

Directorate of Children's Services

Investing in the Future

Primary Strategy for Change

'Putting children and young people first in Dudley'

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2004-2005
Transforming the School Workforce

Directorate of Children's Services

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Introduction

INTRODUCTION FROM CABINET MEMBER

Local Perspective

Dudley has experienced significant changes over the last few decades as the major industries of manufacturing and mining have declined. New opportunities in retail and service industries have begun to develop but Dudley and the Black Country overall face key economic challenges in raising incomes, enhancing skills and tackling unemployment.

Dudley has a key strategic rôle to play in the future development of the Black Country and the West Midlands region. Dudley is an active partner in the development of the Black Country Vision which entails making significant investments in the economy, town centres, housing, the environment, transport and children and young people. At the heart of this programme is investment in schools for the future where children and their families can;

- a. Enjoy a good experience of education and childhood.
- b. Access the range of high quality public services.
- c. Acquire the skills, attributes and qualifications required for employment and independent living.
- d. Make a positive contribution to the economic prosperity and social well-being of Dudley and the wider community.

The future prosperity and overall well being of Dudley lies in the hands of the children and young people attending school today and in the hands of generations to come. Although many children perform well, gain qualifications and succeed in many other areas of achievement, some do not.

The outcomes from the current pattern of school organisation are not good enough (please see Baseline Analysis, paragraphs XXXX). The capital investment from the Primary Capital Programme supported by additional investment from other sources will improve the

physical environments that children learn in and, along with other improvements, will secure better outcomes for children, families and the community. The diagram below is taken from DCSF guidance on Building Schools for the Future (BSF) and shows the links between capital investment, motivation, quality of teaching and learning and pupil performance. All children should have the best opportunities available. The Primary Capital Programme will increase the range and quality of opportunities for children, families and the community.

Every child matters in Dudley and we need to ensure that every child achieves our ambitions set out in paragraph xxxx.

Baseline analysis

Children’s Plan

TO BE COMPLETED

Standards

TO BE COMPLETED – BASED ON CONSULTATION DOCUMENT STATISTICS

Every Child Matters

TO BE COMPLETED

Diversity, Choice and responsiveness to parents

TO BE COMPLETED – BASED ON CONSULTATION DOCUMENT STATISTICS

Buildings and ICT

Of the schools eligible for Primary Capital Programme investment, 7 were built before 1914, 9 between 1915 – 1929, 4 between 1930 – 50, 56 between 1951 – 90 and 2 since 1991. All schools have outstanding **condition** work to be done. This is usually the case with large buildings and does not reflect on the way new school buildings have been maintained. Dudley schools have managed the maintenance and development of school buildings effectively and within the level of resources available. Whilst there are some exceptions, the highest condition issues appear in schools built between 1950 and 1980.

Cost estimates for condition issues	No. of schools
Less than £50k	14
£50k to £300k	51

£301k to £500k	7
£501k +	6

Within the last few years schools were also assessed on the **suitability** of the buildings for teaching the curriculum. The assessment methodology prescribed by the DCSF identified some schools with one or more grade A (unable to deliver one or more aspects of the curriculum). These have all been addressed through the Asset Management Programme or through the schools own resources. All schools have one or more Grade B assessments. This is where teaching methods are inhibited by the accommodation in one or more aspects.

The cycle for assessing suitability covers several years. Schools are responsible for their own asset management programmes and at any point it is likely that some data will not be up to date. For the purposes of the Primary Capital Programme all schools have been asked to confirm where suitability issues have been addressed. The methodology was developed before major changes in the requirements for pre-school and early years provision, the national primary strategies and the new Children's Plan. The shortfalls in suitability are likely to be wider than demonstrated by existing data.

Virtually all school buildings were designed and built with minimal attention to sustainability. All schools will be replaced or refurbished with a view to reducing the energy costs in the materials used, running costs and in changing pupils behaviour towards the environment.

Location, capacity, accessibility and school travel

TO BE COMPLETED – BASED ON CONSULTATION DOCUMENT STATISTICS

Long-term aims

TO BE COMPLETED – BASED ON CONSULTATION DOCUMENT AS SET OUT BELOW

By 2023 Dudley will have a pattern of school organisation that;

- e. Promotes the safety and well-being of all children.
- f. Amplifies the impact of the strategic capital investment plans across the Black Country, Dudley MBC, Dudley PCT and other partners.
- g. Enables all schools and other providers to work together in a range of collaborative arrangements.

- h. Engages children and young people as well as other stakeholders in the design of new or refurbished schools.
- i. Meets the learning and care needs of all children in mainstream schools, special schools or other provision.
- j. Offers real choice for parents between schools that offer consistently high quality education and care.
- k. Offers places in local schools with 21st Century facilities for learning. This includes;
- High quality design of internal and external spaces that fully support teaching, learning and personal development.
 - Sustainable buildings and systems that are environmentally efficient and encourage all users to protect and maintain our environment.
- l. Offer learning spaces that;
- Provide optimum learning conditions in terms of security, air condition, fresh drinking water, temperature, light and colour schemes.
 - Are flexible, e.g. can be used for small and large group activities, and varied in terms of lighting, sound and furnishings.
 - Inspire children, staff, parents and the community.
- m. Enables every child to reach adulthood with the breadth of skills, qualifications and experience they need to be able to thrive in society and in the workforce.
- n. Provides every child with a good experience of childhood.
- o. Enables every child to have a hot nutritious meal at school served in fit for purpose accommodation.
- p. Provides access to extended provision via schools and other providers within each area.
- q. Provides access to specialist services to support children and families.
- r. Provides access to education, training and employment for children, young people and their families.

