

Building schools for the future

Building Schools for the Future

Wave 2

Strategy for Change

DRAFT

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1. Remit Meeting Considerations

Remit Meeting Focus	Reference
Transformation: KPIs to be distilled and developed	Para 194, 195, 196, 197.
SEN: Confirmation of numbers and agreed way forward for Barbara Priestman.	Para 19, 56, 70 & 94. Annex 8.
Change Management: Clear plan to be developed.	Para 191, 192, 193. Annex 21
Procurement Strategy: Alternative Procurement Strategy. Actions to be brought forward from OBC to SFC where appropriate. Discussion to be held re the 'what if' scenarios should an affordability gap arise. Further discussion re the alignment of programme management resources with the capital funding.	Para 116, 117, 118, 119, 120. Annex 7. Para 159, 160, 161, 172, 173, 174, 181. Annex 14. Annex 15. Business case to be submitted. Para 182, 187, 188. Annex 11. Annex 18.

2. Introduction

1] Sunderland City Council's mission statement is:

"To make Sunderland a prosperous city – a desirable and healthy place to live, work, learn and visit, where all people can reach their full potential."

Strategic objectives included in the Sunderland Strategy in order to achieve this are

- Creating a prosperous city
- Extending cultural opportunities
- Improving the quality, choice and range of housing
- Improving health and social care
- Reducing crime and the fear of crime
- Raising standards and increasing participation in learning
- Developing an attractive and accessible city
- Creating inclusive communities

We recognise that BSF can make a significant contribution towards achieving the Council's mission statement and the wider strategic objectives.

Sunderland City Council is committed to ensuring "A Bright Start" for all its young people. Our vision for Building Schools for the Future is to transform the learning experience and to improve outcomes for all young people in Sunderland.

The Strategy for Change identifies our education vision and sets out the strategy to achieve this through the investment provided by the BSF programme.

At the heart of our BSF proposal is transformation of the learning experience and a personalised curriculum that meets the needs of individual pupils. We are also convinced that BSF developments will have a great impact on the local economy, regeneration initiatives and support the efforts we are making to meet the demands of skills shortages and to attract inward investment into Sunderland.

Sunderland's Wave 2 programme BSF provides the city with the opportunity to build on the progress achieved in Wave 1, completing the transformational journey which will see every secondary school in the city benefit from BSF investment.

3. TRANSFORMATIONAL OVERVIEW

Sunderland – the local picture

2] Sunderland is the largest city in England's North East Region. The river Wear runs through the heart of the city, and the city boundary includes the former new town of Washington and the former coal mining areas of Houghton and Hetton. It forms part of the Tyne and Wear region.

Between the early 1980's and 1990's the traditional industries on which the city's economy was founded declined greatly or simply ceased to exist. Sunderland is striving to deal with this legacy and is building a modern and dynamic city. In recent years the transformation of the city's coalfields, city centre and riverside has been striking – the former ship yard areas are now the location of several high profile developments including the National Glass Centre, Sunderland University's St Peter's Campus and Stadium Park. Attention has now turned to city centre regeneration and progress is being made to transform key sites.

Over the last 20 years the city has undergone a marked economic and social transition following the decline in the traditional industries of mining, shipbuilding and heavy engineering. New jobs have been created as part of a large-scale industrial shift towards the automotive manufacturing and service-based "call centre" sectors. There are now more people employed in new service industries than were employed in traditional industries.

Transformational Overview

3] **The central intention of Sunderland LA is to transform the educational opportunity and provision, for the children of Sunderland and by doing so radically improve their outcomes and help drive the regeneration of the city. This will be achieved through the realisation of a vision which includes a diversity of school types working together through the Sunderland model of collaboration and co-operation. The new buildings have been, and will be designed as transformational learning spaces which will be flexible and adaptable to meet future needs. Linked with a strong focus on the professional development of our workforce in schools, innovative technology, and careful curriculum design, we will see radical developments which personalise the educational experience for our young people, leading to successful outcomes in social, emotional, academic and community terms. Our programme is designed to inspire our communities to aspire.**

(Cllr. Pat Smith (Portfolio holder for Education and
Dr Helen Paterson Executive Director of Children's Services)

4] Sunderland's vision for learning in wave 2 builds upon the collaborative vision and working practices established in our BSF wave 1 provision which was completed on time and on budget. In June 2007 our quick wins project (a £12 million refurbishment at Oxclose Community School) opened. It has shown significant increases in attainment and community use. In September 2009 three Sunderland Model Academies, Academy 360, Castle View Enterprise Academy, Red House Academy and one Community School, Washington School opened followed by two further Community Schools (Biddick School and St Robert of Newminster School) in April 09 and September 2010 respectively. Our wave 2 proposal is a separate and distinct, although linked, process during which we will build on the knowledge we have gained so far and move forward in a way which benefits both waves.

5] All partnership schools will all be involved in networked diploma delivery; the provision of a partnership approach to diversity at 14-19, with extensive progression routes for students. Our two collaboratively funded Skills Centres and the embedded relationship with our Further Education partners, significantly enhances the partnership. The freedom to innovate afforded to academies and schools will establish new models of curriculum delivery, management and governance structures, timings of the school day and co-located services to embed the Every Child Matters strategy and improved attainment across our schools. The vision was "Highly Commended" in the "Most Transformational Learning Strategy" section of the Excellence in BSF Awards 2008.

6] These deep structures are related directly to the Children and Young Peoples Plan, based on comprehensive multi agency assessment of need, which is the LA driver for the strategic commissioning of services. The commissioning strategy is now based on a 15 year cycle 2010-2025 divided into three year commissioning blocks.

3.1 Context

Where we are now / educational outcomes

7] Sunderland is showing a significant improvement in attainment: 2009 results are the highest ever recorded in the authority and show a continued upward trend for the last five years. 5+A*-C including English and Maths: 48% (17% increase over 5 yrs) 5+A*-C = 69% (26% increase over 5 yrs) and above the statutory target of 62%.

8] According to the TCI Deprivation indicator 2008 Sunderland in the 20% most deprived LEAs in the country measuring a score of 72.35. The average rate of progress (CVA) made by all Sunderland pupils from Key Stage 2 at the end of primary school to Key Stage 4 is just above the national average rate.

