

Children and Young People's Services

PRIMARY
CAPITAL
PROGRAMME



Strategy for Change

June 2008

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A	Summary of Primary School Performance in Devon http://www.devon.gov.uk/cypsp-pcp
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C	PEDPASS http://www.devon.gov.uk/cypsp-pcp
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E	ICT Quality Indicators http://localauthorities.becta.org.uk/index.php?section=fd&catcode=la_fu_01&rid=14641
F	'Education for the 21st Century' Executive Paper http://www.devon.gov.uk/index/democracymunities/decision_making/cma/cma_report.htm?cmadoc=report_cy0738.html http://www.devon.gov.uk/index/democracymunities/decision_making/cma/cma_report.htm?cmadoc=report_cy0753.html
G	The Children & Young People's Plan http://www.devon.gov.uk/cyps-plan.pdf
H	The Raising Achievement Plan http://www.devon.gov.uk/cyps-raising-achievement-plan.pdf
I	Devon's Vision for Learning http://www.devon.gov.uk/discussion_document.pdf
J	Federation/Partnership Brochure http://www.devon.gov.uk/dgs-federationprotocol.pdf
K	School Organisation Forum Terms of Reference http://www.devon.gov.uk/index/learning/education_consultations_notices/school-organisation/schoolorganisationforum.htm
L	Strategy for Inclusion http://www.devon.gov.uk/ebsdstrategy.pdf
M	Initial Investment Priorities Spreadsheet http://www.devon.gov.uk/pcp-section5devon878.xls

Joint Supporting Statement

On behalf of the representative partner provider and stakeholder groups listed below, I endorse and support the Local Authority's PCP Strategy for Change for the review of school provision in Devon.

I confirm that I have been kept informed and taken an active part in the PCP consultation process. My views have been considered and taken into account. I recognise the Local Authority's commitment to adding value to the programme from joined up funding streams. My representative partner provider or stakeholder group is committed to working in partnership with the Local Authority to ensure the PCP provides all children and families in Devon with the opportunity to create exciting and dynamic learning environments, levering change and improvements in life chances.

Signed:

Councillor John Smith, Executive Member of
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Anne Whiteley, Director of Children & Young
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John Mannix, Director of Schools, RC
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Mary Nisbett, Chair of Children's Trust Board

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Heads (DAPH)

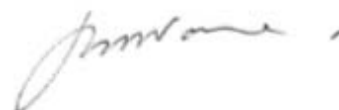
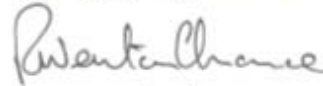
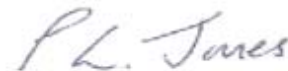
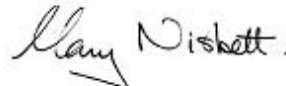
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SECTION 1: The Local Perspective: Devon's Core Aims & Objectives

- 1.01 **Devon will use the Primary Capital Programme (PCP) to: raise aspirations for all; and strengthen the quality of provision for the youngest children and those with special needs.** This submission demonstrates how the PCP will bring impetus to the strategic change process by enabling the local authority to target investment and resources where it will have the greatest impact. The intention is to make a very positive difference to children, their families and local communities.
- 1.02 Devon will use the PCP to enhance existing provision. Schools' buildings will be key resources for communities. Achievement is at the centre of children's life chances and every aspect is included in the **Children and Young People's Plan (CYPP)** and **Raising Achievement Plan (RAP)**. These are the key strategies for improving outcomes (Appendix G and H). The aim is to: raise expectations about what children can achieve; enable them to enjoy learning; and narrow gaps in achievement. Priorities in these plans are part of **Devon's Vision for Learning (DVfL; Appendix I)**. This will be regularly revised during the PCP so that decisions about school organisation and design reflect a strategic and innovative vision for learning. The Executive Paper **Education for 21st Century** (Appendix F) provides an overarching framework to create exciting and dynamic learning environments that will be a lever for change and provide improvements in the life chances for all children in Devon.
- 1.03 **Devon's Vision for Learning** emphasises the need for high expectations and innovative approaches to learning. There is a commitment to excellence and ensuring the best possible start for children. It stresses the importance of access to a broad and rich curriculum. This will be achieved by exploring new patterns of education across Devon and by developing effective partnerships with stakeholders at all levels.
- 1.04 The **CYPP** is the strategic plan designed to improve outcomes for children and young people across Devon. It includes universal support and targeted work with those who are vulnerable and at risk of underachievement. Devon will judge its success by evaluating: its progress towards achieving the Every Child Matters outcomes; and how effectively Devon increases its capacity to secure improvement.
- 1.05 Devon's approach to ensure the very best outcomes for children and young people is through the Children's Trust Partnership. A wide range of evaluations have identified priorities under the five Every Child Matters (ECM) outcomes:
- **Be Healthy:** reduce inequalities in health provision, particularly for children with special needs and Child and Adolescent Mental Health Services; reduce health inequalities, in relation to disadvantaged communities.
 - **Stay Safe:** embed and sustain the recent improvements in social care; ensure multi-agency thresholds are implemented and used effectively.
 - **Enjoy and Achieve:** raise expectations by setting challenging educational outcomes for the more able; narrow the gap between the educational outcomes for all children with those achieved by vulnerable groups and the lowest attaining 20%, including those children in disadvantaged families.
 - **Make a Positive Contribution:** ensure children learn about and support their community and their environment; develop positive relationships and self-confidence; engage in law-abiding and positive behaviour in and out of school.
 - **Achieve Economic Well-Being:** ensure that all children, including those from disadvantaged families, acquire the key skills of learning at an early stage, particularly in relation to: communication; language and literacy; the application of number and information technology; working with others; improving their own learning and performance; problem solving; and thinking skills.

SECTION 2: Baseline Analysis

Children's Plan

2.01 The Annual Performance Assessment (APA) 2007 judged Devon as adequate in four of the five ECM outcomes. In 'Positive Contribution' the local authority (LA) was judged as good. Evaluations since this report indicate that good progress is being made in reaching the target of 'good' across all five outcomes.

2.02 Analyses of Ofsted judgements from 2006 to 2008 indicate that Devon schools compare well with schools nationally. The percentage of Devon primary schools considered good or outstanding in each of the five key inspection judgements is above the national average. In addition, all pupil referral units are 'good' or 'better' and half of all special schools are judged as 'good' or 'better'. Key strengths are that:

- schools very successfully promote the personal development and well-being of children, particularly in relation to behaviour, enjoyment, developing healthy lifestyles and the way this impacts on the community;
- governors discharge their duties and responsibilities well. In nearly three quarters of schools overall leadership is good or outstanding;
- schools work effectively in partnership with others to promote children's well-being;
- schools' self evaluation procedures are effective.

Areas for improvement include:

- raising standards in English and mathematics;
- attendance;
- ensuring that young children acquire the key skills of learning more quickly;
- ensuring that the curriculum in a small minority of schools fully meets the interests and full range of needs of all children.

2.03 Consultation with stakeholders has identified a number of strengths including:

- schools are creative, use available resources effectively and achieve standards broadly in line with the national average, even though they receive low levels of funding when compared with the average for shire counties;
- use an appropriate variety of models of leadership in order to meet the needs of schools of different sizes and which take account of the needs of their communities;
- stakeholders fully support Devon's overall aims to provide a good and outstanding education for all.

However, this consultation identified some weaknesses:

- a significant minority of families have low aspirations;
- provision of and access to services are uneven across the county;
- there are not enough places at special schools.

Standards

2.04 **Foundation Stage:** the attainment of children on entry to the Reception Year (YR) has declined and is now below that of Devon's statistical neighbours and national expectations. On the other hand, at the end of Key Stage 2, children are generally matching or out performing Devon's statistical neighbours and the national average. This analysis is supported by 2007 Ofsted's APA.

- 2.05 **Key Stage 1:** in reading, writing and mathematics results are at or above the national average at Level 2 and above and Level 2B and above. The proportion of children achieving Level 3 in writing, mathematics and science is below the national average. The LA has been effective in supporting schools to close the gap between the attainment of boys and girls in writing at Level 3. It is now less than is the case nationally.
- 2.06 **Key Stage 2:** achievement in all subjects is above the national average except in writing where it is in line. In English boys' results have improved and this has narrowed the achievement gap with girls.
- 2.07 In 2007 the number of schools achieving below 'floor targets' in English fell by over 1% in comparison with 2006. In mathematics the number of schools achieving below 'floor targets' was halved. The LA used effective intervention strategies in partnership with schools. The Intensifying Support Programme (ISP) increased the percentage of children achieving Level 4 in writing by a margin which was well above the overall Devon increase. In addition, the percentage of schools achieving below floor targets in both English and mathematics also fell by nearly 2%.
- 2.08 The LA has established a project team to focus on raising attainment for children in care. There are early indications that this team is having a positive impact on achievement. Current data indicates that the improvement is more marked in English than in mathematics or science at Key Stage 2.
- 2.09 In English and mathematics there is no significant difference in the achievement of children who are eligible for free school meals (FSM) than is the case nationally.
- 2.10 The achievement of children with English as an additional language (EAL) is not statistically significantly different from the British White pupil group. However, further targeted work is required with children who are Chinese or Polish; and those that are of mixed heritage, to ensure their achievement continues to improve.
- 2.11 Ofsted judges that only 3% of Devon schools are inadequate and this is below the national average of 6% (Appendix A).

