

# **Learning for the Future**

**Developing the education vision for  
Dudley**

**Transforming Secondary Education**

**March 2005**

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## **Learning for the Future – Developing the education vision for Dudley**

### **Transforming Secondary Education**

#### **1. Introduction**

This document is the starting point for a thorough review intended to transform the way in which secondary education meets the needs of all learners in Dudley. The title Learning for the Future is intended to reflect the fact that there is a substantial amount of learning taking place outside of schools through on-line resources, in libraries and in provision for excluded youngsters, pupils on extended leave or receiving education other than at school (EOTAS). **The intention is to agree an educational vision for secondary education in Dudley by September 2005.**

Guidance was issued by the DfES and Partnerships for Schools (PfS) in November 2004, to Local Authorities with projects in wave 2 of Building Schools for the Future (BSF). Whilst guidance for further waves may change, the approach to developing an education vision is an excellent starting point in ensuring the policy aspirations of the DfES are addressed. This consultation draws heavily on the DfES / PfS guidance.

Education vision, particularly of the quality required to qualify for substantial capital investment through BSF and other DfES funding streams, will not appear from nowhere. Dudley is expected to use existing corporate and other documents as the basis for their work (e.g. school organisation plan, educational development plan, or a newly developed children's services plan). The intention is not to create new bureaucratic burdens. But the opportunity of such major investment does demand a thorough-going review of education visions to ensure that developments deliver for children, learners and the local community.

The education vision must address the needs of current and future learners. Visioning must be dynamic, flexible and responsive to change. The degree of detail will increase as the vision is realised through major procurement projects and other developments, all based on robust analysis of the need, cost, risks and required outcomes.

As a second stage, the DfES will require Dudley to formulate a strategic business case (SBC) which clearly sets out the education vision, corporate links and the supporting elements. In the SBC, authorities will present a vision for secondary school education in an area, a vision that is maintained and developed in partnership with schools and dioceses and other relevant stakeholders. The vision will clarify purpose and direction across the whole area, for all schools teaching pupils of secondary school age, including pupil referral units. It should be ambitious and farsighted enough to drive projects through to the completion of the BSF programme.

Having formed a vision, Dudley will translate it into objectives for all of their secondary estate, which will then inform the redevelopment proposals for

individual schools. They will further group and phase capital investment proposals for their whole secondary estate and provide outline cost and scoping information. The first phases of this investment will need to be developed in greater detail, with initial options appraisals and outline scoping information. This will then inform the third major stage of the process, the outline business case (OBC). The SBC thus presents a framework for capital investment across the secondary estate, which is linked to wider educational improvement programmes, with the initial phases developed in greater detail.

The DfES expects Dudley to take full account of opportunities to join up planning and funding. The successful delivery of a major change programme in Dudley will be determined by the degree of success in developing effective collaboration and partnership to bring together different sets of objectives and different funding streams. The DfES suggest a few examples including P.E. and sport (through the Youth Sport Trust and the Big Lottery Fund), Academies, specialist schools, ICT, children's services and extended schools and the 14-19 agenda (which includes LSC). There are many other opportunities for Dudley to draw in additional funding through the Every Child Matters agenda and initiatives for regeneration, training and employment.

In this context it is critical that schools work together towards a common vision with diversity of provision fully reflected both in the vision and a robust business case for each project.

## Building Schools for the Future (BSF)

This section, taken directly from the Wave 2 Education Vision Guidance, is important for several reasons. It confirms that

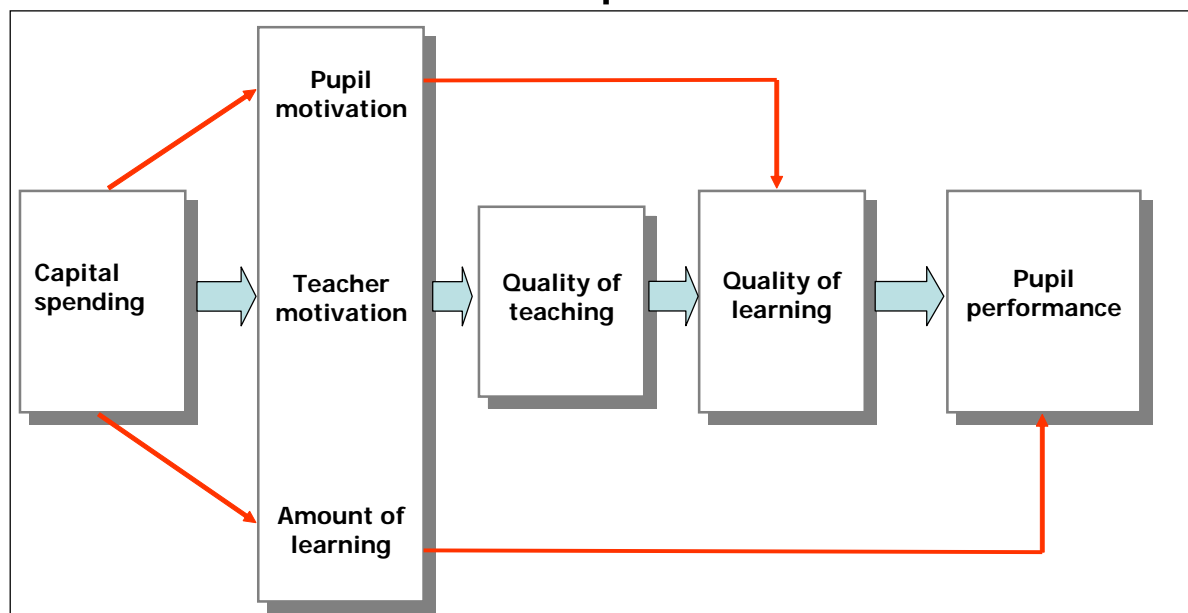
- Raising standards is not just about improving buildings
- There is a strong link between capital spending, staff and pupil motivation, quality of teaching and learning and pupil performance.

The section does not stress that the impact of capital spending on pupil performance can be greatly increased through designs that actively support the range of teaching and learning. Defining the links between learning and the design of the built environment will require new thinking.

“School buildings are vital to pupils’ education. Importantly, they should support our education vision of high expectations, diversity, specialism and excellence, local collaboration, community involvement and high-quality teaching and learning.

PricewaterhouseCoopers’ research on behalf of the Department shows that an essential element of capital’s impact on standards is at school level; in how new or refurbished buildings can motivate and influence school staff and pupils and directly affect teaching and learning. The diagram below illustrates this, although of course standards can also be raised in the absence of good buildings.

## BSF Link to Pupil Performance



BSF is therefore much more than a bricks-and-mortar programme, and represents a once-in-a-lifetime chance to drive reform of the secondary system and improvements in educational standards, through radical improvements in the quality of school buildings. BSF will, in turn, contribute towards the wider regeneration efforts of local authorities.

## Refining the education vision

Every project is expected to pass BSF approval criteria and the DfES will be challenging Dudley to ensure its vision for educational transformation is appropriately robust, meets ministers' expectations for BSF and delivers for local children and learners. It is important that Dudley works closely with the DfES, PFS and 4ps throughout the project initiation, to ensure that the education vision meets the DfES criteria. It is essential that the vision provides a coherent overall strategy in relation to raising educational standards, as well as addressing the individual policy areas set out in this document.

There is a recognition that school buildings and their external spaces will need to be sufficiently flexible to accommodate future requirements. This approach should be taken when considering all policy areas in this document.

