxious to ensure that it makes the most effective use of facilities and provision in the light of national and local strategies. For example, it is reviewing residential provision within special schools as an aspect of developing the integrated approach to extending provision and short breaks inline with 'Aiming High for Disabled Children'.

## Finance

The concept of joined up funding streams is already fully embraced by the Authority in preparing its capital programme and is evidenced by a significant number of current projects that are jointly funded by the County Council, schools and other partners and stakeholders.

The existing process of agreeing with the Governing Bodies of schools their possible contributions from Devolved Formula Capital contributions to larger schemes will continue. The principal of utilising funding from capital receipts to supplement capital projects is well established and prudential borrowing arrangements have also been made available. The funding outline for the initial investment priorities shows the intended approach to the first phase of the implementation of this Strategy. The detailed information is contained within the DCSF Primary Strategy for Change spreadsheet.

## Procurement

The County Council has effected considerable change in procurement over recent years, from the increased use of outsourcing to deliver previous in-house professional services, process efficiency savings e.g. from cessation of maintaining lengthy Select Lists of Approved Contractors to the new Strategic Framework Agreements and the introduction of long term Partnering Agreements with our principal Contractors.

All major contractual arrangements are now based on “open book” partnering type agreements which rely on mutual trust and cooperation to create a whole team approach to delivering major building projects. Project risk is shared and each risk placed with those best able to manage the risk. These initiatives borrow heavily from current trends in the industry following the Egan and Latham reviews of Construction procurement, and have the support and commitment of Elected Members of the Authority.

The practices adopted are a far cry from traditional methods and we are currently developing a number of local performance indicators through which we believe we will be able to demonstrate:-

- high levels of customer satisfaction – product and service;
- time and cost predictability;
- fewer defects on completion;
- a more flexible and responsive service to meet Client needs;
- value for money;
- quality in design;
- greater focus on sustainability issues and due consideration of whole life costs of capital projects.

We believe this is essential if we are to demonstrate the benefits of procuring work through the new arrangements, especially to those schools which have considerable sums of Devolved Formula Capital to utilise. Since April 2005 projects have increasingly been procured through Strategic Framework Agreements (call-off contracts) with a small group of preferred Contractors and under Partnering contracts which embrace new ways of working and the Rethinking Construction agenda.

Whilst there is still a place for traditional procurement for specific projects, the new Frameworks offer potential advantages of:-

- speed (reduced time to start on site);
- greater time and cost certainty;

- more effective team working;
- less time spent on administration and resolving contractual disputes;
- more opportunity to develop aspirational policies on sustainability, design quality and greater stakeholder involvement in projects.

Cheshire's Strategic Framework Partners for capital projects for 2006-2011 are

SFA 4 (over £3m)	Willmott Dixon
SFA 3 (£1m - £3m)	Willmott Dixon (reserve Interserve Projects)
SFA 2 (£0.5 - £1m)	Interserve Projects Conlon Construction Henry Boot Construction
SFA 1 (0 - £0.5m)	Walter Carefoot & Sons J & S Seddon White Building Services

The objectives of the Cheshire Strategic Framework Partnering Charter include the intention to:

- deliver Best Value through the combined efforts of all Partners;
- deliver greater cost and time certainty for our Clients;
- ensure that the needs of the Client Service and End User are fully understood and delivered, within the available budgets;
- deliver improved and measurable Stakeholder satisfaction;
- secure ongoing profitability and continuity of work for Cheshire County Council CPMS Team, its Constructor Partners and their Supply Chain;
- operate within a 'no blame culture' and encourage joint working practices;
- deliver Better Public Buildings with innovative and flexible design and construction methods;
- engage in continuous learning and sharing of knowledge between all Partners through regular and ongoing dialogue;
- ensure compliance with H&S Legislation at all times, and in particular designing out Risk as part of the Design Process;
- the County Council will work proactively with Partners to ensure the implementation of sustainability principles in accordance with agreed Council policies.

Dioceses will wish to use their own consultants and may use traditional procurement methods. The northern Church of England Dioceses through DBE Services Ltd have consulted with DCSF and are now setting up their own framework and will be looking to carry out all building projects funded through the Primary Capital Programme.