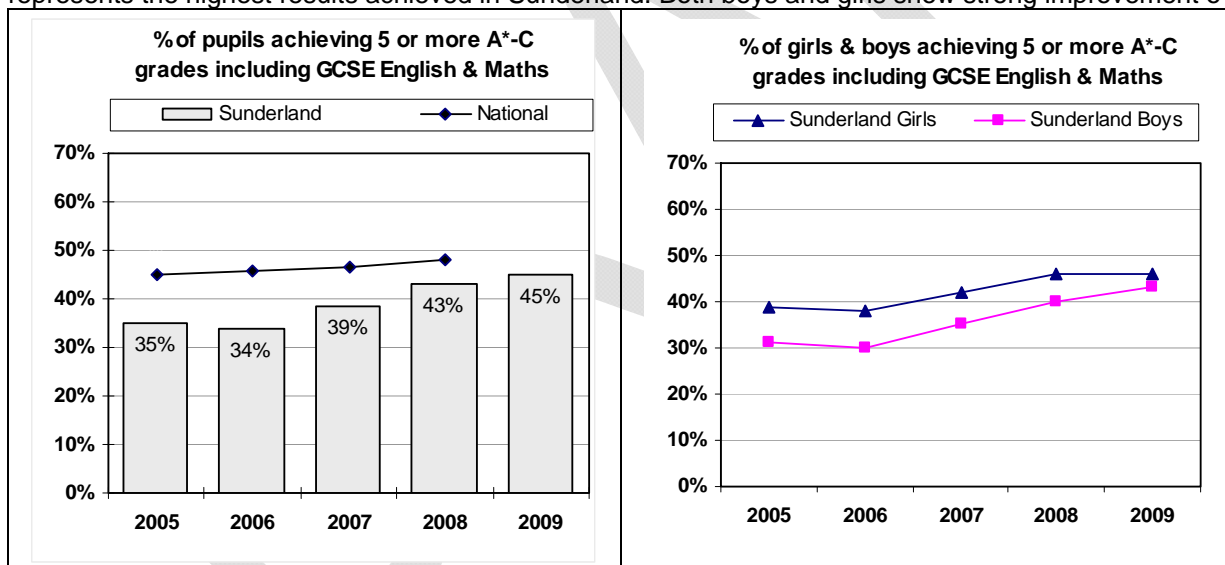
The percentage of GCSE English entries achieving an A*-C grade has improved from 54% to 57%, 2008 – 2009. Maths entries at A*-C grade has also improved slightly, from 51% to 52%. More pupils are also gaining two or more A*-C grades in science, improving from 45% to 48%, 2008 – 2009.

9] Although Sunderland remains below national results in raw percentage terms, strong improvement over the last three years has more than halved the Sunderland – national gap, from twelve percentage points in 2006 to less than five percentage points in 2009. Nationally and in Sunderland, girls outperform boys at GCSE, but in Sunderland both boys and girls have sustained a strong upward trend.

10] Sunderland is one of the 20 local authorities that have improved the most between 1998 - 2009 at 5+A*-C including English and Maths as published by DCSF. Sunderland is the third most improved local authority at 5+A*-C including English and Maths over the last three years (2006 - 2008).

11] There are still gaps to close and the continued targeting of specific groups for improvement. At the highest level, the Council's corporate improvement plan, LAC and BME and NEET groups are targeted for action. FSM performance will be used as a "bridging the gap" indicator. Funding and support in inverse proportion to need will be delivered. A number of strategies are in place to close the gap including the appointment of a Virtual Headteacher to work across the schools in the key role of supporting looked after children.

12] The percentage of pupils achieving 5+ A*-C grades has increased from 64% to 69% 2008 – 09 and represents the highest results achieved in Sunderland. Both boys and girls show strong improvement over period.



13] The government's gold standard measure requires sixteen year olds to achieve at least five GCSEs or equivalent at grade A*-C and they must achieve at least a grade C in both GCSE English and maths. While Sunderland has not performed as well as national averages in previous years, there has been a strong and sustained improvement over the last four years. Boys continue to improve, although this year the gender gap has narrowed as girls' results have remained the same this summer. 2009 is again the best year's results for this measure in Sunderland.

14] Challenges the LA faces in order to raise standards for all:

- Raising the bar and narrowing the gap
 - Further Improvements needed in 5+A*-C including English and Maths
 - 2 levels of progress for all in each key stage with accelerated progress for vulnerable groups
 - Early years intervention strategies to meet social, emotional and academic deficits on entry to school improve KS1 and subsequent attainment
 - Transformational curriculum design
 - Managing entitlement 14-19

3.2 Educational Vision

The LA's aspirations and how the BSF programme will add value

15] KPIs will be monitored within individual schools as part of the change management process. The LA will also support the central collection of data for cumulative KPIs (See section 4.5) which will be reported to the EIP (which will monitor the impact of the change management programme) and Sunderland Learning Partnership for analysis and challenge. (The Programme Director: Transformation will oversee this process.)

16] Our BSF programme will add significant value by:

- Further raising standards of attainment and the skills base in all of our learners.
- Promoting social inclusion and community cohesion by providing improved learning opportunities and spaces for all.
- Improving ICT systems that will support the development of personalised learning pathways.
- Focussing the school to develop its community.
- Enhancing the range of sport, PE and cultural opportunities for the local community.
- Improving the quality of intervention for under-performing individuals through the development of facilities for multi-agency support, intervention, counselling and mentoring.

17] Improvements in the school estate and infrastructure will directly affect the ECM agenda in that spaces will be designed to be safe, welcoming and promote the health agenda through the physical and mental wellbeing of the students and staff. The design of social, play and active spaces complemented by flexible spaces to accommodate large or small groups, personalised spaces and a variety of learning experiences are central to the concept of BSF in Sunderland. Our wave 1 buildings are proving to be inspirational and aspirational learning spaces for our children. The managed service for ICT will enhance this flexible position not only in schools but across schools, regionally nationally and internationally giving access to the best local multi agency services and learning forums and materials world wide. Student attainment and achievement will be tracked in and across schools with effective MIS use to promote detailed and sophisticated analysis and inform intervention strategies.

School visions – Further details can be found in the individual School Strategies for Change which are “work in progress” at this stage. (See Annex 1)

18] **Thornhill:** In putting the learner first, the school is committed to increasingly individualised and transformational learning, allowing each pupil to realise their full potential. This will require a curriculum and supporting structures that provide for a variety of learning contexts and learning styles and the breaking down of some of the previous teaching and learning driven boundaries. In developing the learning context, the following aspects will need to be provided for:

- Enquiry, including hypothesis, research and debate.
- Problem solving, including planning, choice of methodology, review and evaluation.
- Modelling, including testing and feedback.
- Understanding of learning, including reflection and revision.
- Delivery, including understanding of audience and logistics.
- Impact, including understanding of audience, environmental and ethical context.
- Product, including understanding quality, evaluation, and outcomes.
- In addition, the social and global context of learning, including its cultural, historical, spiritual and moral aspects will guide the development of young people.