## Consultation

Consulting on and agreeing Dudley's education vision now will save problems occurring later. The DfES expects schools to be fully involved and the local communities and stakeholders, such as dioceses and other voluntary aided bodies, colleges, local LSCs, etc, fully informed. There will be occasions where communities and stakeholders should be fully involved as well as informed.

## Exemplar designs

The DfES publication *Exemplar designs compendium* discusses how these various policy issues can be translated into the design of school buildings.

In addition, the DfES is publishing *Transforming schools: a guide to remodelling existing school buildings*. As a sister publication to the exemplar designs compendium, it aims to demonstrate, through real case-studies of secondary schools, that a mixture of new and refurbished buildings is often preferable to entirely new buildings.

It is Dudley's intention to establish a design resource for schools and others to access ideas from whole schools to toilets to specific curriculum areas.

## Sustainability

The former Secretary of State published his sustainable development action plan in autumn 2003, with the Prime Minister recently reaffirming the commitment to sustainability regarding schools, saying

"There is a huge school building programme underway. All new schools and City Academies should be models for sustainable development: showing every child in the classroom and the playground how smart building and energy use can help tackle global warming."

To this end, the Building Research Establishment has developed for the Department a version of the Building Research Establishment's Environmental Assessment Methodology (BREEAM) for schools, which will make it easier and cheaper for schools to be assessed for sustainability.

The Department are making it a requirement of funding for new schools to aim for a 'very good' or 'excellent' rating. This will ensure that sustainability is designed in from the outset. This will have a big impact through academies and Building Schools for the Future, but can be applied to all new-build schools and major refurbishment projects.

The key performance indicators set by the DfES for PfS include a baseline of very good for the BREEAM rating of schools built or refurbished under the BSF programme.

### **Finances**

It should not be assumed that by taking account of all the policies included in this document that a local authority should expect to receive additional funding. BSF works to fixed space, area and cost guidelines – the exemplar designs show what can be done within these parameters.

Where local priorities indicate a case for building in additional innovation, if a local authority can contribute financially, or bring in investment from other sources, they will be welcome to do so.

In challenging local authorities to bring about innovation and transformational change, the focus will be on what can be done differently or more efficiently within the overall BSF guidelines.

### **Definition of terms**

The 'priorities' sections outlines the aspects which must be taken into account when developing an education vision. The 'considerations' sections outline further issues to be considered when refining the education vision.

## **2 Education vision – wider links**

### **Corporate links**

It is important that Dudley's education vision is seen in the context of the wider corporate vision and in the delivery of other key local services.

DfES priorities for approval of Dudley's education vision will be based on the following questions.

- Does the education vision properly reflect the overall local authority vision?
- Does the education vision properly reflect any local strategic partnerships in place?
- Has the education vision been produced in consultation with the relevant stakeholders?
- Has the relationship been considered between education provision and other specific plans for the area, such as health and social services?
- Does the education vision reflect the implementation of the Children's Act and its requirements for partnership working with other agencies/key partners/schools and the establishment of integrated local structures, including Children's Trusts?



### **3 Education vision - policy sections**

#### **3.1 Personalised Learning**

We all learn in different ways. We have preferred styles for different types of learning activity. We have different drivers that affect what we want to learn, when we want to learn and how quickly. There are barriers to learning arising from sets of circumstances that prevent access to opportunities or limit progress. Although we know these things, access to learning is often controlled to meet the requirements of the provider rather than the needs or preferences of individual learners. For example, traditional school timetables are organised to manage provision for large numbers of pupils and staff. Timetables ensure that the range of lessons required are included and that pupils and staff are in the right room at the right time but rarely are they flexible enough to respond to the individual learning needs.

Personalised learning is a high priority of the government. It is a reasonable assumption that individual pupil performance will improve if the quality of their individual learning improves. ICT is already enabling much more personalised learning for children, young people and adults. How much more could be achieved with similar flexibility in how we provide access to learning opportunities?

Statement

Dudley is committed to improving the opportunities for personalised learning to enable improved performance for a greater proportion of learners. We need to explore ways of creating better access that meets the needs and preferences of individual learners whether children, young people or adults.

#### **3.2 Collaboration and partnership**

Over the last 15 years or so, schools have witnessed a massive increase in the degree of independence and autonomy. Schools have a wider range of powers exercised through delegated budgets. Similarly, the degree of accountability through governance, inspection and other frameworks has also increased. Many schools have moved along the continuum from dependence for most matters on their Local Authority or Diocesan Authority to independence. Whilst this has clear advantages there are also risks of isolation and arrested development if schools do not move on to the interdependent stage.

Dudley has proposed a model of collaborative working based on the five township groups. This model provides a framework for consultation, collaborative working and partnership in which schools can develop as part of an interdependent group to meet the needs of learners in their township.

Many schools will also be active in other collaborative groups, partnerships or networks within the townships, across Dudley, nationally or internationally. These contacts can be healthy for the growth of individual schools and for Dudley as an educational community especially when supported by an effective infrastructure for disseminating ideas and good practice.

Statement

Dudley believes that

1. The township model provides an effective framework for collaboration and partnership in meeting the needs of learners of all ages.
2. The needs of individual schools and Dudley overall can also be served through a broader range of collaborative groups, partnerships and networks.
3. This approach is more likely to achieve the five outcomes required in Every Child Matters
  - Healthy
  - Stay Safe
  - Enjoy and achieve
  - Make a positive contribution
  - Achieve economic well-being

### **3.3 School organisation**

Introduction

As part of the drive to improve standards, the government is keen to encourage diversity of provision in the secondary sector. The five-year strategy document, published in July 2004, ([www.dfes.gov.uk/publications/5yearstrategy](http://www.dfes.gov.uk/publications/5yearstrategy)) set out proposals to ensure that every parent will be able to choose an excellent secondary school for their child. At its heart is the development of independent specialist schools in place of the traditional comprehensive. This does not mean creating a new category of school – rather, giving more independence to all schools within a specialist system. This includes greater opportunities for schools to acquire foundation status, with the possibility of a majority of foundation governors on the governing body, if this is what the governing body wants.

Academies, foundation schools and voluntary schools all offer opportunities for different groups of sponsors and promoters to become involved in the setting up and running of schools. Specialist schools, extended schools and federations of schools all offer pupils wider choice and greater opportunity to find schools which suit their talents and interests. A diversity of schools means that each will be informed by a wider range of good practice and motivated to compete with the best. Where new or replacement schools are needed, local authorities should consider whether the diversity of provision in the area could be increased by entering into discussions with prospective

promoters of maintained schools, or sponsors of Academies, or holding a competition for a new school.

The strategy document also contains proposals for extending the range of circumstances in which competitions for new secondary schools need to be held, thereby enabling a greater number of providers to put forward proposals. (This applies to cases in which statutory proposals are required to be published for new secondary schools, but does not include transfers of site).