Every Child Matters

- 2.12 **Levels of Deprivation:** the 2007 Indices of Multiple Deprivation (IMD 2007) indicate that Devon's population fairs slightly better than the national average with 46.8% Lower Super Output Areas (LSOAs) falling into the lowest 50% nationally. However, Devon's position is declining and is worse than in 2004. Across the county there are some significant areas of deprivation. Thirty four LSOAs are in the lowest quartile nationally and this represents 7.4% in Devon. These will provide priority areas for investment. The areas of greatest deprivation are in Exeter and in about a third of Devon's market towns. Fifteen market towns have 50% or more of their LSOAs in lowest 50% nationally and Holsworthy has all of its LSOAs in the lowest 50% nationally.
- 2.13 **Healthy schools and healthy eating:** is an important aspect in the Devon Healthy Schools Award. Schools are required to develop a healthy eating policy in partnership with stakeholders. They are expected to: give consistent messages about healthy eating across the curriculum; and develop cross curricular approaches which enable children to understand the importance of a balanced diet, safe hygiene practices and health. Nearly three quarters of primary schools have achieved the award. A significant number of schools do not have purpose built dining rooms, which makes it difficult to provide a pleasant environment that allows children to eat in a 'family'-type setting and develop social skills that are crucial to their personal development.

- 2.14 **Provision for children with special educational needs:** recent Ofsted inspections indicate that children with learning difficulties and disabilities (LDD) make at least satisfactory and often good progress.
- 2.15 A review of facilities, starting with special schools, is underway. Accommodation is unsatisfactory at one special school and plans are in hand to relocate this school in a new learning campus at Cranbrook; a new town east of Exeter.
- 2.16 Most children with special educational needs have their needs met by their local school and expectations are made clear. The range of services available includes: educational psychology service; county autism team; support and advisory teacher service; communication and interaction difficulties service; outreach from pupil referral units; support and advice from the Atkinson Unit (a secure residential unit with school attached); outreach from special schools.
- 2.17 Devon delegates a high proportion of funding to its schools for special educational needs. This enables schools to be self managing. An effective Special Educational Needs (SEN) Framework is in place to support schools and SENCOs meet the needs of children.
- 2.18 **Unmet local need for extended and community services:** primary schools and children's centres will, where possible, co-locate and this will provide other services such as: Youth Services for Positive Activities; and the delivery of information, advice and guidance (IAG). This will be particularly useful where accommodation is restricted.
- 2.19 **Workforce provision including access to extended children's services in and through schools:** currently, a third of primary schools provide the full core offer (FCO) of Extended School Services (ESS). This is below the 2008 target for half of all schools to provide FCO. It is well below the national average and the average for other South West LAs.
- 2.20 There is good practice where ESS are working well in LLCs. The best examples are where there is a tradition of schools working collaboratively, and where key personnel understand the contribution of ESS in raising achievement.
- 2.21 Analysis of data indicates that provision for childcare is too low. There are difficulties with transport for after school activities and the provision of suitable accommodation restricts provision of the FCO, particularly in Devon's rural communities. Consultations indicate that many schools do not place a high priority on ESS. The PCP will be an effective strategy to raise expectations about how ESS will benefit families and children.

Diversity, Choice and Responsiveness to Parents

- 2.22 **Anticipated future demand for pupil places:** there has been a 7.5% fall in primary aged children on roll from 1999 to January 2008, largely as a result of a declining birth rate. It is anticipated that the birth rate will increase, partly as a result of continued adult migration to Devon. Numbers in the primary phase are expected to fall in the short term before rising again from 2011.
- 2.23 The Regional Spatial Strategy (RSS) proposes that Devon has 86,000 more homes by 2026 and this will include two new towns. This will increase demands for school places mainly in urban areas. Most rural schools will have steady or falling rolls except those popular with parents or near urban areas. The organisation patterns of many rural schools will be reviewed to ensure they are able to offer a World Class education.
- 2.24 The Register General's mid term forecast of births and population gives a forecast for an additional 1,800 places from the April 2007 actual of 50,868. However, implications of the RSS indicate a significant increase in demand for primary places.

- 2.25 **Current levels and location of surplus places:** Devon has been successful in managing falling rolls and has a small surplus capacity of only 9%. Most surplus places are in rural schools in the range 0-49 children on roll.
- 2.26 **Overall diversity of provision and responsiveness to parents: self-governing status, successful and popular schools that could expand:** Devon has a high percentage of success in meeting parental preferences for school places. The Local Admissions Forum reported that at primary 96.7% of parents were offered a place at their highest ranked preference and 98.7% were offered a place at their preferred school. Popular schools have expanded to meet changes in local need. There is a close working relationship with both Anglican and Roman Catholic Dioceses, who are historically Devon's main partner providers for schools. Devon is pursuing the development of self governing schools through the Trust Pathfinder Programme and there are currently three schools with trust status and interest is increasing. Devon provides brokerage for formal partnerships such as Federation (Appendix J). There are five 'hard' federations in place with a range of partnership groupings and there are two 'soft' federations with management partnerships. Devon is keen to promote competition by seeking new promoters. It will be the provider of new schools only if suitable promoters cannot be found. Devon has promoted new models of school organisation, such as all-through provision (the new community of Sherford will have an all-through school and two federations will link the co-located primary and secondary schools). Devon commissions places from the non-maintained and voluntary sectors (e.g. West of England School respite care).
- 2.27 In order to meet the needs of rural schools and small communities, Devon has revised its revenue funding formula. Minimum funding protection is provided for small schools and this applies to about 40 (13%). The number of minimum funded schools is increasing. Pupil unit costs in these are up to four times above the rate provided by the Dedicated Schools Grant. These high unit costs restrict funding to larger schools.
- 2.28 Devon has reduced surplus places to achieve better value for money (VfM). This has been achieved partly by the co-location of schools. Before 2005 the majority of co-located primary schools were in Exeter. Exeter re-organisation amalgamated eight schools. Six schools remain as co-located infant and junior schools. The reorganisation expanded five first or middle schools into all-through primary schools. Across the rest of Devon there are six infant and junior school pairings, of which three are Church of England VA schools co-located with an infant or junior school from another category.
- 2.29 **Self governing status:** in line with the government's aim that all schools become fully self-managing and forge successful partnership arrangements, Devon County Council has supported proposals for Trust status provided that:
- proposals are based on full collaboration between schools;
 - local communities, and particularly parents, support the proposal;
 - there is a clear purpose about raising standards for all children;
 - the partnerships support the development of the 14-19 agenda in Devon, which will itself require formal collaboration;
 - the process supports local partnerships to help implement the Children's Act 2004 and it supports the most vulnerable children and young people;
 - in the case of a Church school, that the relevant Diocese is also supportive of the change.
- 2.30 **Successful and popular schools that could expand:** analysis of data indicates that Devon is meeting parental preference and only a small number of schools are in excess of capacity. As a result, the vast majority of parents send their children to their preferred school. In January 2008 the rolls of 92 schools exceeded net capacity, although by just a few places in most cases. About a third of these schools have more on roll than their maximum capacity. Some are over-crowded because of small classrooms and others

have a significant shortfall of places, either due to popularity or a recent increase in primary aged children in the locality. Where schools have been popular they have been allowed to expand.

Buildings & ICT (cross reference Appendix D for ICT)

- 2.31 **How buildings and ICT contribute to, or detract from, the issues outlined above:** Devon has made good use of funding over the last 10 years in order to improve primary accommodation to meet the needs of children and parents. Devon has a very high percentage of rural schools. A significant number are in adapted Victorian buildings with few facilities or opportunities to expand provision. Providing ESS presents many challenges to these schools. Many: lack sufficient facilities to provide an appropriate curriculum for the Foundation Stage; have inadequate dining, catering facilities or hall/play space for PE; have small classrooms so that children learn in cramped conditions. Provision for ICT is restricted, particularly in old Victorian schools. This is the case in some newer schools built before current expectations about the use of ICT.
- 2.32 **Availability, suitability and sustainability of ICT and appropriate internal and external spaces to support personalised learning and school management:** Devon encourages schools to use Becta's ICT self review framework (SRF) to develop their understanding of the potential of ICT.
- 2.33 The cost of ICT infrastructure has been high. In some cases functionality is restricted because of the design of some school buildings. The cost of data cabling is high in some schools; high ceilings and large windows in older schools increase installation costs of interactive whiteboards and reduce the quality of the projected image. Outside classrooms increase costs and result in additional security risk. In some cases the ability to use wireless technology has been restricted.
- 2.34 All schools have broadband services provided by the South West Grid for Learning (SWGfL). There is an infrastructure review taking place to ensure services can be upgraded to meet future demand. Costs for provision of synchronous broadband services are very high in some cases. Devon has contracts with suppliers and an ICT support team in place to support schools develop ICT provision and the use of ICT for school management.
- 2.35 A significant number of schools have videoconferencing facilities which they use to support networking; professional development; and curriculum enrichment. Schools have access to the SWGfL Portal which provides personal online space and tools for collaboration. This technology will be improved by providing new learning platform services (e.g. SWGfL Merlin). Schools will be able to build on current home-school links. All Devon schools benefit from e-Safety services provided by the SWGfL.
- 2.36 **Physical condition and suitability of primary school premises, including nursery and nursery units:** Devon has made a significant investment in the primary and special school estate during the last decade. Nearly a quarter of all primary and two thirds of all special schools have either been rebuilt; are in design; or had at least half of the accommodation refurbished. There are still significant issues which are key drivers for future funding. Headline issues include:
- ten primary schools still use HORSAs. Over 11% and 4% of accommodation is classified as 'temporary' in primary and special schools respectively;
 - to tackle 'patch and mend' priorities the maintenance backlog is £53m;
 - 45% of primary and 20% of special school accommodation adversely affects: provision of an effective curriculum; attitudes; working conditions; and morale of staff. AMPs identify 770 room deficiencies and 91 site deficiencies.
 - 47 schools have deficiencies in ICT provision and a further 98 have identified suitability issues relating to capacity to provide a full curriculum;