Investment in Thornhill School will deliver school's vision and at the same time transform the existing estate through remodelling and new build with better and improved adjacencies. Creation of improved social and individual learning spaces with the focus on the school specialism a key factor in the delivery of transformational learning.

19] **Barbara Priestman School:** Will become a centre of excellence for students with autism and complex learning difficulties. We will create an innovative and motivating learning environment supported by state of the art ICT provision. Students will work with a range of professionals and members of their local, national and international communities to develop their academic, vocational and life skills. We will become a centre for life-long learning and develop a love of learning for all. As a specialist college we will become a centre for technological learning, helping students understand the world around them, prepare them for the future and communicate effectively. We will be outward looking, working closely with partner schools, the wider community and parents to enhance learning for all.

Key drivers are:

- A school that is designed to meet the needs of learners with ASD (Autistic Spectrum Disorder) and complex needs.
- A clear technology ethos that reflects our specialism and specialist school ambitions.

- A school designed to promote the well-being of students and staff and meet the outcomes of ECM.
- Flexible learning spaces that encourage creative learning.
- High quality learning environments that encompass vocational learning pathways.
- School at the centre of the community and is set to be well used during the school day, evenings and weekends by the community.
- Outside spaces that enable students to be active, yet safe.

The proposal for Barbara Priestman School is a mixture of remodelling and new build to ensure that current and future needs are met. To also ensure that suitable accommodation is provided for the ASD pupils that will provide transformational spaces and deliver the vision.

20] **Hetton:** the common theme all subject areas share is flexibility. They wish to be creative and innovative in the way in which learning and teaching is provided for our pupils, maximising the opportunities for all. They wish to have the opportunity to work with groups of different sizes that would match the environment many businesses would recognise. The learning spaces need to be light and airy without being impersonal or clinical.

- Provision should cater for the flexibility needs for community use of the facilities beyond formal lesson times, including community groups.
- The provision of ICT needs to pervade the school & curriculum. In particular devices that deliver augmented reality need to have high availability on system infrastructure.
- Learning is at the heart of our vision for the new Hetton School, with shared resources and services visible and available. The school heart is learning and support, expanding outwards as young people grow and develop their independence and self motivation.
- Our school will inspire learning because it is built to learn. We are making an educational statement not just an architectural one.

The school was originally constructed in 1967. The CLASP type building has significant access, suitability and condition problems. Difficulty would be in building onto existing provision, thus total new build replacement is the preferred option for this school

21] **Southmoor:** Principles include:

- Pupils, teachers and learning supporters will together construct learning. They will regard learning as a skill which can be acquired and they will be confident risk takers and not feel inhibited by debilitating ideas of personal potential.
- Pupils will share responsibility for learning and see real value and relevance in achievement. Teachers will facilitate access to ways of thinking and understanding and different forms of knowledge. We will have a curriculum which will be flexible and will evolve to be relevant to the world that our children will live in as adults.
- Everyone at the school will be proud to regard themselves as learners and have the confidence to develop new skills and the optimism to meet the challenge of change. The school will create the environments, resources and time to build and meet the aspirations of its entire staff and will strive to do the same for the wider community.
- Purposeful leadership will be infused across the entire school community. There will be a sense of common ownership and respect; everyone will take active responsibility in the care and development of the school.
- Community and individual morale, well being and a sense of belonging will be at the heart of what we do and value. It will be the subject of study, strategic planning and action. Celebration of all successes will be a serious business.
- The school community will share a broader definition of education by consciously encouraging emotional intelligence. Young people will be equipped to become good parents, partners and friends who are able to make informed decisions which benefit their community.

Whilst Southmoor School is well provided for in terms of site area, opportunities for development alongside existing buildings will provide challenges to ensure a cohesive and transformational building.

22] **St Aidan's Catholic Boys' School:** vision centres on a long-term physical and cultural transformation of our school, which should include:

- The creation of a physical, technological, emotional and spiritual environment which promotes positive attitudes to school and to learning.
- A transformation of teaching and learning which reflects the current aims and readily adapts to future developments.
- Promoting learner independence by developing teaching and learning styles which place greater emphasis on collaboration, responsibility for learning and targets, access to ICT and information of all kinds, and moving our expectations beyond the classroom by the provision of online and virtual learning opportunities.

- The creation learning spaces which are light, bright, comfortable and attractive and can be used flexibly with different sized groups and a range of teaching and learning styles.
- Seeking to offer a greater element of choice in the curriculum.
- Shared learning opportunities between different age-groups.
- Learning as an activity which continues inside and outside lessons.
- The creation of an interactive, flexible, student driven whole school learning programme.

This school operates on 2 separate sites, split between 11-16 and 16-18. The school buildings date back to 1971, with Sixth Form provision being accommodated within a building that dates back to the early 1900's. Through the proposals it will be necessary to address DDA issues. Difficulties during construction will be site constraints and limited access provision.

23] **St Anthony's Catholic Girls School:** have ambitions for:

- Spaces that deliver flexibility for furniture and equipment and provide for alternative and evolving teaching and learning.
- The creation of a mature, collegiate feel within the school environs.
- A social heart for the school community to experience a sense of belonging and to benefit from the vibrancy created through learning.
- Minimised travel/circulation times.
- Natural light and ventilation.
- External teaching and social spaces in a landscape setting.
- "Invisible" security whilst maintaining an open and welcome environment.
- A considered approach to sustainability.
- Individual spaces with technology in mind which are flexible and adaptable.

St Anthony's buildings are disparately placed around a constrained site and the buildings are site hungry which leaves the pupils to deal with inclement weather and insufficient external spaces. The existing building estate suffers from insufficient teaching spaces and narrow circulation routes there is also a need to create flexible work and social areas throughout the School. The majority of the estate makes for unsuitable teaching environment and this priority needs to be address.

24] **Houghton KEPHIR:** will become increasingly independent through a greater degree of personalisation and skills based learning:

- Personalised learning has planning for progression and differentiation at its heart.
- Skills based learning and the development of the PLTS will feature strongly both in individual subject areas and cross-curricular learning experiences, where distinctions between subjects disappear.
- Learning spaces will form effective learning environments. A key feature will be the flexibility of use the space offers and its ability to facilitate a wide range of different teaching and learning activities and provide additional working space for either independent work or supported intervention.
- Resources to support learning will be readily available, including dedicated ICT areas and 'anywhere' access via portable systems such as laptops, palm tops and other new technologies as they are developed.
- Learners will develop greater independence and ownership of their learning via the creative use of technology, including the virtual learning environment.