Schools also need to be in the right places to minimise journey times, and these may change as populations change. Schools may also be of different standards, and some will be more popular with parents than others. The five-year strategy states that we strongly support successful and popular schools in expanding, and we are introducing a fast-track process to make this possible more quickly. Local authorities need to be sure that their planning maximises the opportunity for parents to get their children into the school of their choice, and reduces surplus places where parents do not want to send their children. BSF provides an unprecedented opportunity to do that. Local authorities should therefore take into account the following priorities:

#### Priorities

- Planning of school places - is there a case for the re-organisation of school places in order to create a better match between the overall need for places, parental demand for places in particular schools, and the supply of places? Have building plans been properly informed by a review of the need for places across the area, taking into account forecasts of places needed, whether surplus can be removed in some areas and/or additional places are needed in others, any key-worker housing, parental preference and standards at different schools, transport and access considerations?
- Housing provision impact – has the potential impact on the need for places been assessed in the light of any requirement to increase housing provision? Has the impact of increased housing taken into account the reduction of other types of accommodation, e.g. temporary housing?
- Cross-local authority pupil movement - what consultation has taken place with other local authorities about this? Are plans to attract back pupils who attend schools outside the authority realistic?
- Diversity audit – have the needs of the area for different types of school been explicitly examined – i.e. the mix of community and other categories of school, including foundation schools, VA schools and Academies, extended schools and community facilities, SEN provision and inclusion, specialist schools and 14-19 provision?
- Diversity promotion – have any measures been taken to promote

diversity, including seeking community views, considering voluntary competitions for new schools (in addition to the statutory competitions for additional schools noted below), and identifying potential promoters or sponsors?

- Additional secondary schools – in areas of population growth where an additional secondary school is required, and the local authority want to establish a community school, has the local authority identified the legal requirement to advertise the need for the school and invite other promoters to put forward proposals?
- Formal consultations requirements – has the local authority built into its planning any formal consultation arrangements necessary to put in place changes in school organisation?

### Dudley in Context

The school organisation plan 2003 – 8 identifies a range of demographic factors that contribute to a projected surplus of over 2500 places in primary schools. A major factor is the incremental fall in annual birth rates over the last few years. This trend is continuing with no evidence of sufficient housing or other developments likely to increase the overall demand for school places. PLASC figures for 2004, 2005 and applications for places in Dudley secondary schools for September 2005 show that this decline in demand is beginning to impact on the secondary sector.

Dudley is a net importer of secondary age pupils from South Staffordshire, Wolverhampton, Sandwell, Birmingham and to a lesser extent Worcestershire. Dudley loses a smaller number of pupils to the independent sector and neighbouring authorities for a variety of reasons including inadequate places in popular Dudley schools, easier transport routes and high performing state or independent schools with sixth forms.

Work is in progress to assess the impact of falling pupil numbers, new school proposals in adjacent authorities and new transport developments such as the Midland Metro Line 4.

### Statement

Dudley will have a surplus of secondary school places and thorough review of provision is required. The review should take account of the priorities set out in the school organisation section of this document and any other relevant factors.

### **3.4 Academies**

Academies need to be considered as part of the diversity audit (detailed in the 'school organisation' section). However, given that Academies are one of the prime elements in the drive to raise standards, a separate section has been added specifying how Academies should be considered further.

#### Introduction

Academies – and new or reformed schools including Academy features – should form a key part of BSF plans, whether the replacement or improvement of failing or weaker schools, or the creation of new schools. The government will expect local projects to provide a proper and objective evaluation of Academy options; such reform is critical to demonstrate the expected impact on education standards of large-scale capital investment.

The Department's 5 year strategy states:

“The government will not stand by and allow local authorities to sustain failure by refusing to engage with Academies where they can meet parental demand for good school places. Where necessary we will use existing powers – and seek any additional powers necessary – to hold local authorities to their responsibilities.”

Plans containing bold innovation in the use of Academies – and aspects of their sponsorship and governance arrangements – commensurate with the challenge to raise standards in their area, will be more likely to raise standards, and therefore more likely to progress quickly through project development to the final approval of funding. We also encourage local authorities to engage directly with potential Academy sponsors as part of the BSF preparation and evaluation.

#### DfES Priorities

- Has the local authority objectively considered Academies as an alternative option where it proposes to rebuild poorly performing maintained schools or establish new maintained schools?

#### Considerations

- Local authorities are expected to consider the scope for the establishment of Academies as part of their strategic plans to increase diversity in secondary provision and improve education opportunities.
- Where a local authority is proposing to rebuild or substantially refurbish a poorly performing maintained school (normally defined as a school gaining <30% 5 A\*-Cs at GCSE), we would expect to see proposals for the establishment of an Academy. If not, the authority

must explain why an Academy is not being proposed, and demonstrate that an alternative, innovative strategy is in place for raising standards at the school.

- Where a local authority is proposing to establish a new school (in areas where the average 5 A\*-C GCSE pass rate is below 40%), to meet the need for additional school places, it should also explain why an Academy is not being proposed.
- Academies require third-party private or voluntary-sector sponsorship – the DfES can help identify sponsors for potential Academy projects.

#### Statement

Dudley will consider one or more Academies as part of its education vision and option appraisals process. We will bring forward proposals related to academies where supported by a robust analysis and business case.

### **3.5 Specialist schools**

Specialist schools need to be considered as part of the diversity audit (detailed in the 'school organisation' section).

#### Introduction

The specialist schools programme is contributing to the creation of a specialist system in which every secondary school has its own special ethos and works with others to spread best practice and raise standards. All secondary schools in England can apply for designation in the following specialisms: arts, business and enterprise, technology, humanities, language, mathematics and computing, music, science, sport and engineering.

#### DfES Priorities

- Are proposals consistent with the government aim that all schools will become specialist schools and that they are required to have a minimum standard of accommodation in the specialist subject?
- Do proposals reflect the need for specialist schools to use their experience to attain whole-school improvement across the curriculum, and recognise the options and flexibility in the use of IT? Do the proposals state how they will raise standards?
- Do proposals recognise the implications of the requirement for specialist schools to have a community plan which may mean pupils from other schools are on the premises/adults/evening classes etc?

## Considerations

- The building of the school must take into account the school's chosen specialism(s) and provide appropriate and high-quality teaching spaces for the delivery of the specialism. Can the specialist area or facilities (e.g. ICT) be used in relation to other subjects? Specialism is often considered in isolation to the rest of the curriculum.
- You need to consider the different types of ICT use/discrete learning/classroom resource.
- You need to consider the security implications/access routes/security zones, etc within the community plan.
- You need to consider joining up with Academies, curriculum, training schools, extended schools, workforce, SEN, ICT and London Challenge.

## Statement

1. Dudley believes that all secondary schools should be specialist schools and
2. All township areas should have a similar range of specialisms and
3. Where a township does not have access to a particular specialism extended collaborative arrangements are considered with colleges and any other appropriate partners.

### **3.6 Secondary failure and under-performance**

#### Introduction

One of the priorities of BSF is to ensure that local authorities have strategies to improve endemic failure and poor school performance. Local authorities are responsible for school improvement strategies in their areas. This involves two principal operations.

- Avoiding, but where necessary rectifying, school "failure" – that is, schools in special measures and those with serious weaknesses. These responsibilities are frequently closely linked with local authority strategies to raise achievement – e.g. in schools with under 30% 5+ A\*-C at GCSE.
- Monitoring and challenging secondary underperformance – that is, schools where there is a poor rate of pupil progress, even though achievement rates may appear, at first sight, to be satisfactory.

Under-performance may therefore occur across a wide range of achievement. For example, a school capable of getting 45% 5+ A\*-C may only be getting 35%; one currently on 55% may be capable of 65% or more.