- across Devon 202 primary schools (64%) have a hall at least 10% below recommendations. 50 (16%) have no hall; some use off site provision but this is usually a shared facility (e.g. village hall). Most of these do not have changing or storage facilities.
- 2.37 Consultation with schools and other stakeholders has identified that improving the condition, suitability and access to appropriate play/sport facilities is a high priority.
- 2.38 **Pre-school:** there are sufficient places for 3 and 4 year old children to access their free entitlement. These places are offered by 420 private, voluntary and independent (PVI) settings and by 55 maintained nursery provisions. Devon's policy is to be the provider of last resort and prefers a partnership approach to secure sufficient provision. In April 2006 the Early Years & Childcare team identified 71 early years and childcare providers that need better premises. These are currently on school sites or could be moved onto a school site. There are 84 early years settings that operate from school sites, some of these use own their own buildings and others use school premises.
- 2.39 The Early Years and Childcare team policy encourages voluntary sector settings not to take ownership of their own premises in order to avoid costly repairs and replacement of temporary buildings. Early years settings are encouraged to move onto school sites where there is surplus accommodation in order to encourage collaboration; good transition; and access to childcare facilities. Co-location is a key priority of the PCP.
- 2.40 **Sure Start:** funding has supported five pre-school new build and refurbishment projects but there are approximately 71 settings with significant outstanding accommodation issues. The PCP will align resources to support the Sure Start phase 3 programme.
- 2.41 **Early Years and Childcare Provision:** raising attainment and improving the quality of provision for the Foundation Stage is a priority. The Area Review process (Section 4) will take into account current distribution and local need to inform future investment programmes. As provision for childcare must be made the cost of making appropriate provision is likely to be higher when areas for eating and sleeping are included.
- 2.42 In order to develop a better service for children and achieve better VfM, the LA has undertaken an 'Invest to Save' project aimed at ensuring the most effective, good quality, provision in a range of settings involving multi-agency input. This project includes PRUs.
- 2.43 The quality of special school accommodation is unsatisfactory. Some improvement will be achieved by moving Mill Water School to Cranbrook New Community. Most special schools have developed outreach services to mainstream schools which have enabled more children to maintain an appropriate placement in their local school but which has also built capacity in primary schools' strategies for meeting special educational needs.

SECTION 3: Long Term Aims

- 3.01 **Overview of Devon's long term aims for implementing The Children's Plan:** The PCP will bring impetus to the strategic change process by enabling the LA to target investment and resources where they will have the greatest impact, and, as a result, make a very positive difference to children, their families and local communities.
- 3.02 In order to achieve this Devon will use the PCP to:
- (a) raise standards and aspirations of all children and young people by **improving their learning experiences and transforming their learning environment**. Schools will be prioritised: which have the lowest attaining 20% of children; where there are high numbers of children from underachieving groups; and which are in areas of significant deprivation. Devon will implement a fully integrated strategy to narrow the attainment gap.
 - (b) enable schools to meet the needs of their communities by providing **access to extended services** for children and their families regardless of where they live in Devon. Using surplus accommodation will be a key driver for investment. This will: ensure the most effective use of resources; retain sustainable educational provision for each community; and enhance community cohesion.
 - (c) **modernise, rethink and challenge traditional models of school leadership** including patterns of school place provision across Devon. The LA will use competition and broker local partnerships to create a diverse educational environment, which will include all-through schools (0-16) and formal collaborations. This will provide greater choice for families.
 - (d) **use technology to 'think globally by acting locally'**. The PCP will invest in ICT to: promote sustainability; provide access to cultures and communities beyond Devon; improve the acquisition of life skills; improve economic well-being, particularly for those living in isolated areas and communities.
 - (e) focus on the **youngest children in communities** so that provision across the Early Years and Foundation Stage is of the highest quality and offers the best possible start to learning. Co-location with Children's Centres and other Early Years providers will feature strongly.
 - (f) **make clear where there will be no investment**, for example, where schools have more than 25% surplus places, unless there is justification to reallocate existing spaces for ESS or where accommodation is to be removed.
 - (g) ensure **children with special educational needs** have access to high quality education in Devon. **This will be delivered in a range of settings:** mainstream schools; additionally resourced provision; and special schools. Where there is no appropriate in-house provision, **ensure good quality placements in alternative settings**. There will be a consistent commissioning approach to placements to ensure cost-effectiveness and quality at regional level.

The implementation of these aims will promote access and equality by:

- ensuring the effective use of resources whilst maintaining services to rural and isolated communities. Recognising the tensions arising from different needs and costs associated with schools and their communities in rural and urban settings;
- identifying and tackling pockets of deprivation and underachievement in sparsely populated areas;
- tackling inequality of the cost per pupil depending on the size school they attend;
- providing access to appropriate provision which is closer to home for children with special needs.

Implementation will transform Local Learning Communities (LLCs) by:

- developing diversity and choice in a large rural county;
- meeting the demands created by a high percentage of small schools in old buildings;
- tackling the demands arising from depopulation and declining rolls in some areas and an upsurge in second homes;
- balancing transportation and access with sustainability and the environmental impact of organisational changes;
- forging new relationships across communities;
- recruiting and retaining headteachers of the highest quality and putting in place effective strategies to ensure succession planning. This needs to take into account that many of Devon's primary schools do not have deputy/senior leadership posts.

Standards

- 3.03 **Improving educational outcomes:** Devon will maintain a sharp focus on the need to drive up standards through the CYPP and RAP. Devon has set two specific targets in respect of attainment:
- increase the proportion of children attaining Level 3 at Key Stage 1 in reading, writing, mathematics and science so that Devon is above the median of its statistical neighbours;
 - increase the proportion of children attaining Level 5 at Key Stage 2 in mathematics and science so that Devon is above the median of its statistical neighbours, and continue to increase the proportion of Level 5s in English.
- 3.04 A priority for the CYPP is to tackle the consistent under performance of vulnerable groups across the county and a small minority of schools. Devon's key challenge is to increase the percentage of schools judged to be good or better (currently 60%; target 75% by 2010).
- 3.05 Stakeholders have identified the following issues that Devon needs to tackle in the PCP:
- raise the aspirations of all families and children;
 - provide accommodation which is sufficiently flexible so that it can be used in a variety of ways to meet the needs of children, schools and local communities;
 - develop effective cooperation amongst schools, external providers and communities;
 - ensure sustainable leadership.
- 3.06 Analysis of data and consultations with a range of stakeholders indicate that the underlying challenge for Devon is to move the vision for the future from the achievable to the genuinely aspirational. However, stakeholders recognise that to achieve this there are a number of potential barriers and these include:
- the need to make decisions. Recognise that they will not always be popular and support communities where there is resistance to change;
 - the need to provide flexible solutions and avoid a one model fits all approach;
 - tackling the rising costs of transport and the impact on the environment.
- 3.07 **School performance and poorly performing schools:** the CYPS will continue to challenge underperforming schools, whilst ensuring the focus is on raising the achievement of those children in schools serving communities with significant deprivation and where there is poor access to, or take up, of services. Any underperforming school will be challenged and supported to improve through the well-developed school causing concern (SCC) intervention strategy. If this is not successful, then Devon will use its full range of powers to secure improvement.