The building stock at Houghton KEPHIR is mixed. The clasp structure buildings dating back to the late 1960s are of fair to poor condition with flat roofs. The initial control option proposes that the clasp structures be demolished and replaced with new build. Re-building in the late 1980s resulted in a number of blocks with cavity wall, pitched roofs. Some of these classroom blocks offer the potential to be remodelled into transformational learning environments.

25] **Farringdon:** Ambition is to be a national centre of excellence for Inclusion and a benchmark that others seek to emulate. Their aim is to develop more autonomous and confident learners who have the necessary skills, specialist knowledge and appropriate accreditation to take their place in a rapidly changing world. The school will be configured through phased progression for students: *Transition: Years 7* (integrated curriculum based around themes and core competencies), *Bridge: Years 8&9* (greater personalisation of the curriculum) and *Progression: Year 10&11* (gaining accreditation and developing the confidence and skills required to flourish once the students leave school) Innovative design will remove the physical constraints to better teaching and learning by allowing staff the flexibility of configuring more appropriate learning spaces for their students.

Farringdon School was opened in 1957. New buildings have been constructed in the last 5 years to provide a new dining centre and also to provide a new sports pavilion to support the schools Sports College Status these areas. The Schools remains focused in the delivery of vocational skills as part of the curriculum and there is a desire to keep these areas and therefore the scope of work will aim to link various teaching blocks.

26] **Monkwearmouth:** Aims for the highest quality of teaching to inspire deep learning through understanding and enjoyment leading to achievement, where:

- The learner is the centre of the process.
- Formative and summative assessment informs all stakeholders of progress and achievement.
- A variety of strategies and activities are developed creating a positive climate for learning.
- Students respond confidently, exercising independent learning skills, solving problems, communicate effectively and understand and buy into the principles of effective life-long learning. This will allow a cultural change providing significant opportunities for the development of all staff by:
- Developing a multi-skilled, multi-professional workforce through robust and inventive CPD involving and including local business and community partnerships.
- Implementing new faculty based staffing structures to provide high quality consistent leadership
- Providing training in change management at all levels.
- Developing integrated inclusive teams of Associate Staff who develop effective systems and multiple skills to cover a range of responsibilities.

Monkwearmouth School was built in 1960, the School estate suffers from poor circulation routes over up to four storeys, therefore it is a priority to rationalise the final build solution to give clear lines of site and passive supervision that supports focused personalised transformation spaces. The adjacencies with the estate are disjointed and needs addressing. The adjacent technology and art block are a typical flat roof construction with poor circulation and facilities which is the initial intended area for new build.

(N.b the visions for both the Pupil Referral Unit and Springwell Dene are not finalised at the time of SFC writing).

27] **Pupil Referral Unit:** There are opportunities to combine elements of the PRU vision with that of Springwell Dene. Co-location of social care and primary support services could also to be considered should it be possible to align funding streams. The Tudor Grove Centre consists of four blocks. The pupil referral classroom activity takes place within the main building block 1. This block offers the potential to be remodelled to provide transformational spaces. An element of new build is required in order to provide the school with required FAM target floor area. During construction works, careful consideration will need to be given to the safeguarding of some of the more vulnerable pupils. This potentially maybe on a nearby site in the City.

28] **Springwell Dene:** There are opportunities to combine elements of the Springwell Dene vision with that of the PRU. Co-location of social care and primary support services could also to be considered should it be possible to align funding streams. The Springwell Dene buildings were originally constructed in the 1960's. The general condition and suitability of the buildings is of an acceptable standard, however there is a lack of transformational open spaces. The site is constrained; however the main building offers the potential for refresh and remodel. There is also an element of new build desired towards the rear of the school to provide a light, glazed learning resource extension. There are DDA constraints to be overcome if the first floor redundant area is to be converted back into useable space. The school currently utilises off site provision which could be relocated/remodelled. During construction works, careful consideration will need to be given to the safeguarding of some of the more vulnerable pupils. This potentially maybe on a nearby site in the City.

29] **Portland, Venerable Bede, Castle Green:** Schools who will have ICT investment only share common aspects of vision which include:

- A fast and flexible network that provides access to robust, world class systems which will provide anytime.
- Anywhere access to ICT resources, thus facilitating personalisation and empowering students to become both independent and collaborative learners.
- Real time access for parents, students and staff.
- Assessment for learning, to secure a closer curriculum match and better differentiation.
- Lesson and learning design – addressing issues of optimum pace, use of time and learning styles.
- Resource location, access and integration – including the use of media and communication/collaboration tools for first-hand, authentic learning.
- Monitoring, evaluating and reporting to learners, parents and employers, using whatever technology is appropriate to their needs.

A detailed survey of each site will take place prior to OBC submission. This will identify what infrastructure works are necessary in order ensure that the ICT MSP and network is delivered to the Sunderland BSF standard. Potential works include backbone cabling diverse routing, improving core and satellite rooms, upgrade to data cables to the current standards, learning walls to house MSP equipment, wireless RF surveys and associated additional data points and upgrade to telephone and television routing where applicable. A business case for an additional £225 per pupil will be made at OBC to facilitate any identified works.

3.3 Choice, Diversity and Opportunity

30] The diverse educational landscape we have created in Sunderland is delivered by the family of schools working together to produce a greater range of diversity and choice than any one school could possibly manage. This is the outward manifestation of personalisation.

31] To ensure choice and diversity the LA sees its role as strategic commissioner. Through the Children's Trust the LA has agreed an outcomes based planning and commissioning strategy according to the agreed DCSF framework for joint planning and commissioning based on the planning principles of assess, plan, do, review. A new Children's Services commissioning unit will support the school community in efficient delivery offering strong partners to impact on school effectiveness.

32] Schools act as Community Hubs and engage with a wide range of external partners in delivery. Innovative new governance arrangements are in place to support federated, partnership, and cross phase working, extending community access and improved transition at all phases. Our first completed BSF School has 1500 community users each week. All stakeholders are fully consulted throughout the BSF processes. Sunderland City Council has soared past an "extended services" target for introducing a Government programme in all 117 of the city's schools two years ahead of schedule.

33] BSF will assist and sustain change through the innovative collaborative practices of our wave 1 and 2 schools transforming the learning landscape for students who will have a learning base but will also be able to access the rich and diverse personalised offer provided by schools working in partnership. Choice, diversity and access are further enhanced in Wave 2 through the maturity of this partnership which encourages schools to look at "Sunderland" students as well as their own students on roll.