#### DfES Priorities

- How effectively does the local authority address failure and very low achievement? Is this consistent with existing education development plan (EDP) priorities? Is this a cross-service strategy?
- Has the local authority identified an effective strategy to combat under-performance? Is this consistent with existing education development plan (EDP) priorities? Is this a cross-service strategy?
- Have the local authority's strategies considered and linked to national strategies and funding streams, including school improvement partnership boards, leadership incentive grant, KS3 national strategy, federations and other funded collaborative networks of schools?

#### Considerations

- Do secondary buildings and their external spaces promote effective teaching, good curricular practice and innovation?
- How have local authorities drawn up their strategy to ensure their buildings and their external spaces encourage good curricular practice and who have they involved? What role did their inspectorate or school improvement team play? What other sources of advice did they seek?

#### Statement

1. Dudley believes its strategy for avoiding secondary failure and monitoring and challenging under-performance is effective and
2. Should be enhanced through achieving the Learning for the Future strategy particularly in strengthening the school workforce, engaging learners of all ages, improving the quality of the learning environment and meeting changes in demographic factors.



### 3.7 School workforce

#### Introduction

The core of this agenda is creating capacity for teachers to focus on teaching and learning – helping schools to deliver more effectively the personalised teaching and learning that pupils and parents are entitled to expect. The central element is more support staff undertaking activities that free teachers to concentrate on their core professional responsibilities. A key feature is that schools will work out for themselves the staffing mix they need and that they will adjust this mix in the light of developing priorities.

Accommodation will increasingly need to reflect the implications of more adults in schools. It must also provide teaching spaces that can be adapted to different models of curriculum delivery, and spaces that enable teachers to get the most out of the time they will be guaranteed for preparation, planning and assessment.

The quality of the working environment is essential for the whole of the workforce – support staff as well as teachers and headteachers. There are issues of self-esteem and motivation, (and therefore links with recruitment and retention) which need to be reflected in the quality of the environment. School design needs to reflect the specific implications of the workforce reform agenda and the contractual elements of the national agreement *Raising standards and tackling workload*, which will impact on all schools. Flexibility is the key word.

#### DfES Priorities

- In light of the workforce reform agenda, including the contractual elements arising from the national agreement *Raising standards and tackling workload*, has the local authority commissioned a design that offers maximum flexibility in the effective teaching and learning environments pupils can be offered?
- Does the design offer flexibility in the environments available to staff for planning, preparation, assessment, individual and team reflection and development, coaching, mentoring and so on? For example, does the school building take account of the fact that, from September 2005, all teachers will have contractual guarantees on time for planning, preparation and assessment?
- Has the local authority considered the practical impact of significantly more support staff in the school, in terms of staff areas, toilets, administration, storage space and car parking? This will not always mean more/larger facilities, but the potential impact will need to be considered.
- Has the local authority considered the need for flexible

accommodation to deliver different patterns of teaching and learning, larger spaces, small group / breakout rooms / one-to-one counselling) e.g. larger and smaller groups or individuals?

- Do proposals for refurbishment represent a decisive break from the Victorian classroom, head teacher's office and teacher-only staff room model?
- Is the flexibility offered in new build and refurbishment proposals sustainable and real, taking account of the staff costs and wear and tear in actually using flexible space?
- Has the local authority considered the needs of and for training schools in its area, including their focus on initial teacher training, their contribution to development of their own whole-school workforce, and their potential for supporting the development and training of staff working in other schools, including perhaps schools beyond their own local authority?

#### Considerations

- Obvious links with ICT, *Every child matters* children's agenda, and also perhaps with early years and extended school agenda.

#### Statement

1. Dudley is committed to strengthening the school workforce as an essential requirement for meeting the outcomes of Every Child Matters and
2. Transforming the range of current performance indicators from around the national average to the top quartile.

### **3.8 ICT**

#### Introduction

ICT is already transforming the shape of teaching and learning across all subjects and ages. Not only are children being taught in new and exciting ways, but they are learning new skills to enable them to participate in our changing society and economy. Teachers are also seeing significant changes beyond the classroom. We are making sure that we have the right levels of capital investment to achieve our radical vision of ICT in schools of the future.

The mission for ICT in schools is:

*“To help all children achieve their full potential by supporting every school in England to become a centre of excellence in the use of ICT for teaching and learning and for whole-school development.”*

An ICT guidance document has been developed to provide context and guidance for the implementation of ICT as part of BSF. This guidance covers the inclusion of ICT in all BSF planning from the announcement of each wave to procurement of the ICT service.

#### DfES Priorities

- Embedding the use of ICT across the curriculum – does the local authority’s vision allow access to ICT as and when it is needed for teaching and learning?
- Personalised learning and workforce reform – will ICT provision be sufficient to stimulate and engage pupils? Similarly, is it sufficient to stimulate and engage teachers and support staff to achieve a significant impact on workloads etc?
- Broadband connectivity – will appropriate broadband connectivity be delivered to the classroom/desktop/office?
- Curriculum online – will the ICT infrastructure be capable of delivering media-rich teaching/learning resources to the classroom/desktop?
- Inclusion – is ICT provision sufficient and appropriate to help to address the needs of pupils with special needs, or absent or at risk, or disaffected with traditional methods of learning? Does it provide access to ICT resources for communities that do not currently have high rates of ownership or access?
- Technical support and training – do school staff have the technical support and training that they need to enable them to use ICT effectively in their jobs?
- New relationship with schools: information management – will ICT provision, connectivity and compatibility enable the efficient use and seamless transfer of data between all parties with a legitimate interest in it?
- Communications – is communication with schools e-enabled? Do schools and local authorities have and use the ICT infrastructure to allow this to happen and effectively reduce burdens on schools?
- Self evaluation – do schools and local authorities use ICT effectively to facilitate self evaluation and reflection on process and practice?

#### Considerations

- New school buildings must have the right physical spaces, these must be correctly configured (different requirements for whole-class teaching and individual learning), with accessible power and network cabling and appropriate environmental standards (heating, lighting, ventilation etc.). In addition to ICT infrastructure and equipment, provision must include technical support and training.
- Cabling, equipment and other services must allow true broadband capacity to be delivered to the classroom and school office.
- ICT infrastructure and equipment must allow the use of media-rich learning resources. BSF provision must include appropriate servers and sufficiently powerful PCs to enable use of current and future digital learning materials.
- Personalised/individual/independent learning is inconceivable without access to ICT. ICT provision is essential to develop differentiated, personalised approaches to learning and the aim for BSF schools should therefore be to have sufficient and suitable equipment to allow individual access.
- Appropriate provision and use of ICT can improve the quality of teaching, reduce teacher workloads and improve the recruitment and retention of teaching staff and other adults.
- Data capture, management (MIS) and transfer are key to delivering the personalised learning agenda and to developing a new relationship between the Department, partner organisations, local authorities and schools. BSF schools should be supplied with appropriate ICT infrastructure and equipment to enable efficient management and allow those schools to work with the data collected.
- ICT is a powerful tool for promoting social inclusion and delivering educational opportunity beyond the school gates. BSF ICT provision should include specialist equipment and software and home to school links, (and links between schools and hospitals and other locations) to support pupils with special needs and to transcend the need for learning to take place at a fixed physical location and time.
- ICT is an integral tool to allow schools and local authorities to evaluate practice against established goals and milestones. It can also allow for sharing and benchmarking within local contexts and schools in similar situations.