### Design

The Strategy provides the opportunity and encouragement to deliver projects with excellent design, attested through Design Quality Indicators, and peer recognition. The authority wishes to design learning spaces that reflect changing practice for teaching and learning and takes into account research and effective practice, identified for example in the report of the Teaching and Learning in 2020 Review Group, Becta and NCSL. Building on the innovation that went into Kingsmead Primary School, Cheshire CC is at the forefront of Flexible and Sustainable Design. We are committed to the use of DQIs on all major projects and aspire to achieving BREEAM "Excellent" on projects where funding permits. There is a strong track record of stakeholder consultation and involvement, most recently on the Sir William Stanier



High School project where a Design Festival was undertaken in conjunction with the British Council for School Environments.

Kingsmead Primary School was the last completely new primary school built in the County. It generated national and international interest and won the following awards:

- Quality and Construction Award 2005;
- Civic Trust Award 2005;
- Best Small Project Category at the British Construction Industry Awards 2005;
- Best Practice Category at the British Construction Industry Awards 2005;
- International Green Apple Award for the Built Environment and Architectural Heritage 2006.

### **Initial Investment Priorities**

The priorities for the first two years of the Primary Capital Programme emerge from the ongoing work being undertaken by the County Council through the TLC Review, determined by the baseline analysis set out in this strategy. The major schemes are:

Vernon Infant and Junior Schools – Amalgamation and major refurbishments, adaptations and extension;

Proposed new Joint Church Primary School, Macclesfield - major refurbishments, adaptations and extension to existing premises;

Cledford Infant and Junior School amalgamation, Middlewich - Amalgamation and major refurbishments, adaptations and extension;

Smaller schemes are also included in the initial two year phase of funding. Further details are set out in the DCSF spreadsheet.