34] *Current secondary provision:* (17 schools) One all-age Sunderland Model Academy (4-16) opened 2008 (moved into new BSF premises Sept 2009), two Sunderland Model academies opened 2009, (in new BSF buildings) The Sunderland Model of Academies is noted as good practice nationally. One Foundation School has moved to Trust Status. All Secondary schools are specialist schools, (two of the schools are single sex 11-18 RC, one mixed 11-18 RC and one mixed 11-16 CofE) 2 EBD provisions, 2 SLD/PMLD, and one PRU. There is also inclusive mainstream provision for sensory impairment, learning difficulties, physical and medical difficulties, ASD and Speech and Language provision. This will increase in our next wave BSF through the further development of co-located services in BSF schools.

35] Two recently developed 14-19 vocational skills centres (supported by BSF wave 1 funding), and significant levels of DSG funding pooled by schools, are accessible to all schools and support the range and diversity of vocational courses at KS4. The skills centres offer: economies of scale, a focus on high capital cost facilities (construction, engineering, catering etc). They are jointly funded by all 17 schools; they are centres of excellence with significant employer support and provide CPD for Diploma Delivery including a "Diploma Training Pilot" with TDA for teaching staff. The City Learning Centres established through "Excellence in Cities" have developed to become "City Innovation Centres" supporting diploma delivery and CPD.

36] Four locality based collaborative school/FE 6th forms have been developed with innovative joint (school and college) management and governance structures. All Headteachers are also Assistant Principals of the City of Sunderland College, one of our FE providers, with school and college governor representation in each of the area groups. This supports 14-19 progression, and alongside a range of other issues is a key driver in reducing NEET rates.

37] School place planning is well advanced (see section 4.) In 2008, 93% of parents received first choice of school and 98% received one of their three preferences. Through the family information service parents and carers can access independent information advice and guidance on childcare and school places encompassing the "Choice Advisor" function. Current planning will reduce the overall secondary surplus places to 8% by 2018.

38] *Identifying and tackling underperformance:* (See Annex 2 - Concerns Policy) Schools with results below floor targets have been addressed through the Academies programme in wave 1. Robust challenge to schools including strategies for early intervention in the case of potentially underperforming or failing schools is managed through the School Improvement Service, which also supports curriculum development. Schools currently share data for all schools at Headteacher meetings to identify, with the LA, areas of concern. The new BSF ICT MIS systems allow for multi centre aggregation and dissemination of data to target intervention to specific schools and specific individual students.

39] There are currently no secondary schools with a "notice to improve" and none in special measures. From September 2009 the LA has had no National Challenge schools. One of our schools in this wave has met the National Challenge targets but will voluntarily stay in the National Challenge programme to support future development and attainment.

40] Three schools are targeted for specific intervention in the “Gaining Ground” programme. Our robust “concerns” policy and actions have been highly praised by the National Strategy Advisor. Out of 117 schools across the LA only one primary is currently in a category.

41] Our BSF programme will support the attainment of underperforming groups through the diversity of provision and progression on offer in this partnership. Cutting edge ICT programmes will be targeted at individual students who’s progress will be tracked lesson by lesson and managed by professionals providing a range of appropriate support services. The Academy route chosen in wave 1 is designed to tackle long term under attainment in the areas the Academies serve.

42] Schools strong in particular areas lead for the partnership in diploma and subject delivery. Joint training days for all schools are planned for this year and into the future. Two of our academies will bring “enterprise” as a specialism to the partnership and the third will offer engineering through software. These new specialisms are planned into the specialist school strategy for the city. The special schools in Wave 2 are developing as “specialist” outreach and training centres to support mainstream colleagues.

43] The PRU will evolve into a “short stay school” which will support mainstream provision through training, behaviour management, assessment and respite provision; supporting our mainstream schools to manage challenging students more effectively.

44] One to one funding to support individual students, and families, is managed through locality based multi agency partnerships in five areas of the city. Underperforming groups will be identified and targeted at this local level, as well as at school level.

45] Key partners have been involved through Headteacher groups, staff training and information sessions, community events, ICT and technology events, sponsor involvement, sessions for Primary and University colleagues, which have been opened up to the whole school community throughout wave one as the “shape of things to come”. This is planned to continue for Wave 2 and beyond bringing in Wave 1 schools to support the design of future developments. Because of the strength and depth of our partnership all schools need to be involved at all phases. There is a commitment to bringing in strong partners to schools committing to the long term governance of each school and enhanced governor training programmes around their challenge and support functions.

46] All schools have identified, by name and areas of excellence, their gifted and talented cohorts of students and have gifted and talented co-ordinators in each school to track and manage the cohort. ICT developments will help to connect these students across schools, and internationally through a range of user and interest groups

Opportunities for learning so that every pupil is making the best possible progress

47] The LA believes the route to successful transformation is through governance and partnership.

48] *The Education Leadership Board* is a high level strategic group originally chaired by Baroness Morris of Yardley, and now by the Vice Chancellor of Sunderland University. It is composed of representatives from Academy Sponsors and other industrial entrepreneurs, Sunderland University, The City of Sunderland College, The City Council, LSC, DCSF and our educational community. This group provided strategic direction on BSF Wave 1 and its work is now embedded in the whole secondary school estate. The “Strategy for Change” will inform the work of the group from February 2010.

49] An *Education Improvement partnership* between the City, Children’s Services, third sector organisations and all of our schools is formally constituted, and endorsed by the Council’s cabinet, to support Educational Improvements across all phases of education in the City.

50] The EIP is well placed to support BSF transformation of education. The BSF vision acknowledges the strength of working in partnership with and between schools of different strengths, the Local Authority, key stakeholders including LSC, FE and wider agencies, to shape the future provision of learning across the city and as a mechanism to manage change and bring about improvement and growth in all schools.

51] The partnership is supporting BSF transformation of education with an increased focus on system and curriculum redesign, pedagogy and core skills (literacy and numeracy). The ‘Sunderland Model’ of collaboration and co-operation, including extended services and locality based models is linked with a strong focus and commitment to the professional development of our workforce in schools.

Change management opportunities and challenges

52] The Education Improvement Partnership is a means of participating in and contributing to the strategic overview, to shape the future provision of learning across the city and as a mechanism to manage change and bring about improvement and growth in all schools. The partnership aims to support the transformation of education agenda with an increased focus on curriculum redesign, pedagogy and climate for learning. The EIP is the 0-16 arm of the Sunderland Learning Partnership.