## Statement

1. The Dudley Grid for Learning is an effective, comprehensive ICT and fully managed infrastructure that is making a major contribution to transforming secondary education by
  - a. Raising the quality of teaching and learning for learners of all ages
  - b. Provides a wide range of useful management information through ICT
  - c. Provides a useful framework for innovation
  - d. Provides essential experience in developing public private partnerships as an essential step in achieving performance improvements when the current contract ends.
2. The DGfL experience will inform future ICT provision as part of the Learning for the Future strategy enabling schools to address personalised learning and innovation.

### **3.9 Access and inclusion for pupils with SEN and disability**

#### Introduction

All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with special educational needs (SEN) and disabilities, and all schools should play their part in educating children from their local community, whatever their background or ability. We must reflect this in the way we train our teachers, in the way we fund our schools, and in the way we judge their achievements.

The government's SEN strategy builds on the proposals for integrating children's services set out in the green paper on the reform of children's services *Every child matters* and includes a strategy for improving childcare for families of children with special educational needs and disabilities.

#### DfES Priorities

- Is there evidence that local authority proposals are based on a rigorous analysis of need for SEN provision and are in line with the government's SEN strategy *Removing barriers to inclusion*?
- Is there evidence that local authority proposals are linked to their access strategy required under the planning duties contained in part 4 of the Disability Discrimination Act 1995?
- What consultation has taken place on the local authority's inclusion

and accessibility strategies and are its proposals in line with these strategies?

- Have SEN regional partnerships been consulted as part of the local authority's approach to joint planning? Have parents been consulted?
- Are all maintained and non-maintained special schools fully included within the overall strategy?
- Has the co-location of special and mainstream schools been given sufficient attention to ensure closer working relationships to promote greater movement and pupil and teacher exchange between the two sectors?
- Has the involvement of social services, health and voluntary organisations been fully factored into meeting the needs of pupils with SEN and disability and others at risk of exclusion, and have they been fully consulted?
- Do facilities ensure full accessibility and more resourced provision for pupils with SEN and disability in mainstream schools, including facilities that place pupils with SEN and disability at the heart of the school?

#### Considerations

- Remember that accessibility is not just about wheelchairs, but the whole range of disabilities – visual impairment, hearing impairment, autism etc, all of which have their own implications on building and external space design.
- Consider the impact on school transport policies and provision.

#### Statement

Dudley believes that access and inclusion for all pupils will be achieved through a realignment of current provision in mainstream, special and non-school settings as set out in the SEN strategy.

### **3.10 Children's services, extended schools and community links**

#### Introduction

Involving and benefiting the community is a key role for the school of the future. Schools should be at the heart of the communities they serve. They can be lively and vibrant places outside school hours, providing learning and leisure opportunities for their pupils, their parents and the wider community, as well as being a potential focus for the local delivery of children's services.

Schools should plan for appropriate extended and community use activities in response to audited local needs.

*Every child matters* sets out the Department's aim to ensure that every child and young person has the opportunity to fulfil his or her potential, and no child slips through the net. The document sets out the five outcomes which services should work towards: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well being. *Every Child Matters: Change for Children* sets out the national framework for local change programmes to build services around improving outcomes for children and young people, through children's trusts.

Under BSF, local authorities will be developing ambitious local plans for their secondary schools which support the delivery of better outcomes for pupils in schools. We want to ensure that children's well-being is at the heart of these plans and that they are underpinned by a clear vision and shared outcomes across services, and facilitate robust partnership arrangements of public, private, voluntary and community sector organisations.

The Children Act 2004 sets out new duties to ensure that child welfare is highlighted in the work of all relevant agencies and in the way in which they work together in practice locally. The Act also requires local authorities to make partnership arrangements with key partners and other relevant agencies. The establishment of integrated local structures for children's services in future, through children's trusts, will help to ensure that BSF proposals sit within the wider local strategic framework. Until then, we expect local authorities to anticipate the affect of these changes within their BSF planning and to involve key stakeholders responsible for the delivery of services for children. They should consider whether their proposals for the location of schools, as well as their design and the provision of facilities, take full account of the need to embed outcomes across the services that work with children.

There are a number of ways local authorities could develop plans which incorporate the implications of the children's agenda. The extended school principle provides models for innovative development on school sites.

Extended schools recognise that they cannot work alone in helping children and young people, and their families, to achieve their potential. They therefore work in partnership with other agencies, such as Primary Care Trusts (PCTs) and social services, which have an interest in outcomes for children and young people. Schools that recognise the need to find the best way to help an individual pupil to learn will want to look at both the pupil's learning needs and at overcoming barriers to learning that may come from outside the school.

*Every child matters* sees schools as being the most likely bases for the co-location of services; to be the hub of services for children, their families and other members of the community. Building on this the Department's *The five year strategy for children and learners* sets out the government's expectation

for all schools to offer extended services. For secondary schools this means they will be expected to provide a core offer of:

- Study support activities: giving a wide range of things to do for pupils before and after school and in lunchtimes. This might include sports clubs, access to libraries and computer suites, and supervised breakfast and homework clubs.
- Widespread community use of the school's facilities: including hiring out premises to voluntary or community groups, and use of specialist facilities like sports halls, art studios, school theatres or drama studios, and science and design technology labs.
- Family learning activities: to be provided through the school, including parenting classes if they are wanted.

Secondary schools will also have a key role to play in delivering a 'youth offer' of a safe place to be/things to do for young people both during term time and school holidays.

Approval of proposals would be subject to schools incorporating a strategy to grow this core offer in the schools involved. The core offer may, on occasion, be based in each school, but it will very often be that this core offer will be provided by schools working as a 'cluster' or in partnership with other local providers.

We expect that many schools will go beyond providing the core offer and provide a range of other services, such as hosting multi-disciplinary teams from health, social care, the youth service and others.

#### DfES Priorities

- Do proposals show clearly how the schools will provide the core offer of study support activities, widespread community use of the school's facilities and family learning activities, either wholly on the new school site or in partnership with other nearby schools?
- Do proposals reflect the need to provide a safe place to be/things to do for young people both during term time and holiday periods?
- Do proposals identify the best way to provide the flexibility of space that will be required over time with changes in community use?
- Do proposals provide access to school facilities by the wider local community, including out-of-hours use for recreational as well as for community and adult education purposes?
- Do proposals cover the additional access issues that community use will involve – both to the school itself as well as the grounds, playing fields and car parking? Will access to the 'community part' be clear



and secure so that people can find their way around easily but can't just wander into any part of the school?

- Do proposals adequately cover the need for different sizes of facilities for different user groups – e.g. toilets/wash basins etc. that can be used by very young children and also by adults, desks and chairs for different age groups, adjustable chairs for computer use? Is there provision of flexible multi-use areas for use by others within schools, including services working with children? (The exemplar designs provide guidance on how this can be provided within the footprint of a school).
- Do proposals reflect an awareness of the diversity issues for community user groups, e.g. use of showers, etc?
- Are corridors, stairways, etc. wide enough to cater for the level of "traffic" that community use could bring?
- Do proposals deal with the additional security/safety issues of having a mix of pupils and community users on site and the need to ensure appropriate separation so community use does not disrupt lessons? Does the community have access to only the appropriate areas/services? Do proposals ensure there are no "dead" areas where people cannot be seen?
- Do proposals demonstrate support for integrated development and co-location of services for children on school sites, particularly where this involves provision of major areas of accommodation for dedicated non-educational users? (Local authorities are encouraged to look innovatively at the use of other funding streams.)
- Do proposals give due consideration to the need to join up capital streams with other service providers, e.g. health, social services, sports (including from Sport England and the Big Lottery Fund) leisure, Sure Start etc to ensure a complementary approach and the proper integration of services?
- Is the need covered for clearly signposted and accessible reception facilities, sited in the best position to point community users in the right direction for the services they need?
- In schools that have no immediate plans for community use, does the overall design allow for future community use, either by conversion of space or by the easy addition of new facilities?
- How physically welcoming is the school? There is a need to encourage those who had bad experiences at school to return to use extended services.