- s. Enables the achievement of our aspirations for high quality sport, culture, leisure and community facilities.

Approach to change

Capacity building and change management

Dudley has been preparing for the Primary Capital Programme since it was announced in 2005. As a local authority, Dudley is required to review the supply of school places annually. Consultation on proposals for change to admission numbers is conducted every spring. Substantial changes are proposed and consulted on when the need arises.

Dudley is fully engaged as a partner with Sandwell, Walsall, Wolverhampton and the Government in developing the Black Country Strategy; a long term programme to regenerate the region and improve the quality of life for all. This major piece of work requires careful integration of housing, employment, education, culture and leisure facilities together with extensive consultation. The initial investment priorities set out in this consultation document take account of these regeneration strategies and will continue to inform the Primary Capital Programme in its future stages.

Primary schools have limited capacity to provide the project management requirements for major schemes such as replacing the entire school with new buildings. Dudley will designate a qualified project manager to work with each school to coordinate the production of a detailed project plan, engage people in the design development, manage the communications strategy and ensure completion of the project within time, on budget and to standard. It is expected that the project manager will work closely with a project team determined by the school e.g. Headteacher, governor(s), staff. Project governance and management arrangements will comply with legislation and the Council's requirements for the procurement of major capital projects. This includes decision making, planning, risk management, consultation, financial controls, monitoring, reporting to relevant committees and health and safety.

The process of preparing for significant capital investment can provide high levels of motivation and accelerate learning. It is essential that schools take advantage of these opportunities but extra capacity is needed to ensure schools continue to focus on driving up standards. Plans are in place to increase capacity for effective project management. It is essential that we have sufficient staff qualified in project management. A group of officers and school staff will complete Prince 2 Practitioner training in May in preparation for delivery of the Primary Capital programme, Building Schools for the Future and other major projects. A project manager will be designated to each school project.

Planning, monitoring and evaluation

All primary schools have been scored against a range of criteria (see paragraph XXXX). The schools are ranked according to the total number of points scored. The ranking is set out in the Primary Capital Programme Scoring Matrix (see XXXX).

Achieving educational transformation

TO BE COMPLETED – BASED ON CONSULTATION DOCUMENT STATISTICS

Every Child Matters

TO BE COMPLETED – BASED ON CONSULTATION DOCUMENT STATISTICS

Finance

TO BE COMPLETED – BASED ON CONSULTATION DOCUMENT AND INITIAL INVESTMENT PLAN

Dudley's allocations (subject to approval by DCSF) for the first two years of the programme are;

2009/10	£4.2 million
2010/11	£6.5 million
2011 – 2023	It is expected that funding will continue at these levels subject to future decisions on public spending.

Dudley is required to set out in the Primary Strategy for Change (see paragraph 19) the total funding that will be committed from both the Primary Capital Programme allocations and any additional funding from other sources. Additional funding sources include;

- a. Contributions from other schools capital funding streams e.g. Devolved Formula Capital, Modernisation, School Access, Extended Schools, Basic Need.
- b. Other capital funding from DCSF e.g. SureStart General Grant (Capital).
- c. Other Government Departments.
- d. Funding from EU or national funding bodies such as the Big Lottery.
- e. Local resources including capital receipts and revenue funding.
- f. 10% contribution from voluntary aided schools.
- g. Local authorities should also consider the scope for joining up with community health investment e.g. NHS LIFT schemes.

Procurement

The DCSF expect LAs already in the national Building Schools for the Future Programme to deliver major capital projects such as new primary schools through their Local Education Partnership (joint venture company set up specifically for the purpose).

Dudley is not in the BSF programme yet and the first few primary schools will have to be delivered through conventional methods.

Design

TO BE COMPLETED – BASED ON CONSULTATION DOCUMENT STATISTICS

Initial investment priorities

The initial investment plan for 2009/10, 2010/11, 2011/12 and 2012/13 will include the replacement of three primary schools and a number of smaller projects.

2009/10 Replace Quarry Bank Primary School
 315 places for boys and girls aged 5 – 11
 Children's Centre

The timing of the following two projects are subject to further work required on options and the time required to resolve planning issues.

2010/11 New Northfield Road Primary School on Hillcrest site or
 New Red Hall Primary School on single site

2011/12 New Northfield Road Primary School on Hillcrest site or
 New Red Hall Primary School on single site

Further work is underway to identify smaller projects that could be brought forward to ensure the expenditure allocation set out in paragraph XXXX can be used within the required financial years. These smaller projects will be based on accelerating the following areas of development;

Facilitate development of a design brief to support teaching and learning fit for 21st Century schools and other settings. This includes adoption of new technologies to enable learning anytime, anywhere (ICT).

Facilitate development of a design brief for medical facilities in schools enabling;

- Short term provision for pupils taken ill during the school day.
- Routine medication.
- Health screening programmes e.g. height, weight, vision or hearing.
- Specialist care e.g. physiotherapy, speech therapy.
- Access to health advice and support for families.

Development of a design brief for provision of school meals within new nutritional standards. This includes kitchens and dining facilities.

Facilitate implementation of integrated services co-located within school sites where appropriate.

Complete integration of PCP and other major capital programmes with Dudley's strategies for participation in sport and improved health outcomes.

Future investment priorities within the programme will include the following;

TO BE COMPLETED – BASED ON CONSULTATION DOCUMENT STATISTICS AND RESPONSES

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