EIP Priorities are as follows:

1. *The development of strong and sustainable partnerships including good practice networks and succession planning. (21st Century Schools):*

- Leadership and management
- School workforce planning
- Schools supporting schools
- Community and parent partnership development
- Moving towards "Outstanding Schools"

2. Teaching and learning:

- Personalisation in all phases
- Transition and progression across and within all phases
- The professional development of teaching staff through the TEEP programme
- Curriculum reform 0-19
- Enhanced personalised programmes and opportunities for G&T
- Education outside the classroom
- Internationalism
- VLE Development to support personalisation and teacher delivery

3. Narrowing the Gap: Enhanced provision for vulnerable groups:

- Programmes of early identification and targeted intervention for potential NEET and other identified vulnerable groups (i.e. Looked After Children, FSM, BME, white working class boys)

4. Establishing behaviour and attendance partnerships:

- Re-engineering of the PRU
- The behaviour management group reports to the EIP

53] *The Sunderland Learning Partnership* (the learning arm of the Sunderland Strategic Partnership) is configured into three age related groups (0-16, 14-19 and adult). The Management Group of the EIP is the 0-16 arm of the Learning Partnership.

54] A "Virtual Headteacher", who leads on Transformation in BSF and Chairs the EIP and the 0-16 arm of the Learning Partnership, is well placed to support coherence across the transformational agenda, and will also work with governing bodies. Through this partnership we will deliver a broad and personalised curriculum that best suits students' needs and talents to ensure that every pupil is fully stretched and can access a much broader curriculum than any one school could offer. Personalisation is therefore an encompassing framework for education policy, and central to a vision for the reform of our school system. The promotion of strong and sustainable governance is a key priority in our governor training programme which will involve the transformational processes we are going through.

55] *Transformation through personalisation:* Learner expectations are changing, bringing new habits of learning from their world of communication and collaboration - powered, in part, by emerging networks of social interaction. Employers, eager to prosper in an innovation economy, require new skills from workers, and increasingly value people who, in addition to possessing core literacy and numeracy skills, can add creativity, collaboration, problem solving, and decision making to their portfolios. Independent, lifelong learning is fast becoming a prerequisite for effective skills development. Our curriculum development team is working to develop coherence between the creativity in the primary and secondary curriculum (post Rose) specifically through the adoption of personal skills (resilience, responsibility, respect etc) learning to learn and thinking skills, to challenge and motivate our learners.

56] Each secondary and its feeder schools are funded to develop transition skills to support these areas of learning and report on progress to EIP and at good practice seminars at conference. Our new schools are, and will continue to be, designed with the external environment of the buildings used as a teaching space and aid for sustainability (energy, food, social spaces, sport, arts and cultural activity). Barbara Priestman Special School will develop a "Forest School" for the community of schools to promote active approaches to learning outside the classroom, and will develop their practice as a hub school for thinking skills and the "opening minds" approach to the curriculum.

57] Curriculum design with personalised progression routes, supported by an extremely diverse curriculum offer, is at the heart of our programme. We seek radical transformational change that personalises the educational experience for our young people, leading to successful outcomes in social, emotional and academic terms. It is our intention to empower all our learners, enabling them to have a voice in shaping their own learning and futures thereby creating fully engaged and successful learners who have the essential learning skills of literacy, numeracy, and information and communication technology; who are creative, resourceful and able to solve problems; have enquiring minds and think for themselves to process information, reason, question and evaluate; communicate well in a range of ways; understand how they learn; are able to learn independently and with others; enjoy learning and are motivated to achieve the best they can now and in the future. We seek to create confident individuals who have a sense of self-worth and believe in themselves; relate well to others and form good relationships; are self-aware and deal well with their emotions; recognise their talents and have ambitions; are willing to try new things and make the most of opportunities; and are enterprising.

58] In 2010 we will develop a "Next Generation Learning" group which will consist of key school staff from wave one and wave two schools and LA representatives. The focus of this group will be to push the boundaries of learning within and across schools, sharing information, examining best practice worldwide. This will inform the "vision to reality" stage of our BSF process and beyond.

59] The principles of personalised learning are agreed across all schools and based around the "Deep" concept propounded by SSAT as a transformational model. These "deep" concepts develop and build on the previous vision. *Deep Learning* to develop young people who can face real and complicated situations calmly, confidently and capably is directly linked to the generic skills required by employers: *Deep Support* is the process by which staff help their students discover and build their learning passions and strengths. *Deep experience* is the structuring of the curriculum and the learning experience to ensure that students are engaged, motivated and successful. The structure of the curriculum in a personalised model has implications for the very concept of a school. Learning now takes place in a range of environments for a range of purposes with the school as the hub of the learning landscape. We have joint timetabling arrangements across 17 schools. *Deep Leadership* involves redesigning learning to enable personalisation through leadership at all levels which facilitates the previous three objectives. All schools have agreed this model and the associated change management processes. Tim Brighouse and Mike Tomlinson will be approached through the MSP for wave one to provide a series of workshops to support the development of the vision from March 2010.

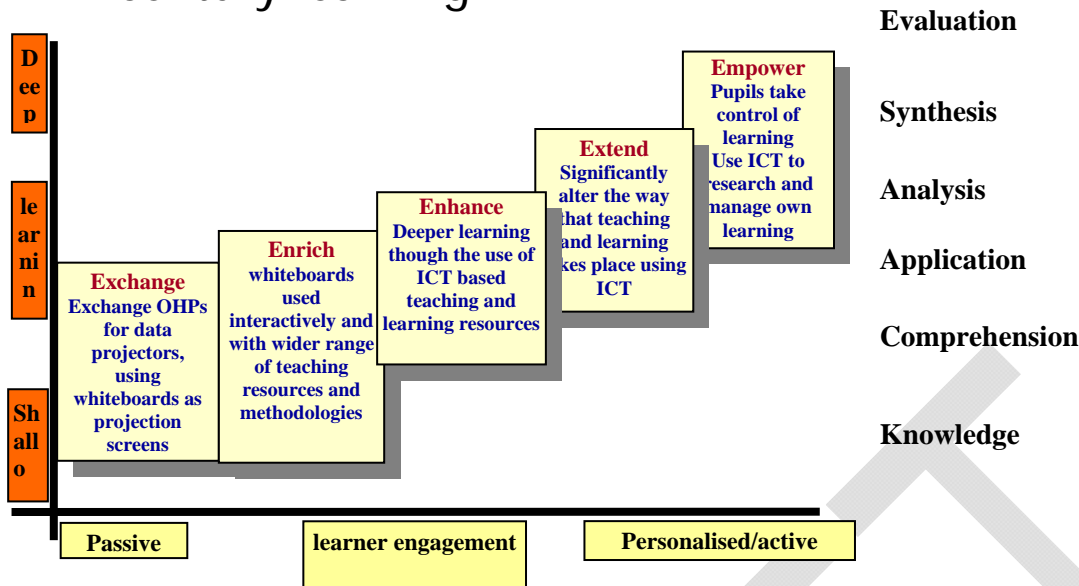
Transformation and personalisation through ICT