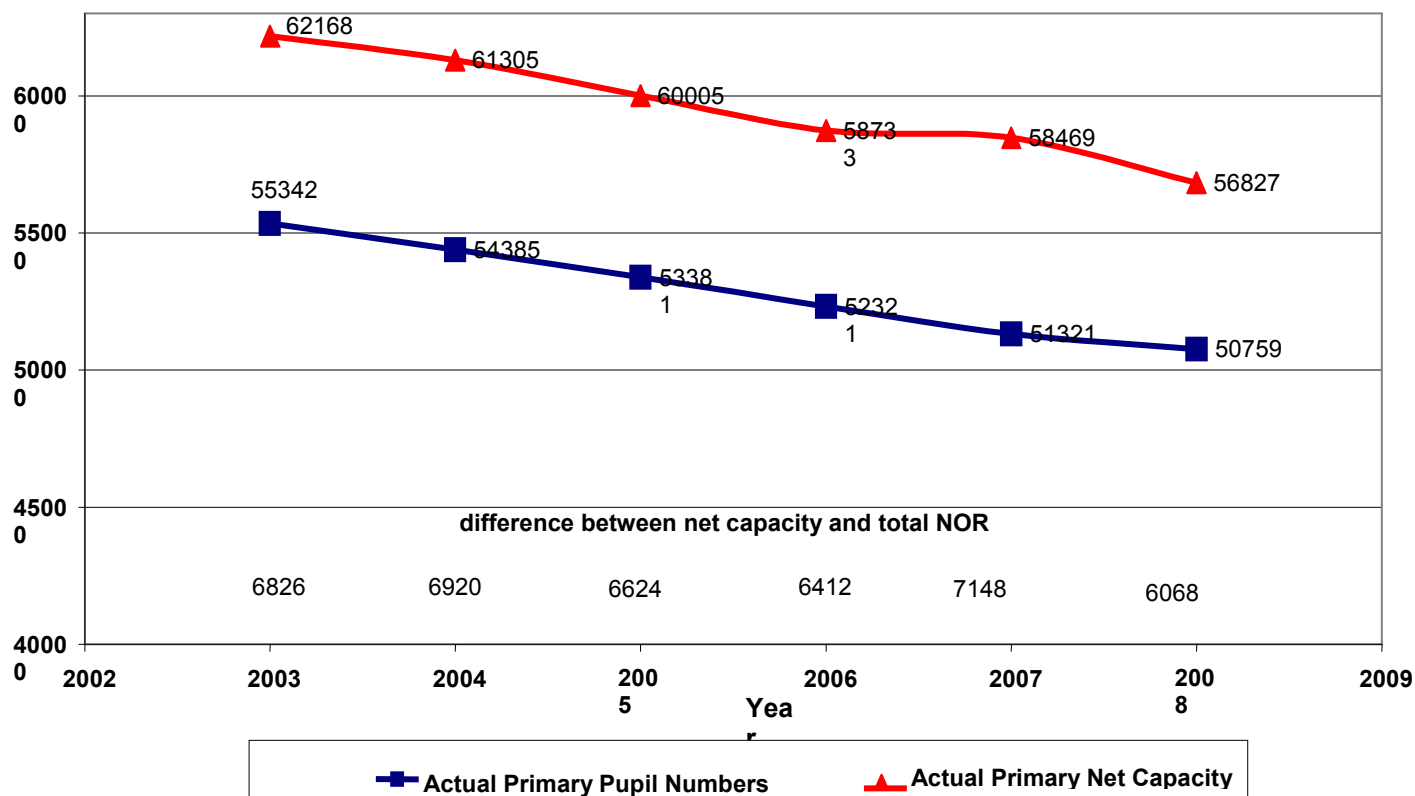
### **Summary**

We believe that this strategy which has been the subject of extensive consultation and endorsement provides a pragmatic response to the need for an interim approach that will span the period which will see the replacement of Cheshire County Council with two new Unitary Councils.

It seeks to build upon the commitment of Cheshire County Council to use capital investment as a driver to deliver local and national priorities, address the need for organisational change, tackle surplus place removal and intervene positively where standards require improvement.

The proposed establishment of representative Steering Groups in each of the new Unitary Councils will provide a positive mechanism to oversee the continuous review of this Strategy and the implementation of the primary capital investment programme over the longer term.

### Gap between Cheshire Primary Pupils on Roll and Our Corresponding Total Primary Net Capacity



## CYPP Priorities Summary

Outcome Area	Be Healthy	Stay Safe	Enjoy and Achieve	Make a positive Contribution	Achieve Economic Wellbeing	Management and Process
Cross Cutting Focus	<b>(A) Improving attainment in children and families from Low income backgrounds</b> <b>(B) Tackling the adverse impact of alcohol on poor outcomes for children and their families</b>					
Outcome and Development	Teenage Pregnancy and sexual Health	Reducing levels of Neglect	Raising Achievement in Targeted Groups, Schools and Communities	Young People's involvement in positive activities and participation as influencers and decision makers	Full entitlement to education and curriculum – targeting vulnerable Young People	Workforce development and reform
	Stopping the rise in Childhood Obesity	Tackling Bullying	Increasing all Ch & YP's opportunities to participate in Physical and Creative activities outside school	Increasing pro Social Behaviour: ensuring Children and young people stay out of trouble	Tackling Worklessness in families where there are children	Joined Up responses inc processes e.g. CAF & Contactpoint
	Good Mental Health and emotional Wellbeing	Positive choices; children, young people and parents stay safe and manage risk better.	Improve Opportunities and Outcomes for Children with Disabilities	Reducing Alcohol, Smoking and Substance use/misuse	Employers' engagement and support for 14-19 developments	Voluntary Community and faith Sector Development

		<b>Placement stability for Looked After Children</b>	<b>Improve Value-Added / Progress in all Key Stages</b>		<b>Support homeless and vulnerable young people</b>	<b>Children's Centres and Extended Services</b>
		<b>Supporting Children exposed to domestic abuse</b>			<b>Excellent Information, Advice and Guidance</b>	<b>Commissioning Development</b>
<b>Cheshire LAA Targets</b>	<b>(1) Obesity in primary school age children in Year 6</b> <b>(2) Young people's participation in positive activities</b> <b>(3) First time entrants to the Youth Justice System aged 10–17</b> <b>(4) Substance misuse by young people</b> <b>(5) 16 to 18 year olds who are not in education, employment or training (NEET)</b> <b>(6) Under 18 conception rate</b>					