- 3.08 Each area review (Section 4) will focus on LLCs which are defined by geographical areas and based on partnerships between a secondary school and its feeder primaries. Devon's LLCs have been operating successfully for 30 years. They have well-established procedures for Key Stage 2-3 transition. Many have highly developed partnerships and networks. Building capacity in and across learning communities is a high priority for Devon to enable LLCs to ensure that provision for ESS is effective.
- 3.09 **Design of classrooms and other spaces:** stakeholders have indicated that the PCP should not be about 'better boxes' but about providing facilities that support 'learning for children' in the 21st Century. Designs will:
- ICT will be important in providing increased opportunities for personalised learning;
 - provide creative and flexible indoor and outdoor spaces that support learning for small and large groups, as well as support innovative pedagogical approaches;
 - improve provision for PE and promote healthy living with suitable catering and dining facilities that are attractive;
 - support the Early Years and Foundation Stage outcomes across all aspects of the framework;
 - promote the provision of multi-agency one-stop provision and facilities.
- 3.10 There is a clear desire from stakeholders to engage with the LA in the design of environments that provide high quality learning experiences and good access to services. Consultation with primary-aged children indicates that the quality of play space is very important to them. Investment in modernising buildings will enable the development of stimulating and sustainable learning environments that will improve the quality of provision for social, emotional, physical and cognitive development. The PCP will enable schools to: offer a positive welcoming environment for parents; enable them to access a range of support services.
- 3.11 **Enhancing teaching and learning through technology:** schools are exploiting ICT more fully to enhance the quality of teaching and learning. The PCP will provide many more opportunities for the investment and application of technology to embed ICT in the teaching and learning for every child in Devon.
- 3.12 ICT will enhance learning and teaching further by enabling teachers: to access a wide range of multimedia and digital resources; to make better use of available spaces; to work with groups of different sizes; to create, use and adapt teaching resources created by themselves and others; and better support planning and monitoring, for groups and individuals.
- 3.13 In order to make best use of the PCP and capital investments, every school will be expected to develop a vision, supported by a clear policy, for ICT to include promoting:
- personalised learning for all;
 - 21st Century teaching approaches in order to use learning environments flexibly;
 - ICT to support leadership and management;
 - an e-safe environment;
 - special educational needs and inclusion;
 - the involvement of all stakeholders;
 - a sustainable programme of hardware replacement;
 - ICT to transform learning and to extend learning beyond the classroom.
- 3.14 A mature ICT infrastructure, web based programs and remote hosting of applications will enable more effective and efficient management and organisation of schools. The PCP will make best use of these developments when reviewing the teaching, learning, management and administration provision.

- 3.15 Technology and its contribution to environmental issues and to sustainable living will be fundamental to the design and build processes.
- 3.16 **Increasing personalisation:** the government's e-strategy expects that by 2010 every school should have integrated learning and management systems (this means a comprehensive suite of learning platform technologies). This will bring together hardware, software and supporting services to enable more effective ways of working. Every learning platform will be expected to provide a range of ICT-based functions including: managing the curriculum; learning resources; planning; administration; finance; and a range of communication devices.
- 3.17 Devon's aim will be for learning platforms to: enable schools to provide education for children away from school (in hospital; attending a pupil referral unit, or at home because of exclusion); increase the collaboration and sharing of resources between institutions; enable common access to continuing professional development; rationalise training and support across the LA or regional broadband consortium; enable children to continue to access the same resources when they transfer between institutions.

Every Child Matters

- 3.18 **Complementing local investment on childcare, sure start children's centres, early years provisions and extended schools:** Devon will use the PCP to improve early years and childcare provision by:
- maintaining at least current levels of early years provision across all sectors;
 - supporting early years providers to develop their sessional service into full day care for 3 and 4 year olds;
 - improving the quality of accommodation;
 - replacing substandard accommodation where possible;
 - monitoring premises where there is early years and childcare provision;
 - ensuring there is sufficient childcare for 0-16 year olds across the county;
 - meeting the needs of children with special educational needs or disabilities;
 - ensuring there is at least one fully accessible early years and childcare setting in each LLC.
- 3.19 **Addressing the needs of children with special educational needs or disabilities:** Devon's aim is for all children aged 0-19 to have their needs met in their own community. In order to support schools and settings to meet the needs of all children, Devon will ensure that there is good quality professional development. This may be provided by: central support services; external providers; and access to 'Outreach' from Devon special schools and other specialist provision.
- 3.20 Parents of children with special educational needs will be supported by access to a range of services including Parent Partnership which offers advice and support throughout the statutory assessment process and beyond.
- 3.21 Devon aims to fund schools in accordance with national guidance in order to support flexible and creative approaches to meet needs. Devon will continue to develop inclusive and accessible learning environments in all schools and settings, ensuring compliance with statutory requirements. Devon will seek to improve the quality of accommodation, focusing initially on where it impacts negatively on inclusion
- 3.22 **Healthy eating and provision of dining areas where there is a need:** Devon will use the PCP alongside existing funding to provide new and improve existing kitchens and dining areas where required.
- 3.23 **Sport and exercise - access to indoor and outdoor areas sport and games; provision of play areas and facilities:** the PCP will ensure that schools have good

indoor and outdoor space for children to take part in sport and physical activity in the Devon PEDPASS Strategy (Appendix C). This will include formal and informal play spaces and provide a wide variety of physical and social development opportunities.

- 3.24 Devon's aim is to increase children's physical activity and promote healthy lifestyles. As a result, it is important that these facilities have appropriate community access during evening and weekends. Access will be planned into schemes at an early stage in their design.
- 3.25 **Increasing access to extended and community services in response to local need:** Devon's rurality and the sparsity of its population means that in many areas extended services will be offered by partnerships across communities. The LA will target provision strategically and provide appropriate access to services in LLCs. Regular monitoring will ensure that resources are targeted to make the most impact and enable families access to the FCO regardless of where they live or the availability of transport.
- 3.26 **Co-location of children centres in primary schools:** Devon will promote the flexible use of school buildings to: co-locate services where appropriate; and increase opportunities for family learning, and community use.
- 3.27 Sure Start guidance 2007 clearly indicates that new Children's Centres should be co-located with current providers of children's services. Therefore, the main development of Children's Centres in the second phase has been on school sites. There are currently 21 Children's Centre buildings on primary school sites. The development of Phase 3 has just started and will include a Children's Centre on the new Okehampton Primary School site.
- 3.28 The PCP will provide modern environments and resources but located where they will bring the most benefit to the greatest number of families and children. The programme will increase opportunities for co-location with other Early Years providers or offer Children's Centre functions in modern and appropriately designed spaces in schools.

Diversity, Choice and Responsiveness to Parents

- 3.29 **Raising standards by strengthening school governance - for example through the creation of trusts and schools with self governing status:** diversity of provision, to enhance choice, will be achieved through the competition process and a range of other organisational models. Devon has developed good working practices in brokering partnerships. These include: Federations; management partnerships; all-through learning campus and Trusts. Devon is also currently reviewing the potential options for Academies. Governance will be strengthened by recommending smaller but strategically focussed governing bodies, as outlined in The Children's Plan. Close working relationships exist with the Anglican and Roman Catholic Dioceses. As the significant majority of Church schools are Anglican, the Diocese of Exeter will be a key partner in implementing the PCP.
- 3.30 **A robust solution to how surplus places will be addressed at local authority and individual school level:** Devon will take into account the diverse needs of communities both rural and urban in order to manage a sustainable pattern of schools in the long term. This will be achieved by promoting different models of schooling, for example using the model of executive headteacher across a cluster of schools. No child will be denied access to a broad curriculum and enriched learning experiences due to limitations brought by schools remotely located or working in isolation. Children with special needs will be able to access appropriate provision closer to home.
- 3.31 The PCP will build on the work already started to manage surplus places, not just at individual schools, but across a number of schools in the same area through the area review process. The outcome will: improve accommodation for extended services; work towards expanding successful schools; and use new models of school organisation.

- 3.32 **Increasing diversity, choice and access to popular and successful schools, including details of expansions that may be considered, and plans for establishing new schools in response to parental preference:** Devon already has a wide range of schools. About a third has a religious character. Consultations indicate that the Strategy for Change (SfC) should support current models of organisation and encourage additional models in the future. In rural communities it is difficult to offer real choice and diversity because of restrictions about distance and transport. Devon prefers to work with schools to improve standards and aims to make all schools good schools. Devon is developing alternative leadership patterns and more collaborative approaches across schools. Area reviews will consider how imbalances in choice and diversity can be tackled and how this might raise standards. Devon will work with the Office for Public Management (OPM) to seek alternative promoters of new schools, but decisions must be based on the bid that provide the best outcomes for children.
- 3.33 When considering the provision of additional places and the expansion of schools, Devon will place a high priority on school organisation and how this might improve educational viability and sustainability. Devon will take more account of a school's achievement when considering a possible expansion.
- 3.34 Where parental preference results in the decline of a school, Devon will first intervene in order to raise standards and improve leadership, if it judges that the school has the capacity to improve. Devon will pursue its statutory obligation to examine alternative models of management. In urban communities Devon will seriously consider the expansion of popular and successful schools where the site has the capacity.
- 3.35 **Details on how the authority has sought parents' views and how it has responded to parental demands and concerns:** the school organisation team will continue to consult widely with stakeholders about changes to schools. Approaches to more effective ways of engaging with the public are being explored and the Devon On-line Roving Information Service bus (DORIS) will be used to discuss proposed changes with affected communities. The bus is staffed by relevant officers to answer specific queries, give advice and guidance where appropriate or to signpost. All consultations are followed up with feedback through the consultation website to ensure that any matters raised are dealt with quickly. Devon's Customer Service Centre (My Devon) will direct callers to the website and explain how to access relevant documents. Its effectiveness will be monitored. All consultations will receive wide publicity by leaflet distribution, press and local radio coverage. Where it is necessary to give further guidance or clarification on proposals, information surgeries will be held where relevant officers and Elected Members will be available to provide advice, answer questions and give stakeholders the opportunity to share their views.
- 3.36 **Considering the potential for all-age Academies:** Devon will explore increasing diversity by linking all-through schools to the PCP and the Academies' programme. The primary element of this would use traditional funding streams, including PCP.