Considerations

- You need to recognise that the government wants all schools to become extended schools and that the green paper envisages the integration of children's services, most likely on school sites. Consideration of how best to ensure flexibility of space for wider range of users that may change over time.
- Consider possible joining up with ICT in the community; NOF sports funds; primary care trust capital strategies; local FE strategies; provision of children's centres, etc.
- Consider all access issues. By law, local authorities have to comply with the DDA, but there is a need to think about who will have access to the school, and how can that be encouraged, yet properly managed.
- Consideration of what different community services will need e.g. a room with a sink for a health care worker; rooms for confidential discussion; rooms for childcare – is there sufficient storage space for toys? Baby changing facilities?
- Children's trusts will refocus the delivery of children's services towards better outcomes for all children and young people. Increasingly this will lead to more joined-up services, with multi-agency workers co-located in schools, children's centres etc. Children's trusts may commission some children's services directly from schools, or from other agencies based in schools. BSF plans should therefore take account of the potential future requirement for flexible use of accommodation, and the possibility that health workers, social care workers, Connexions etc. may be co-located with schools. It would also be useful to consider how in practice this role would relate to that of the local education partnership (LEP), which will take forward the development and delivery of investment plans.

#### Statement

1. Dudley aspires to all schools becoming extended schools and
2. Where supported by a robust needs analysis local schools will offer full service provision or a limited range of integrated services on a township basis.

### 3.11 14-19 Agenda

#### Introduction

The strategy for reform of the 14-19 phase of learning was set out in the Department policy document *14-19: opportunity and excellence*, published in January 2003. That document also announced the establishment of the

Working Group on 14-19 Reform, chaired by Mike Tomlinson, which was asked to consider and make recommendations for longer-term reforms to learning in the 14-19 phase.

A coherent 14-19 phase of learning will provide all young people with the opportunity to achieve their full potential, through more flexible and personalised learning pathways, undertaken in a range of settings, including schools, colleges and the workplace. Through collaborative working and greater curriculum flexibility, young people will follow a wider range of both general and specialist courses that meet their individual needs and aspirations. This, combined with enhanced advice and guidance, will equip all young people to enter either further or higher education, or employment. Since 2003, a number of changes have been made to the curriculum studied by young people aged 14-16, and enhancements made to wider opportunities such as apprenticeships.

The final report from the Working Group was issued on 18 October 2004, proposing reforms to the qualifications and assessment systems for young people, which should be introduced over a 10-year period. Ministers have welcomed the report and will give a detailed response in a white paper in the New Year.

#### DfES Priorities

- Do proposals ensure that all 14-19 year olds have access to a broad range of high-quality curriculum options, including vocational options, to stretch young people, including the most able?
- How will schools offer enhanced advice and guidance in order to ensure that young people make informed decisions from amongst the wider range of curriculum options that will be on offer?
- How flexible are proposals to meet the individual needs, (particularly those with additional needs) of young people across the full ability range, and in particular those of average ability? Are there links to the specialist schools agenda, especially as more schools are now becoming specialist?
- Do the proposals take account of the views of the local LSC, and the outcome of the strategic area reviews process, (where appropriate) for post-16 provision? Also, do the proposals take account of high-performing specialist school proposals to add sixth forms under the new five-year strategy measures?

#### Considerations

- You need collaboration between local authorities/LSCs and schools/colleges and other learning providers to deliver a more flexible and personalised learning experience at 14-19. In some areas

this works better than others.

- Consider whether physical changes are needed to buildings, (internally or externally) to provide more flexible learning spaces or additional space.
- Where proposals require re-organisation of post-16 provision, there needs to be agreement between local partners on the type of provision and funding sources envisaged, e.g. if a new 16-19 centre was proposed, whether this would be established under schools or further education regulations. Ideally, LSC capital funding to support complementary building work for a partner FE institution would be aligned with BSF funding to enable integrated capital investment in the area.

#### Statement

1. Dudley believes that all students aged 14 – 19 should have access to
  - a. flexible learning pathways matched to their individual learning needs and preferences and
  - b. joint provision as appropriate involving LSC, colleges, Township Learning Networks and other partners
2. Provision should enable learning to take place on one or more school or college site as appropriate
3. On-line learning should increase access and reduce the need for travel wherever possible
4. Professional development for school and college staff working across the 14 – 19 age range should be enabled wherever possible

### **3.12 Curriculum**

#### Introduction

The national curriculum represents the basic entitlement for all pupils; schools need to be able to offer all pupils a stimulating environment which recognises the contribution each and every subject makes to personal development and to overall levels of attainment. Beyond the national curriculum schools must also offer RE, sex and relationship education and careers education and they also need to consider the ways in which they will offer collective worship for pupils. If schools are to deliver personalised learning for all pupils, they must understand the needs and aspirations of all pupils and the wide variety of environments that will stimulate individuals and allow them to fulfil their potential. In addition to teaching space, schools will want to consider the range of quiet spaces available for individual or group study.

School grounds and other external spaces generally account for over 60% of the school estate. Their effective design, use and management can help to raise standards in school by enhancing the delivery of the curriculum, having a positive impact on pupil behaviour and all round development, and improving school ethos.

### Priorities

- Do proposals contribute to building an appealing and pleasant whole school environment where pupils can exhibit work of all types, with flexible spaces for alternative lesson ideas?
- Is there adequate provision of indoor and outdoor space and facilities for PE and school sport (together with adequate changing facilities) for both school and community use, with a view to enabling every pupil to have access to at least two hours per week of high-quality PE and school sport? (The Department and DCMS share a PSA target to ensure that at least 75% of children by 2006 and 85% by 2008 spend at least two hours a week on high quality PE and school sport).
- Is there adequate provision of science labs with opportunities for group and individual work together with adequate design and technology accommodation?
- Is there adequate provision of art and design studio space with lots of natural light, room for flexible movement and space to work with different materials on big scale e.g. sculpture and clay?
- Is there adequate provision of music facilities, with scope for group/class participation?
- Is there access to safe and secure use of the 'outdoor classroom' i.e. school grounds? This is also now a requirement for foundation stage curriculum (only an issue for 'all-through' 0-16/19 schools within BSF framework).
- Do proposals cover the need for a hall/concert space to cater for all pupils, and in line with extended schools, provide a facility that could be used by the wider community?
- Is there adequate provision of drama studios with supporting ICT for the study of digital art, and TV/radio production facilities for media literacy?
- Do design and technology facilities ensure pupils have the opportunity to experience the breadth of this subject in a stimulating and safe environment?
- Is there adequate provision of facilities, particularly ICT equipment, to support modern foreign language programmes with scope for

group/class participation?

### Considerations

- Many schools are criticised during OFSTED inspections for inadequate or inappropriate space for PE, music education and design and technology.
- Consider if proposals meet the needs of related vocational subjects.
- Consider the use of plug-in points around the building to allow for digital studies.
- The use of ICT across the curriculum, not simply as a single curriculum subject, will be an important consideration for building infrastructure.
- The Department has placed great emphasis on the need to safeguard and invest in school grounds and playing fields under section 77 and schedule 22 of The School Standards and Framework Act 1998 and through subsequent guidance to local authorities.