60] We will provide a fast and flexible network that provides access to robust, world class systems which will provide anytime, anywhere access to ICT resources, thus facilitating personalisation and empowering students to become both independent and collaborative learners. We are currently working with Research Machines (RM), as MSP for BSF wave one, to implement a sophisticated ICT service that will be fully integrated into the fabric of the schools.

61] Schools will receive state-of-the-art hardware, significant levels of whole school and individualised professional development for staff, new management information systems which will support school leadership and management with focussed intervention based on accurate and real time data. This will include multi-centre timetabling which supports inter agency working, and a shared learning platform (VLE) with world class teaching and learning materials, accessible from all of our schools, vocational centres and any computer terminal anywhere in the world. Real time reporting is in place in some of our schools and developing in others. All schools will have real time access for parents, students and staff.

62] Our programme of development for ICT users is based on the diagram below which moves from shallow to deep and from passive to active approaches to learning, linked to Bloom's taxonomy of hierarchical processing styles:

21st century learning and ICT



63] We have a MIS/ VLE curriculum group which will lead the development of the strategic leadership and change processes. Alongside workforce development this group will help raise the quality of teaching and improve learning outcomes. We will work as partners to provide better, practically focused support in the following areas:

- Assessment for learning, to secure a closer curriculum match and better differentiation.
- Lesson and learning design – addressing issues of optimum pace, use of time and learning styles.
- Resource location, access and integration – including the use of media and communication/collaboration tools for first-hand, authentic learning.
- Teaching interactions including presentational techniques and strategies to increase learner engagement.
- Monitoring, evaluating and reporting to learners, parents and employers, using whatever technology is appropriate to their needs.

64] We are currently trialling interactive digital teaching materials developed using our advanced skills teachers and expertise from our CLCs. We are in partnership with Sunderland University to contract graduate and undergraduate ICT students to work their placements in our schools to help the teaching staff develop their materials as interactive digital packages. Funding for this is established in an “innovations fund”. We have seconded a VLE/MIS champion from one of our most advanced schools, in ICT terms, to work with the MSP, the schools and the curriculum content providers to produce, over time, a world class VLE which is coherent across the city, and is changing the nature of teaching and learning, reducing the reliance on didactic teaching, with associated implications for the changing relationship between teacher and student. Technology-based tools will improve assessment for learning by providing ways in which learners can demonstrate and share their achievements, as well as providing information on progress. Combined with tailored content and resources, there are greater opportunities for a more differentiated learning experience where learners’ needs are better understood and met.

65] Vulnerable and hard to reach learners are supported through the digital challenge programme. All looked after children have access to broadband technology in their homes. All looked after children in Y4-7 have been provided with an ultra portable lap top with mobile connectivity. SEN students have support through a dedicated SEN ICT support worker who will advise school on provision.

66] All schools currently in the BSF programme have completed BECTA’s training needs analysis and are planning whole school, departmental and personalised CPD on the basis of the results. This will be accelerated through wave two of the programme. Wave two schools will follow this process.

67] BSF offers two unprecedented opportunities to support recommendations in “*Nurturing Creativity In Young People*” (Paul Roberts). The first is to give young people an authentic creative experience in the process by which schools are designed which is outlined in each school’s Strategy for Change. The second is to ensure that BSF results in spaces that support creativity: for both formal and informal learning; for use by creative practitioners and that go beyond the school and take the school into the community. This process will be managed by the Arts and Culture stakeholder group and aligned with the city’s “Arts and Creative Development Strategy 2008-1012” which outlines how access will be enabled to arts and cultural learning facilities, professionals, organisations and resources that meet the needs of learners both within the arts curriculum subjects and across the broader curriculum.

3.4 Curriculum Delivery

How will the LA ensure students can access a broad and coherent 11-19 curriculum that best suits their needs and talents and the effective delivery of the 14-19 entitlement in partnership with local LSCs and local FE providers

68] *We are developing a transformational curriculum:* A way by which young people start to find themselves, begin the process of discovering their potential, strive for ethical awareness and learn to cope with the enormously complex and rapidly changing world in which they live.

69] Through partnership our schools can offer more than fifty courses at KS4 including: GCSE, Diplomas, BTEC, OCR National, NVQ Level 2, NVQ Level 1. The concept of the 'networked institution' links schools forcefully to the digital age of information technologies and pervasive new media. The networked school represents some major shifts in the organisation of the curriculum, leadership structures, and classroom teaching style. This creates an inclusive, personalised offer supported through local and city wide partnerships.

70] We are currently running and developing all 10 diploma lines in a city wide collaborative and have another four lines in development. This will be completed three years ahead of the government's 2013 target. A recent 14-19 OFSTED inspection reported "outstanding capacity to deliver the 14-19 reforms". One city wide consortium will deliver 14 diploma lines. Specialist schools and our "Futures Centres" are leading in this with Diploma Delivery Network Groups set up for the development of each of the diploma lines. Subject innovation in these new areas is strong and will develop in line with BSF proposals linked to specialist school status. For example, Barbara Priestman is working on a "Forest School" to support learning outside of the classroom, which will be a partnership facility.

71] This multi centred approach supported by ICT will allow students to work in a diversity of schools, learning centres and work places with access to their learning materials wherever they are and access from their home school to track and monitor progress across a rapidly changing learning landscape. This offers all students a transformational curriculum based on a multi centred partnership approach to entitlement and inclusion leading to improved attainment and engagement, and will support the city in reaching national participation targets.

72] Level 2 courses are well established; more needs to be done at level 1 and this work is underway. It will be supported through specialist provision in BSF to support vocational learning at level 1 in each of the schools. The development of our VLE, in conjunction with our MSP and the University of Sunderland will allow students access to curriculum materials developed by all schools. It will be possible for a student to enrol in virtual courses across the family of schools and virtual support groups for subjects, interests and gifted and talented activity. We are keen to develop our students as content providers and creators as well as consumers.