Buildings & ICT

- 3.37 **School size, location, layout and design to support long-term aims:** area reviews will determine the sustainable pattern of schools in LLCs. They will identify the appropriate size and location of schools as well identify suitability and sufficiency in order to meet long term goals.
- 3.38 Consultations indicate that the SfC and the area review process are for all schools and not a mechanism for allocating PCP resources. Area reviews will identify: specific schemes that will benefit from PCP funding; a strategic vision for each LLC; potential improvement projects; funding streams; and how local resources should be invested to the best effect.

- 3.39 **Ambitious but realistic long term aims:** assuming that the level of capital funding received over the previous decade continues alongside the PCP initiative, it is anticipated that the government's target of tackling need in half of all primary schools would be exceeded. However, it will be a challenge to modernise half of these schools (158 schools) in a fourteen year period unless there is a long term commitment of funding in excess of five years. This would provide a framework to invest strategically, using contributions from a variety of funding streams.
- 3.40 **Contributions from other funding streams:** PCP resources on their own will not be sufficient to deliver all the PCP objectives. Devon has already taken steps to ensure funding streams are co-ordinated to fund the area reviews, these include:
- a commitment from Devon's Executive Committee *'that the Primary Capital Programme will receive full market value for any receipts generated by this programme of work'*;
 - a review of the section 106 strategy to ensure sufficient resources are secured and invested in an appropriate and timely manner;
 - contingencies have been held from DCSF allocations between 2008-09 and 2010-11 to support Area Reviews including Single Capital Pot, Modernisation, Targeted Capital Fund and other formulaic allocations;
 - Devon has agreed with community and voluntary controlled schools to manage Devolved Formula Capital as a single pot and, therefore, ensure that these resources are deployed strategically. The LA will work with its partner providers, Diocesan authorities, in order to make the best use of DFC contributions from the VA sector;
 - opportunities to secure external funding, in particular where schools are providing community facilities, will be explored (e.g. Lawn Tennis Association, Football Foundation, Community Council Devon, Local Trusts, District Councils etc);
 - Allocations from LA Coordinated Voluntary Aided Programme (LCVAP) following consultation and agreement with the Diocesan authorities;
 - VA governing body 10% contribution for VA projects;
 - energy grants such as Carbon Trust;
 - children's centre, pre-school and ESS Capital funding streams.

SECTION 4: Strategy for Change

Capacity Building and Change Management

- 4.01 Devon's Strategy for Change starts with the 'Education for the 21st Century' paper (Appendix F) supported by School Organisation Forum and agreed by the Executive. Consultation with stakeholders will continue throughout the PCP at different stages of implementation. Consultations indicate that the PCP needs to make a significant contribution towards restructuring school organisation in line with the 'Education for the 21st Century' paper.
- 4.02 The SfC will consist of three strands to run concurrently and each will have a different strategic purpose. The strands are:
- **Overall implementation of the PCP** will be a key strategy to: bring about change; draw down and target investment to raise achievement; modernise school buildings; and rationalise the provision of places;
 - **Area Reviews** will focus on the distribution and sufficiency of school places in and across LLCs, and will lead to:
 - **Individual school reviews** to deliver a range of solution options which may be activated by key 'triggers'. Individual school reviews may also advance an Area Review in the programme.
- 4.03 Devon is currently undergoing a Local Government Boundary Review but the outcome will not be known until after submission of this document. Therefore, this strategy has been agreed on the basis of current boundaries and may require review after the announcement of outcomes in December 2008.
- 4.04 Devon places a significant emphasis on effective leadership, successful schools and high standards. It retains its policy to maintain small rural schools but it will use the PCP to review traditional models of school organisation and leadership.

Planning, Monitoring & Evaluation

- 4.05 **Devon's role as commissioner:** the LA has established a number of commissioning projects relating to new school places; SEN provision; extended services; early years; and support services in social care. These activities, some of which form part of the DCSF Commissioning Pilot, are developing well. In addition, the LA is undertaking a strategic review of services associated with school improvement in order to distinguish between core activities and those services which should be commissioned.
- 4.06 Whilst these activities are at an early stage of development they are being embedded in good practice with schools and other stakeholders. The impact of commissioning will be disseminated and evaluated by the SOF and by others, such as the Anglican and Roman Catholic Dioceses, LLCs and headteacher organisations.
- 4.07 A priority for the LA is to develop LLCs as important stakeholders to build capacity and to make the best use of commissioned services. The area review process will provide support about how collaborative programmes benefit LLCs and individual schools. This will enable the LA's strategic direction to be maintained through solutions agreed locally.
- 4.08 **Managing the development and ongoing delivery of the programme:** upon approval of Devon's SfC a programme of Area Reviews will be instigated and will aim to be complete within the first year. This programme of review will result in option proposals and local consultations leading to a phased implementation in four-yearly blocks covering one-quarter of LLCs in each planning and implementation cycle.
- 4.09 The cycle of area reviews will have the following steps:

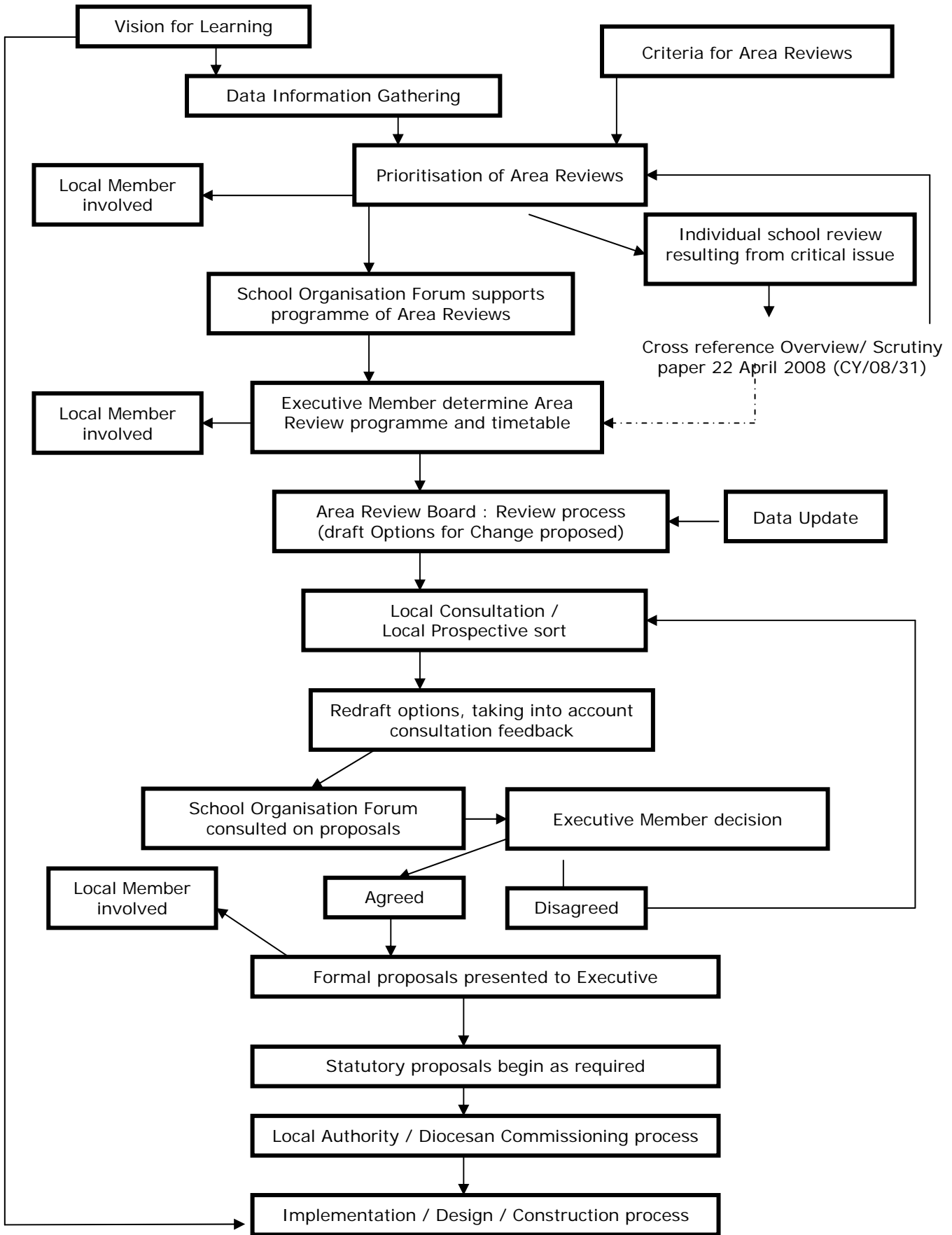
- (a) data and information gathering;
- (b) prioritisation of LLCs for review;
- (c) preparing a programme of Area Reviews which will be recommended by SOF and agreed by the Executive;
- (d) progression of the local Area Reviews, undertaken by an Area Review Board. The outcomes of the Area Reviews in each LLC will be one or more possible options for change;
- (e) PCP investment aligned to area review proposals;
- (f) consulting with key stakeholders about proposed options for change in LLCs;
- (g) decisions on formal change proposals brought to SOF and for subsequent Executive approval;
- (h) outcomes from consultations in LLCs identifying local solutions but statutory processes on formal consultations also begin;
- (j) implementation cycle begins as cycle of consultation on the next phase begins.

This process is shown diagrammatically on the PCP Area Review Process Map, flowchart overleaf.