### **3.13 Behaviour and attendance**

#### **Introduction**

Improvement in behaviour and attendance in schools will improve the effectiveness of teaching and learning, and so make a major contribution to raising standards of achievement and lead to a reduction in anti-social behaviour and crime. Further, improving the physical quality of pupil referral units (PRUs) will make a considerable contribution to raising the standards of pupil behaviour and attainment.

#### DfES Priorities

- Do proposals link to existing strategies in this area, e.g. excellence in cities, key stage 3, 14-19 curriculum issues, behaviour improvement programme, existing behaviour and attendance strategies?
- Has the local authority consulted its child protection officer on school designs? Schools, including external spaces, should be designed so that they avoid creating hard-to-monitor places where bullying can take place and/or where pupils can hide away from lessons.
- Do proposals take into account the need for provision of good social spaces and external play and sports facilities? These can have a positive impact on pupil behaviour.
- How do proposals link to crime reduction strategies and to multi-

agency work with those pupils most in need?

- Have schools ensured that they have protected their buildings and their grounds against intruders and weapons on site?
- How do proposals contribute to improving the health and safety of pupils and staff?
- For PRUs, do the proposals deliver increased access to a broad-based and balanced curriculum – e.g. IT-based learning and personal, social and health education (PHSE)?

#### Considerations

- Consider the above points specifically in relation both to the design of learning support units within schools and to all pupil referral units.
- Consider the installation of electronic registration systems?

#### Statement

Dudley believes that behaviour and attendance will be improved through a realignment of current provision in mainstream, special and non-school settings as set out in the (Dudley title?)

Improved performance is more likely if these measures are combined with improvements in other policy areas including the Every Child Matters agenda, extended schools, integrated services and corporate links such as housing policy.

### **3.14 Health and safety and security**

Ensuring the Health and Safety of pupils, staff and visitors has always been a concern for schools. In recent year concerns for greater security have risen through a combination of rare, high profile incidents and an overall growth in the number of security threats. The volume and value of claims for accidental damage, theft, assault, vandalism and arson is a massive drain on resources. Dealing with such incidents has a major impact on school management time and any persons suffering from assault, fear or loss of school work, records, teaching materials, equipment or other amenities.

#### Statement

Dudley believes that the health and safety of all should be a high priority in achieving the education vision and

Every opportunity to balance the drive to increase access and enhance security will be considered.



## 4. References

### **General**

For copies of the PricewaterhouseCoopers' reports into the links between performance and investment in schools capital, see the Department for Education and Skills website research portal and search for the relevant RB (research brief) number.

*Building performance: An empirical assessment of the relationship between schools capital investment and pupil performance*, RB 242, January 2001

*Building better performance: an empirical assessment of the learning and other impacts of schools capital investment*, RB407, March 2003

<http://www.dfes.gov.uk/research/programmeofresearch/index.cfm?type=5>

### **Joining up**

The Department for Education and Skills guidance for local authorities on improved joined-up planning and funding will be issued in Autumn 2004. This guidance covers areas such as P.E. and sport (through the Youth Sport Trust and the Big Lottery Fund), Academies, specialist schools, ICT, children's services / extended schools and the 14-19 agenda (which includes LSC).

It also contains a range of helpful information such as:

- some of the main funding streams available to authorities with funding timescales (where these are known) and contacts – both within the Department and other government departments and agencies;
- a list of Sport England and Big Lottery Fund regional contact points;
- case studies highlighting examples of where successful joining-up has already happened; and
- a list of 10 principles for local authorities and schools anticipating BSF investment.

The joining-up guidance aims to act as a helpful checklist, enabling local authorities, schools and dioceses to recognise some key factors in local decision-making about investing in secondary schools in advance of BSF.

### **Exemplar designs**

For further details on the exemplar designs, please see the following website:

<http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/funding/bsf/exemplars/>

### **Sustainability**

For further details on BREEAM see the following websites:

<http://www.teachernet.gov.uk/wholeschool/sd/focuson/sdenvironment/breem/>

[www.breeam.org](http://www.breeam.org)

### **School organisation**

The Department's policies are set out clearly in the BSF consultation document which was issued last year and, prior to this, in the '*A new specialist system – transforming secondary education*' publication

The website <http://www.dfes.gov.uk/schoolorg/> explains the process for publishing statutory proposals.

Link to the decision makers guidance:

<http://www.dfes.gov.uk/schoolorg/guidance-view.cfm?Id=33>

This includes clear references to the government's commitment to increased diversity and the new presumption to approve the expansion of popular and successful schools.

The website <http://www.standards.dfes.gov.uk/schooldiversity/> provides further detail on the government's approach to school diversity.

### **Academies**

Link to guidance on the Academies programme:

<http://www.standards.dfes.gov.uk/academies/>

### **Specialist schools**

This is the current list of books on policy development issues for the specialist schools unit.

*'A new specialist system: transforming secondary education'*

This booklet is about the strategy for working together to transform secondary education and creating an environment where every pupil could enjoy learning and achieve their potential. Copies of this booklet can be downloaded from

<http://www.teachernet.gov.uk/educationoverview/briefing/strategyarchive/>

Hard copies can be obtained from the Department's publications, ref no DFES/0173/2003.

*'Specialist schools: An evaluation of progress'*

This booklet is about the progress of the specialist schools programme following a comprehensive review by OFSTED on the success of schools that have gained specialist schools status. Copies of this booklet can be obtained from the following website:

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=1191>

Hard copies can be ordered through the Office for Standards in Education, tel 020 7421 6800, website [www.ofsted.gov.uk](http://www.ofsted.gov.uk) - ref HM1 327.

A list of the most useful website addresses:

The specialist schools trust publish a range of booklets appropriate for aspiring or established specialist schools (e.g. best practice in technology colleges etc) many of which may be downloaded from [www.specialistschoolstrust.org.uk](http://www.specialistschoolstrust.org.uk)

The Youth Sport Trust also publishes a range of useful documents for aspiring or established sports colleges. See their website for further details.

[www.youthsporttrust.org](http://www.youthsporttrust.org)

Other useful websites are:

[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

[www.standards.dfes.gov.uk/specialistschools](http://www.standards.dfes.gov.uk/specialistschools)

### **Secondary failure and underperformance**

Link to the standards site: <http://www.standards.dfes.gov.uk/>

### **School workforce**

Website of the national remodelling team: [www.remodelling.org](http://www.remodelling.org)

The *Raising standards & tackling workload* document can be accessed at

<http://www.teachernet.gov.uk/docbank/index.cfm?id=3479>

### **ICT**

The Department's vision for ICT in Schools is set out in *Fulfilling the potential*, and can be found in the publications sections of the ICTiS website:

<http://www.dfes.gov.uk/ictinschools/>

Hard copies can be obtained from by calling Prolog on 0845 60 222 60 and quoting ref. DfES / 0265 / 2003.

The Department's e-Learning strategy consultation was completed in January 2004, and is due to report later this year – <http://www.dfes.gov.uk/elearningstrategy/>

A further ICT guidance document has been developed to provide context and guidance for the implementation of ICT as part of BSF. This guidance covers the inclusion of ICT in all BSF planning from the announcement of each wave to procurement of the ICT service. It also outlines the ICT-related documentation (e.g. standard ICT requirement template) that is available to local authorities and offers advice on how to develop ICT components for BSF. This document is available at [www.bsf.gov.uk](http://www.bsf.gov.uk).