## Primary Capital Programme – Cheshire County Council

### Priorities for Investment – Draft proposed scoring matrix v1

#### Methodology

To assist in the identification of potential primary school projects an initial key data filter will be applied to highlight needs. This scores schools using a RAG system against the following key criteria:

#### Places

		Decline in number of Roll (Reception to Y6 1999-2008)	
		>10%	<10%
Surplus Places (Number on Roll compared to Net Capacity)	<25%	NOR is greater than or equal to 210 and surplus is less than 25%	NOR is less than 210 and surplus is less than 25%
	>25%	NOR is greater than or equal to 210 and surplus is 25% or more	NOR is less than 210 and surplus is 25% or more

- A 1FE school has places for 210 pupils from Reception to Year 6
- NOR figures have been taken from the most recent school census

#### Standards

		2007 Key Stage 2 English % achieving level 4	
		>65%	<65%
2007 Key Stage 2 Maths % achieving level 4	>65%	65% or more pupils achieved Level 4 in both subjects	65% or more achieved level 4 in maths but school failed to meet threshold for English
	<65%	65% or more achieved level 4 in English but school failed to meet threshold for Maths	Failed to achieved the 65% threshold in both subjects

- Key stage 2 floor target is that at least 65% of pupils achieve level 4+
- The most up to date data relates to 2007 tests which were published in December 2007
- Possible to use the Cheshire average instead of floor target

## Performance

		2007 Contextual Value Added	
		>100	<100
Improvement (3 Year Trend)	Same / improved	2007 CVA score greater or equal to 100, 3 year trend shows net improvement	2007 CVA score less than 100, 3 year trend shows net improvement
	Declined	2007 CVA score greater or equal to 100, 3 year trend shows net decline	2007 CVA score less than 100, 3 year trend shows net decline

- Contextual value added is used as a measure of a schools performance. In the context of Primary Schools, Key Stage 1 to Key Stage 2 is used
- The most up to date data relates to 2007 and was published in Dec 2007
- A score of 100 is in line with the national average
- The Authority is looking for the net trend over 3 years (2005-2007) to be for CVA scores to have improved or maintained

## Condition

		Physical Condition Score	
		<£100k	>£100k
Suitability A & B	<5	Cost of P1 & P2 works is less than £100K and a suitability core of less than 5	Cost of P1 & P2 works is more than £100K and a suitability score of less than 5
	>5	Cost of P1 & P2 works is less than £100K and a suitability core of more than 5	Cost of P1 & P2 works is more than £100K and a suitability core of more than 5

- Physical condition – works costed at more than £100,000
- Suitability - number of issues rated A or B based on recent surveys

Those schools highlighted as Red / Amber will be examined further and possible action considered. Once potential solutions have been identified, the schools will be given further consideration taking into account all the data available and the individual circumstances of the schools. This demand profile will inform the investment strategy and help determine proposed priorities.

**PRIMARY CAPITAL PROGRAMME****Steering Group – draft Terms of Reference**

- ☐ The primary purpose of the Steering Group is to report to, and advise, the Authority on the operation of the Primary Capital Programme.
- ☐ The Group will:
  - review the operation of the Programme to evaluate its effectiveness;
  - recommend changes to data management, policies and procedures in the light of experience with the operation of the Programme;
  - ensure the availability of data to support bids for capital resources;
  - advise on the priorities established through the Programme processes;
  - act as a forum for the discussion of feedback from schools and other partners on primary building issues generally.
- ☐ The Steering Group will have the following membership:
  - two representatives of the Director of Children's Services – ordinarily the School Development Manager and a member of the Advisory staff;
  - a representative of the Property Officer – ordinarily the head of Property Strategy or the Premises Liaison Manager;
  - three representatives of the Headteacher Associations, one each from the Primary, Secondary and Special sectors;
  - a School Governor representative;
  - a representative of each of the Chester and Shrewsbury dioceses; and
  - an officer of the Children's Services Department to act as Clerk to the Group.
  - three representative from Education Improvement Partnerships (EIPs)
  - a representative of the Schools Forum.
- ☐ Membership of the Group may be expanded from time to time to allow for the attendance of representatives with specialist knowledge or for full discussion of particular issues.
- ☐ The Group will meet at least once a term and more frequently, at need, to assist in the meeting of deadlines or for the management of significant issues.