4.10 **Data and information gathering:** area and individual school reviews will be informed by a robust statistical and qualitative data, combining contextual information and local knowledge, using such sources as:

- pupil numbers, existing rolls, forecasts and numbers of pre-school children;
- patterns of parental preferences and mobility amongst schools;
- information about percentage and requirements of children with additional needs placed in and out of county;
- housing forecasts;
- standards attained at the end of the Foundation Stage and Key Stages 1 and 2;
- Ofsted reports and contextual value added data and trends over time;
- super output area data and indices of deprivation;
- information about extended services and community use;
- early years and child care data;
- data about suitability, accommodation issues and building condition, energy consumption etc (at Church schools to include information currently held by Anglican and Roman Catholic Dioceses);
- the percentage of surplus places and schools' PANs;
- recreational and leisure data;
- demographic and socio economic data;
- ICT provision;
- maps and boundaries information: designated areas, local parish boundaries, LLCs' boundaries; and, if a Church school, parish, mission community boundaries;
- community needs and local parish plans;
- school improvement partner visit reports;
- school improvement data and Schools Causing Concern;
- Diocesan policy and information sets;
- governors;
- tenure and tenancy agreements;
- recruitment and retention data;
- age and staffing profiles;
- school meals data;
- school travel plans;
- co-location, current and potential partnership patterns;
- budget and financial information;
- parish plans and MCTI;
- travel information, geographical and sustainability issues.

Primary Capital Programme Area Review Process Map



- 4.11 These data sets will be collated and updated to inform the area review process and any strategies arising from an appraisal of options for each LLC.
- 4.12 The programme of Area Reviews will be developed by prioritisation of 'need' in LLCs using specific key criteria. These criteria will be weighted to reflect important local and national 'drivers' in PCP. See example below.
- 4.13 The process will involve the LA and Officers assessing the schools' data in each LLC and providing a 'score' against each of the key criteria. A 'weighting' will be applied to arrive at an overall figure for that criteria. These are then added together to build an overall LLC score. The Area Review programme will be developed by ranking the LLCs from the highest score to the lowest, with the highest scoring LLC being first in the programme. Devon will ensure that this process will be transparent (cross reference 4.16 below).

Example Criteria for Prioritising Area Reviews			
Name of Local Learning Community:			
Criteria	Score 0-5	Weighting %	Sub Total
IMD 2007 across LLC: 0 = Upper 5% 1 = Next 15% 2 = Next 30% 3 = Next 30% 4 = Next 15% 5 = Lowest 5%		20%	
Number of schools in OfSTED category: 0 = 0 1 = 1 2 = 2 3 = 3 4 = 4 5 = 5+		15%	
Surplus Places or Basic Need across LLC: 0 = 0% - 4% 1 = 5% - 9% 2 = 10% -14% 3 = 15% -19% 4 = 20% - 24% 5 = 25%+		15%	
Long term Headship vacancies: 0 = 0 1 = 1 2 = 2 3 = 3 4 = 4 5 = 5+		15%	
Combined AMP scores by schools (condition, suitability, sufficiency): 0 = lowest 15% 1 = next 15% 2 = next 20% 3 = next 20% 4 = next 15% 5 = upper 15%		20%	
Sufficiency of Early Years provision: 0 = 100% 1 = 99% - 95% 2 = 94% - 90% 3 = 89% - 85% 4 = 84% - 80% 5 = <79%		15%	
TOTAL			

- 4.14 **Area Reviews:** the Area Reviews will look to propose a range of sustainable pattern of schools to deliver high quality education in Devon fit for the 21st century in its urban and rural communities. Area Reviews of each LLC will follow the agreed programme and be undertaken by an Area Review Board. The Area Review Board will be led by an LA appointed independent chair (primary education consultant) and membership will comprise representatives from:

Community primary school headteachers;
 Special school headteachers;
 VA primary school headteacher;
 VC primary school headteacher;
 DAPH representative headteachers;
 Union representative;
 Early Years representative;
 Diocese of Exeter representative;

Diocese of Plymouth representative;
Extended Services representative;
DAG representative governors:
Primary Phase Adviser (DES);
SEN representative;
LA Strategic Planning officers.

- 4.15 **Special schools will be grouped together and reviewed at an early stage as one area review.** This review will be linked closely to the LA's Strategy for Inclusion (Appendix L) and a review of placements in the non maintained sector.
- 4.16 Outcome proposals/options from the Area Reviews will be subject to local consultation and review by SOF before being submitted to Executive for approval.
- 4.17 **Individual School Reviews:** although the Area Review programme will be determined by prioritisation against the criteria as identified in 4.13 above, there may be specific and critical issues at individual schools that require a reconfiguration of the programme or review of an individual school outside the Area Review programme.
- 4.18 Schools can experience a range of issues at any time which may weaken their capacity to improve. Such events include:
- failure to recruit a headteacher;
 - an unfavourable Ofsted inspection;
 - persistent poor standards of achievement;
 - recurring financial concerns;
 - significant issues about accommodation;
 - long term demographic and contextual changes;
 - loss of parental confidence and where surplus places exceed 25%.
- 4.19 Where two or more of these issues arise, it will 'trigger' the LA (along with partner providers where appropriate) to undertake a review of the school and formally share the data and findings with the Governing Body. Individual reviews will be flexible and consultative. They will engage governors at an early stage to explore alternative approaches to school organisation and seek the long term viability of schools.
- 4.20 The individual school reviews will aim to offer options and proposals for change so that locally agreed solutions can be found to: strengthen the school's capacity to improve; raise standards; improve the quality of provision; and secure effective leadership. If a local solution cannot be agreed, then the LA may begin statutory consultation processes, within the context of a local Area Review outcome option.
- 4.21 **Securing the commitment of senior leadership** (the decision making process): the SOF (Appendix K) will consult locally and with standing groups, such as the Teachers' Consultative Council (TCC) and the Joint Consultative Council (JCC). Information about available funding and additional resources will be provided to inform proposals and recommendations. SOF will make its recommendations to The Executive Committee.
- 4.22 Recommendations will be presented to elected members who will decide how to proceed. Where necessary, statutory consultations on formal proposals will be instigated. Councillors will then consider the outcomes of formal statutory consultations and public notices will be issued for statutory changes. These might include: amalgamations; new schools; or new models of schooling (e.g. all-through or area schools). Decisions about other organisational changes, such as Federations and Trusts, will be taken locally by governors in partnership with the LA and, where appropriate, the relevant Diocesan Body following their own consultations. A Member Champion has been appointed to act as first line of accountability for the Programme.

Consultation

- 4.23 **Consultation with staff associations and governors:** the staffing protocol will be reviewed to ensure a best practice framework to facilitate changes in each local area; minimise uncertainty; retain valuable expertise; and safeguard as far as possible the ongoing employment of staff working in schools. The involvement of professional associations will be critical to good communication and smooth implementation. Formally agreed procedures for the redeployment of staff across schools will be adhered to so that compulsory redundancy or retirement will be avoided.
- 4.24 **Locally based informal consultations on proposed changes:** when LLCs are reviewed the Area Review Board will consider relevant data and contextual information before suggesting proposals for change. Formal decisions to consult with community stakeholders on option proposals recommended by SOF will be taken by Executive.
- 4.25 The process will begin with local consultation with headteachers and governors about drivers and proposals for change. Data sets and proposed options will be shared through the wide publication of information about options. There will be a range of opportunities for stakeholders to respond including: 'drop-in' meetings in the locality, where the public can access further information, ask questions and register their views.
- 4.26 Consultation will extend beyond schools and parents and will involve The Children's Trust in conjunction with Parish, Town and District Councils. Strategies for communication and feedback will use a combination of: face to face events; ICT and website based interaction; surveys and publicity through the media. Hard to reach families, families of migrant workers, travelling families, deprived and isolated communities will be a particular focus for the communication strategy. Locally based consultations will take place over a period of about six weeks.
- 4.27 **Choosing individual projects in pursuit of long term aims:** the following information will be used to prioritise investment. However, weightings and scores will include some flexibility when applied to reviews of individual schools:
- AMP (condition, suitability, sufficiency);
 - information and data about schools (standards/quality/effectiveness);
 - degree to which locality is providing ESS and FCO;
 - levels of deprivation;
 - recent or anticipated demographic changes;
 - degree of partnership and collaboration already in place and capacity for further development;
 - range of SEN provision;
 - parental preferences.
- 4.28 The LA has already undertaken considerable consultations (Appendix B) in preparation for the PCP. These included Children's Centre Managers, the general public, school governors, headteachers, members of staff, parents/guardians, children, JCC, DAPH, DASH, LSC, Children's Trust, SHAD, DAB and both the RC Diocese of Plymouth and the C of E Diocese of Exeter. Consultations have informed the Strategy for Change. In addition, children state that the following issues are important to them:
- location and size of their school;
 - the range of after-school clubs;
 - the suitability and provision for both girls and boys toilets;
 - school kitchens and dining areas with the ability to cook good food;
 - outdoor formal and informal play spaces.

These views are fundamental to any development or refurbishment of accommodation as part of the PCP and children will be involved in all aspects of the design process.