### **SEN**

Information on the SEN strategy, *Removing barriers to achievement*. The document is available at [www.teachernet.gov.uk/senstrategy](http://www.teachernet.gov.uk/senstrategy) and from Department for Education and Skills publications, tel 0845 6022260 quoting ref no DfES/0117/2004.

The green paper *Every child matters* sets out the reform of children's services, and can be accessed at:

<http://www.dfes.gov.uk/everychildmatters/downloads.cfm>

### **Extended schools**

For extended schools, please see: [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools)

We have produced guidance on developing extended schools as well as separate guidance on developing childcare in extended schools, both of which can be accessed through the website. The website also includes some case studies as well as links to research reports on extended schools.

Hard copies of the guidance can be obtained from Prolog (tel 0845 60 222 60):

- *Extended schools providing opportunities and services for all (ref EXSG)*
- *Childcare in extended schools providing opportunities and services for all (ref EXSGCC)*

Further guidance on the children's services agenda can be found at:

<http://www.dfes.gov.uk/everychildmatters/>

For copies of the *Every child matters* document see:

<http://www.everychildmatters.gov.uk>

## **14-19**

The government's proposals for a coherent 14-19 phase of education and training were set out in the green paper *Schools: Building on success* available at <http://www.dfes.gov.uk/buildingonsuccess/> and subsequently the white paper 'Schools: Delivering success', available at <http://www.dfes.gov.uk/achievingssuccess/>. The Department published a green paper *14-19: extending opportunities, raising standards* (in February 2002), and consulted widely.

The consultation period on the Green Paper proposals ran from 12 February-31 May 2002. In response to that consultation, a policy document, *14-19: opportunity and excellence*, available on the 14-19 gateway at <http://www.dfes.gov.uk/14-19/>, was issued on 21 January 2003.

The programme of reform announced in that document is being taken forward, with a number of medium-term changes already being put into place, and a working group on 14-19 reform looking at the longer-term picture. An interim report from that group was issued on 17 February 2004, available on the working group's website, at <http://www.14-19reform.gov.uk/>. The final report from the group was issued on 18 October, and can also be found on the website.

A progress report on the first year of implementation of the reform programme was issued in April 2004, and can be accessed via the 14-19 gateway at <http://www.dfes.gov.uk/14-19/>. This site also holds copies of other key documents and background information about the 14-19 reforms.

Copies of *14-19: opportunity and excellence* may also be obtained free of charge from The Department for Education and Skills publications, quoting reference DfES 0744/2002Main for the main document, DfES 0744/2002Annex for the annexes, and DfES 0745/2002 for the summary. Copies of the summary version will also be available in the most commonly used minority ethnic languages and in audio (ref: DfES/0745/2002Audio) and Braille (ref: DfES/0745/2002Braille) versions. A summary for young people is also available (ref: DfES/0746/2002)

Copies of the working group's interim report may also be obtained from the Department for Education and Skills publications, quoting references DfES/0013/2004 for the full report and DfES/0219/2004 for the summary.

## **P.E. and sport**

Link to the Youth Sport Trust at <http://www.youthsporttrust.org>, the Big Lottery Fund at <http://www.nof.org.uk/default.aspx?tc=9&tct=18&fc=66&fct=32> and Sport England at <http://www.sportengland.org/> .

Further information about the national PE and school sport strategy can be found at <http://www.teachernet.gov.uk/pe>

### **Curriculum**

Link to national curriculum online – this site links every national curriculum programme of study requirement to resources on the curriculum online.

<http://www.nc.uk.net>

### **Behaviour and attendance and health and safety**

See the behaviour and attendance website for further details.

[www.dfes.gov.uk/behaviourandattendance](http://www.dfes.gov.uk/behaviourandattendance)

## 5. Consultation Response

### Statement

Dudley is committed to improving the opportunities for personalised learning to enable improved performance for a greater proportion of learners. We need to explore ways of creating better access that meets the needs and preferences of individual learners whether children, young people or adults.

### Comments

#### Statement

Dudley believes that

1. The township model provides an effective framework for collaboration and partnership in meeting the needs of learners of all ages.
2. The needs of individual schools and Dudley overall can also be served through a broader range of collaborative groups, partnerships and networks.
3. This approach is more likely to achieve the five outcomes required in Every Child Matters
  - Healthy
  - Stay Safe
  - Enjoy and achieve
  - Make a positive contribution
  - Achieve economic well-being

### Comments

#### Statement

Dudley will have a surplus of secondary school places and thorough review of provision is required. The review should take account of the priorities set out in the school organisation section of this document and any other relevant factors.

### Comments

#### Statement

Dudley will consider one or more Academies as part of its education vision and option appraisals process. We will bring forward proposals related to academies where supported by a robust analysis and business case.

### Comments

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Statement

1. Dudley believes that all secondary schools should be specialist schools and
2. All township areas should have a similar range of specialisms and
3. Where a township does not have access to a particular specialism extended collaborative arrangements are considered with colleges and any other appropriate partners.

Comments

Statement

1. Dudley believes its strategy for avoiding secondary failure and monitoring and challenging under-performance is effective and
2. Should be enhanced through achieving the Learning for the Future strategy, particularly in strengthening the school workforce, engaging learners of all ages, improving the quality of the learning environment and meeting changes in demographic factors.

Comments

Statement

1. Dudley is committed to strengthening the school workforce as an essential requirement for meeting the outcomes of Every Child Matters and
2. Transforming the range of current performance indicators from around the national average to the top quartile.

Comments



Statement

1. The Dudley Grid for Learning is an effective, comprehensive ICT and fully managed infrastructure that is making a major contribution to transforming secondary education by
  - a. Raising the quality of teaching and learning for learners of all ages
  - b. Provides a wide range of useful management information through ICT
  - c. Provides a useful framework for innovation
  - d. Provides essential experience in developing public private partnerships as an essential step in achieving performance improvements when the current contract ends.
2. The DGfL experience will inform future ICT provision as part of the Learning for the Future strategy enabling schools to address personalised learning and innovation.

Comments

Statement

Dudley believes that access and inclusion for all pupils will be achieved through a realignment of current provision in mainstream, special and non-school settings as set out in the SEN strategy.

Comments

Statement

Dudley aspires to all schools becoming extended schools and

Where supported by a robust needs analysis local schools will offer full service provision or a limited range of integrated services on a township basis.

Statement

1. Dudley believes that all students aged 14 – 19 should have access to
  - a. flexible learning pathways matched to their individual learning needs and preferences and
  - b. joint provision as appropriate involving LSC, colleges, Township Learning Networks and other partners
2. Provision should enable learning to take place on one or more school or college site as appropriate

3. On-line learning should increase access and reduce the need for travel wherever possible
4. Professional development for school and college staff working across the 14 – 19 age range should be enabled wherever possible

Comments

Statement

Dudley believes that behaviour and attendance will be improved through a realignment of current provision in mainstream, special and non-school settings as set out in the (Dudley title?)

Improved performance is more likely if these measures are combined with improvements in other policy areas including the Every Child Matters agenda, extended schools, integrated services and corporate links such as housing policy.

Comments

Statement

Dudley believes that the health and safety of all should be a high priority in achieving the education vision and

Every opportunity to balance the drive to increase access to facilities and enhance security will be considered.

Comments