- 4.29 **Monitoring delivery:** the DVfL will be regularly reviewed throughout the PCP so that the programme stays on track and in line with strategic priorities. The School's Forum Learning and Achievement Board will lead this. The DVfL will provide a powerful reference point to inform the analysis of option proposals and underpin local consultations. Formal reporting procedures will be in place and outcomes from area reviews will be programmed into project plans with timeframes and nominated leadership. The Head of Strategic Planning will monitor progress and report to the Director of Learning and Schools who will report to the SLG. Formal monitoring of the progress in each area project plan will be reported on a 3-monthly cycle by designated lead members to the Executive. The Executive Lead Member and the PCP Champion will be informed on a monthly basis. Reports on progress will be submitted to SOF at each meeting and annual and tri-annual formal reviews will also be submitted.

Achieving Educational Transformation

- 4.30 **Involving schools and communities in planning and designing specific projects with particular emphasis on using the experience to transform education:** Devon will use the PCP to speed up the process of adjusting school place provision. This may not always be with unanimous agreement of local communities. There are strong sensitivities about changes to school organisation and educational provision in many rural communities. Whilst the local authority retains its presumption against closure, this may mean that some change is essential. The SfC will promote less traditional and more collaborative models of school organisation but these can threaten autonomy and create the potential for closure.
- 4.31 Difficulties about the recruitment and retention of leaders for the smallest schools can weaken capacity to improve. The potential for partnerships across clusters of schools may be limited if high quality school leaders cannot be recruited. The SfC will target governors as key partners to ensure that securing and developing high quality leadership is a shared responsibility.
- 4.32 **Ensuring that ICT supports the overall aims of teaching and learning and institutional development** will require coordinated discussion with a range of stakeholders including representatives from schools, the LA and the Regional Broadband Consortium to:
- develop a vision for the use of ICT with schools – including use of Becta ICT Quality Indicators (cross reference Appendix E);
 - continue supporting schools to use the Becta SRF;
 - provide robust and reliable centrally supported systems, where appropriate;
 - continue supporting schools as they procure school based ICT systems;
 - develop the use of the Becta Framework for ICT Technical Support;
 - continue developing and disseminating case studies;
 - procure regional broadband, learning services and resources;
 - build on existing CPD provision.
- 4.33 **Links to early years provision and to secondary education:** there is a strong partnership between the EYCS and settings. Each setting has locally based staff that support all areas of service delivery. The EYCS has clear lines of communication and uses a variety of methods to consult with the private, voluntary, independent and maintained sector providers. The Early Years & Childcare task group includes representatives from all sectors and members with specific interests or expertise in education or childcare (e.g. Montessori). This group steers the work of the EYCS.
- 4.34 Devon's Vision for Learning aims to develop Foundation Stage Units (FSU) and Partnership Foundation Stage Units (PFSU) on school sites where there is sufficient space. This takes account of the need for places in the 0-3 age range. This is a focus

for the work of the EYCS and the Early Years Advisory Service. Early years capital funding and DFC will be used to support collaborative building projects of this nature.

- 4.35 Private and voluntary sector early years and childcare providers are represented on the SOF and contribute to the LA's strategy and policy.
- 4.36 **Innovative approaches to design, supporting wider educational transformation:** Devon embraces the principles of BB95 – Creating Schools for the 21st Century. The issues identified in this bulletin are integral to the SfC:
- schools and the changing curriculum – provision of accommodation that is flexible for different group sizes, a wider curriculum, and personalised learning.
 - new ways of learning and the impact of ICT – ICT will be integral to the all aspects of the curriculum; provide full access in internal and external areas; and provide a 24/7 learning platform allows global access for all;
 - blurring the school boundaries – in rural areas, schools are likely to be the primary civic amenity and projects will take account of local needs.

Every Child Matters

- 4.37 **Reinforcing the role of the school at the heart of its local community:** in Devon, particularly in rural communities, a viable school is very much the hub of the community. Every opportunity will be taken to increase the use of schools throughout the day, including providing multi-agency services and the FCO in relation to extended services.
- 4.38 **Supporting wider commitments to ensure extended services are accessible in or through all schools:** Devon's strategy for the delivery of ESS is based on full service LLCs. Local learning communities are a fundamental element in the overall governance for Children's Trust arrangements. By improving school based resources for the delivery of ESS, this element will be strengthened.
- 4.39 **Opportunities to co-locate Sure Start Children's Centres and wider community services with new or refurbished schools:** area reviews will identify where there are deficiencies in service provision or where co-location could bring clear benefits through economies of scale. Actions will be taken to realise the principle that a school providing broad community services is an essential community resource.
- 4.40 **Approach to improving health, promoting healthy eating and access to indoor and outdoor areas for sport and games; provision of play areas and facilities:** Devon's Fresh Start menu initiative, using freshly prepared ingredients, is aimed at achieving government nutritional standards by September 2008. All primary schools, supported by the CYPS catering service, meet this standard. Healthy eating is a key part of the Devon Healthy Schools Award. Nearly three quarters of all primary schools have achieved it already.
- 4.41 Primary schools have a wide range of resources to promote healthy eating. Schools are encouraged to use a wide range of initiatives developed by the School Food Trust. The Devon Health Schools' advisers are working closely with the Early Years Team to develop a 'Healthy Early Years Award' for early years settings to give consistent messages about healthy eating for children from 0-11 and their families.
- 4.42 Devon will continue to have a strong network of school sport coordinators working in five partnerships. Each provides strategic support to schools to provide the 5 hour per week offer under the Devon PEDPASS strategy which aims to improve physical activity levels of all young people in the County.

- 4.43 Schools will be encouraged to achieve good levels of provision, by providing a rich physical education experience and a wide range of school sport and daily physical activities. Almost all primary schools run the Take 10 (DPA) programme and Leap into Life Physical Literacy programme for early years children. The management of this work is commissioned through Devon Education Services (DES) PEDPASS team, who will provide a strategic lead for this work and monitor the impact of the programmes through the Physical Education and Sport Strategy for Young People data.
- 4.44 The PCP will ensure that all schools have good indoor and outdoor spaces, which are available for physical activity throughout the day, so that children can access physical activity on a daily basis. Outdoor facilities may have modern ATP surfaces or be covered (outdoor) multi use games areas. These spaces should become available at lunch time for enrichment activities. This will require a cultural shift in schools, placing physical activity and well-being at the heart of schooling. Wherever possible, Devon LA will work with agencies to develop alternative areas for school meals provision.
- 4.45 **Supporting links to Early Years provision and secondary education:** a number of federations have now been established or are underdevelopment. In these Devon is developing alternatives to the traditional school leadership roles (e.g. the role of executive headteacher). Devon will continue to share best practice to improve provision. LLCs are a key element in encouraging partnerships and effective transitional arrangements. Through the provision of comprehensive local data and the development of commissioning, LLCs will be encouraged to develop collective responsibility for leadership and the well-being of all children in the area. Devon will develop Children's Centres in each LLC to act as a hub to provide multi-agency support for young children and their families.

Finance

- 4.46 **The proposed use of other DCSF programmes including DFC totals for schools:** as indicated in Section 3, various funding streams available to the LA which will be added to PCP resources to ensure the maximum number of schools benefit but leaving sufficient resources for other schools. This approach is explained in Section 5 where a £14m PCP investment will pump prime a total investment in excess of £28 million. Contributions to this programme include Modernisation, TCF, Section 106, community and school devolved capital resources.
- 4.47 **Securing local finances to add to the programme:** the area review process will identify various funding streams available to support proposals and these include:
- school budget share contributions where schools have been earmarking revenue resources for large capital investment, specifically in ICT. Many Devon schools secure external funding through the PTA;
 - community groups who have been successful in raising funds to support their aspirations which can be used to include community facilities in school designs;
 - DCC centrally held funding, particularly projects that support environmental policies;
 - private and public sector partners, such as Early Years and the Primary Care Trust, which may also bring resources to the programme.
- 4.48 **Taking into account VAT implications:** it has been identified nationally that there is still some clarity required regarding VAT under the PCP and how it pertains to Voluntary Aided schools. Devon undertakes that VA schools will not be disadvantaged in the programme as a result of VAT costs.

Procurement

- 4.49 **Procuring efficiently and securing best value for money:** based on current performance and the structures already in place Devon has very good procurement capacity to: deliver this initiative; secure excellent VfM; and develop innovative solutions. Devon's overall procurement strategy is to:
- procure efficiently and secure best VfM;
 - use existing or develop mechanisms such as BSF local educational partnerships, regional frameworks or exploring opportunities for a joint procurement;
 - procure through local education partnerships (LEP);
 - use private finance initiative (PFI) where appropriate;
 - comply with OGC and LGTF;
 - participate fully in activities arranged by the Regional Centres of Excellence in (RCE);
 - pursue options arising from work with RCE;
 - facilitate VA governing bodies in taking forward projects, but always ensuring procedures are in place to ensure VfM and consistency with the SfC outcomes.
- 4.50 The current DCC Construction Framework expires in 2009 and will be replaced with a regional construction framework. DCC has recently been appointed as hosts for the framework management team. This will procure and manage the South West Centre of Excellence (SWCE) regional framework in 2009. The framework has financial assistance from RCE. LIFT SW views the new construction framework as a key development in supporting efficiency and collaborative building construction procurement.
- 4.51 The SW Building Construction Framework is being modelled on the South East Centre of Excellence (SECE) framework. SECE operates very effectively and currently has over £1billion of projects being processed through its framework.
- 4.52 Devon part owns a joint venture company, NPS (South West) Ltd, which provides professional services to DCC to manage both construction, maintenance and estate activity. This arrangement with the national NPS Group provides DCC with access to the considerable breadth of knowledge and experience of a large multi-disciplinary national consultancy. The NPS Group has a wide range of experience in the Children's Services sector, and with particular knowledge of school projects.
- 4.53 Devon is in the latter waves of BSF. Therefore, it has not instigated a LEP but it is evaluating various models with the PFS framework. On the other hand, Devon has significant PFI experience because it has recently replaced five secondary schools and one primary using this procurement route.
- 4.54 Diocesan partners in the VA sector have already experienced the benefits of grouping projects together using Design & Build procurement packages to achieve VfM and economy of scale. This formed part of a LA strategic reorganisation in Exeter.

Efficient Procurement of ICT

- 4.55 Procurement will be divided up into four key areas:
- **Institutional infrastructure:** Becta's Infrastructure Services Framework enables schools to purchase services which comply with national standards and specifications for educational ICT.
 - **Learning Platforms and digital resources:** the SWGfL Trust is undertaking a Becta Learning Platform Services Framework mini-competition with all the major suppliers on behalf of all the SW LAs.

- **Information Management:** Devon has a contract with Capita Education services to provide a Management Information System (SIMS) to all schools. ScoMIS provide a local support, training and helpdesk.
- **Connectivity:** the SWGfL Trust has a contract until 2010 with Research Machines for connectivity and managed services to the whole of the SW schools (15 LAs and 2,500 schools).

Design

- 4.56 Devon is committed to delivering design excellence, evidenced by the appointments of a Member Design Champion; a PCP Champion; an Energy Champion; and an experienced architect as Client Design Adviser for CYPS. In addition, there is a significant involvement by the Portfolio Holder of CYPS.
- 4.57 DCC supports: the 'Creating Excellent Buildings' (CABE) initiative and 'Constructing Excellence', evidenced by the strategic partnership with NPS (South West) Ltd and a team of Construction Framework Partners. It also supports the 'Devon Sustainable Buildings' initiative and partners with the Centre for the Environment at Exeter University for research into sustainable buildings. The County Council has worked closely with the DCSF on projects, such as 'Classroom of the Future', 'Project Faraday' and sustainability demonstration projects, ie the development of DQI for schools, standard specification layouts and dimensions, and the DCSF Zero Carbon Task Force. Devon is committed to design excellence.
- 4.58 In consultations, children have indicated that these issues are important to them:
- exciting outdoor spaces;
 - friendly welcoming classrooms;
 - computers for all;
 - a hall for PE, dining and assembly;
 - well maintained and clean toilets;
 - local schools should work together to share sports facilities and teachers;
 - space for children who need extra help;
 - big classrooms;
 - after-school clubs and activities for the community;
 - on site pre-school/nursery.
- 4.59 DCC is committed to a county-wide review based on LLCs to integrate the requirements for Primary Capital, BSF secondary and special needs programmes.
- 4.60 The area review process will identify a sustainable pattern of schools in and across LLCs. This will target clusters of schools to ensure each school makes an appropriate contribution to ESS and to supporting children with special educational needs and/or disabilities.
- 4.61 DCC intends to use the 'DQI for Schools' tool. Members of the strategic planning team have trained as DQI Leaders, with further training planned. All major projects will establish user/planning groups to include stakeholders. These groups will help to establish the project brief using the DQI tool. The team will evaluate designs and completed projects fully. Schools will be encouraged to allow children to take an active part in the process. Devon is committed to the principles of 'Secured by Design'. Independent facilitators will lead this process. In addition, each project will be subject to a review process based on the OGC Gateway Model during particular design stages.
- 4.62 DCC's sustainability strategy benefits from the technical assistance of NPS (SW) Ltd, Exeter University, BREEAM auditors, Devon Sustainable Buildings Initiative and Devon

Wildlife Trust. Devon's policy is to be England's 'greenest' county. Devon has a good track record in this respect. Devon is investigating the provision of wind farms for schools. Seaton Primary School already has a wind turbine.

- 4.63 Schools provide a learning site for whole communities and will be designed to encourage out-of-hours use and access for all. Security and building management systems will be designed to enable out-of-hours use.
- 4.64 The SfC is for all schools and the area review process will identify where investment is required to ensure all primary schools are brought up to the standards required for 21st Century education. Consultations clearly indicate that new and refurbished schools must be designed to support schools in achieving the five ECM outcomes, be multi-use resources and provided flexibility in their use.
- 4.65 The central management of DFC, in partnership with community and VC schools, will ensure that all funding is targeted using asset management plans and/or high priority children's services projects. VA school contributions will be facilitated through the relevant Diocesan body where appropriate.
- 4.66 Devon will support schools by providing technical and professional advice about how to maintain school premises. This will assist governors in prioritising programmes of work. Devon will continue to work with schools to target resources appropriately to maintain the infrastructure in a good state of repair. The Devolved Capital for all schools with revenue funding should mean that the backlog maintenance is significantly reduced.

SECTION 5: Initial Investment Priorities

- 5.01 The Initial Investment Priorities 2008-09 to 2013-14 are detailed in Appendix M.
- 5.02 The initial priorities for investment for the first two years of the PCP are principally targeted at schools that have significant building issues (e.g. AMP condition suitability, DDA, H&S, split sites, high proportion of temporary accommodation etc). These schemes have already been identified as being a high priority and have secured advanced design resources in order to be delivered when funding is available. These schemes embrace all of the principles highlighted in this document and have been selected on the basis that investment will be future proof and consistent with the needs of each community.
- 5.03 The priorities identified in years 2011-2012 to 2013-2014 provide an indication of the investments Devon anticipates arising from the **Area Review** process as described in Section 4 of the Strategy. It is not possible to provide accurate information at this stage but the examples are consistent with previous capital investment. This approach has been supported by the DCSF.

Glossary

AMP	Asset Management Plan	LGTF	Local Government Task Force
APA	Annual Performance Assessment	LIFT SW	(A regional strategy and programme for improving the quality of local government and wider, linked public services in the south west)
ATP	Artificial Turf Pitch	LLC	Local Learning Community
Becta	(Government lead agency for ICT in education)	LSC	Learning and Skills Council
Becta SRF	Self Review Framework	LSOAs	Lower Super Output Areas
BREEAM	Building Research Establishment Environmental Assessment Method	MCTI	Market and Coastal Town Initiative
BSF	Building Schools for the Future	NPS	Norfolk Property Services
C of E	Church of England	Ofsted	Office for Standards in Education
CABE	Commission for Architecture and the Built Environment	OGC	Office of Government & Commerce
CIC	Construction Industry Council	OPM	Office for Public Management
CPD	Continued Professional Development	PAN	Planned Admission Number
CYPP	Children & Young People's Plan	PCP	Primary Capital Programme
CYPS	Children & Young People's Services	PE	Physical Education
DAB	Devon Association of Bursars	PEDPASS	Physical Education, Daily Physical Activity and School Sport
DAG	Devon Association of Governors	PFI	Private Finance Initiative
DAPH	Devon Association of Primary Headteachers	PFS	Partnerships for Schools
DASH	Devon Association of Secondary Headteachers	PFSU	Partnership Foundation Stage Unit
DBE	Diocesan Board of Education	PRU	Pupil Referral Unit
DCC	Devon County Council	PTA	Parent Teacher Association
DCSF	Department for Children, Schools & Families	PVI	Private, Voluntary and Independent
DDA	Disability Discrimination Act	RAP	Raising Achievement Plan
DED	Disability Equality Duty	RC	Roman Catholic
DFC	Devolved Formula Capital	RCE	Regional Centre of Excellence
DHSA	Devon Healthy Schools Award	RSS	Regional Spatial Strategy
DORIS	Devon Online Revenue Information Service	SCC	School Causing Concern
DPA	Daily Physical Activity	ScoMIS	Schools Management Information Service
DQIs	Design Quality Indicators	Section 106	Developer Contributions
DSG	Dedicated Schools Grant	SEN	Special Educational Needs
DVfL	Devon Vision for Learning	SENCO	Special Educational Needs Coordinator
EAL	English as an Additional Language	SfC	Strategy for Change
ECM	Every Child Matters	SHAD	Special School Heads Association of Devon
ESS	Extended School Services	SIMS	Schools Information Management System
EYCS	Early Years and Childcare Services	SIP	School Improvement Partner
FCO	Full Core Offer	SLG	Senior Leadership Group
FFT	Fischer Family Trust	SOF	School Organisation Forum
FSM	Free School Meals	SS	School Sport
FSU	Foundation Stage Unit	SW	South West
H&S	Health & Safety	SWCE	South West Centre of Excellence
HORSA	Hut Operation for the Raising of School Leaving Age	SWGfL	South West Grid for Learning
IAG	Information, Advice and Guidance	TCC	Teachers Consultative Council
ICT	Information Communication Technology	TCF	Targeted Capital Funding
IMD	Indices of Multiple Deprivation	VA	Voluntary Aided
ISP	Intensifying Support Programme	VAT	Value Added Tax
JCC	Joint Consultative Council	VC	Voluntary Controlled
LA	Local Authority	VfM	Value for Money
LDD	Learning Difficulties and Disabilities	YR	Reception Year
LEP	Local Education Partnership		