73] AT KS2 sophisticated transition programmes are developing, funded for cluster partnership work through the EIP. The Rose reforms and the new QCA KS3 orders are being developed as a "values based" rather than "content lead" curriculum, which grows and develops students' knowledge, skills and understanding as a continuum from early primary to the end of KS3. The beginnings and ends of these key stages are becoming sensibly blurred in order that children can progress by virtue of their ability and maturity rather than their chronology.

74] The delivery of the big picture of, and coherence in, curriculum development is delivered for the LA through the Head of Standards and her school improvement service, as well as the Director of Transformation BSF, developing the coherence from early years foundation stage through the Rose review and the QCA review at KS3 into the 14-19 programmes, working with Headteachers, school staffs and governors throughout the city. Curriculum deputies from the secondary schools meet monthly, Headteachers meet monthly and the development of the "New Generation Learning Group" set up as part of our BSF change management plan, will feed into the development of a coherent, relevant, inclusive and exciting curriculum offer. BSF supports this delivery through the creating of learning spaces and pedagogical approaches which will deliver the personalisation we are looking for and anytime, anywhere access to curriculum content through a world class VLE with MIS functions to track and monitor our learners across a wide and varied learning landscape.

75] Provision for 16-19 learners: The City of Sunderland College has entered into a partnership with all 11-16 Headteachers who, through innovative governance models are all "Associate Principals" of the College. This group has developed four 6th form provisions, Usworth, Bede, St Peter's and Headway sixth forms which serve the different quadrants of the City. Each of these sixth forms has a governing body consisting of representatives from the school governors, Headteachers and the college who manage each provision. The sixth form centre managers meet regularly to plan work across the centres to manage coherence and offer economies of scale for minority subjects. Our three Catholic schools are 11-19 and offer an inclusive alternative route for students from all schools in the city.

3.5 Integration

The extent that the LA is ensuring effective integration of education and other services to support delivery of the ECM agenda and other relevant corporate priorities

Integrated Children's services

76] We are developing work in five localities, consistent with the five regeneration areas for the city. Partnerships will be set targets, reporting progress through local area committees. Locality co-ordinators are in place and multi agency teams and governance boards have been in place since September 2009. (See Annex 3 Locality Based Working Toolkit & Annex 4 Locality Based Working Table)

77] Members of the Children's Services Leadership Team will each have a strategic overview for these localities. Locality based working is designed around early intervention and prevention partnerships with teams around the child and family as appropriate. Children's centre activities are fully integrated into these practices. The Children's Trust is charged to ensure schools, and all partners, are participants in the development and delivery of the children's plan for the area. Sunderland has a range of integrated delivery arrangements built around secondary schools. Delivery partners include the Police, PCT, school nurses and we are further developing this model through locality based working. This supports community cohesion and regeneration priorities. Toolkits for practitioners and managers (including schools) to develop integrated working to support outcomes for children, young people and their families have been developed.

78] Children's Services has produced five versions of this toolkit to represent the locality areas. These toolkits should support the understanding and working knowledge of locality based integrated working. The toolkits will be updated regularly as working arrangements i.e. structures, processes and working practice develop and progress is made.

79] This first edition of the toolkit has three main aims:

1. To provide information on Governance and programme development arrangements for integrated working.
2. To provide information on key services available to support children, young people and their families.
3. To provide some clarity around how to engage and access services to support the needs you have identified through your assessments.

80] Common ICT services and facilities linked through our managed service VLE will improve the sharing of information and intervention strategies including access to the Contact Point programme which will aid multi agency safeguarding work. We seek to creatively access linked funding with co-location bids to extend access to youth services. These co-located facilities based around new and refurbished BSF facilities will support community cohesion, aspiration and employability linked to the Council's strategic improvement priorities: *"By 2025, 75% of the working age population will be economically active and the city will be contributing to the national target of ensuring that 89% of adults are qualified to at least entry Level 3 in numeracy and 79% to at least a full Level 2."*

81] Sunderland has a long and established tradition of delivering family learning in its schools, which will be developed and enhanced through commissioning outcomes for families in transformed learning environments, including parenting strategies, in their local areas. Area arrangements will support the targeting of families for this activity. The LA will adopt the "Think Family" philosophy which will extend to the economic engagement of parents, aspirations for their youngsters and the broader child poverty agenda.

PE and Sport

82] Sunderland City Council was one of the original 25 School Sports Partnership pilots rolled out in 2000. The success of the pilot phase resulted in the programme being introduced into all schools across England and Wales, providing a national infrastructure which has been able to achieve 2 hours quality PE and Sport within curriculum time, Sportsmark Awards and support at all levels for increasing participation through the development of coaching and after school activities. Biddick Community Sports College (Wave 1) together with Farringdon Community College and Houghton Kepier Sports College are the three specialist sports colleges in Sunderland and work together in a loose federation to ensure geographical coverage across the city. These three schools are now also all represented on the BSF PE Sport and Stakeholder Group which has been established to align BSF's transformational vision with the wider agenda for PE and Sport across the city. The group has begun to consider the contribution that PE and sport can make to the following areas:

- Personalised Learning.
- 14-19 diplomas and the wider curriculum.
- the 5 hour offer.
- Obesity, healthy eating and healthy schools.
- Community Hubs and co-location.
- Centres of excellence and ICT.

83] The core vision of Sunderland's PE & Sport Stakeholder Group is that the improvements in provision of indoor and outdoor, formal and informal facilities for PE, sport and recreation (plus related ICT investment) for schools will:

- Ensure that facilities are in place to allow an improved, broad and balanced school curriculum in respect of physical education at each secondary school
- Allow all young people attending school in the City, access to core facilities of comparable quality that will enable them to develop their physical literacy, sporting skills and fitness.
- Via judicious supplementary investment in facilities at certain sites; enable schools to accommodate a range of inter-school festival-based and competitive activity across a range of sports and physical activity and to complement provision made at the freestanding sports facilities in the City.
- Enable cost-effective, affordable community use of schools facilities that is complementary to work going on in the City's freestanding stock, opportunities offered at other schools and provision made by the University, Sunderland College and commercial and voluntary sector providers.

(For further details refer to Annex 5).

Culture and the Arts

84] Community and Cultural Services mainly support extended schools provision to enhance the extensive curriculum provision, but there are instances when support for the curriculum is provided by the service. In particular, culture and the arts currently support and deliver:

- A partnership with The Forge to deliver Arts Education programmes in schools in priority areas which are identified in the Arts and Creativity Strategy.
- The Music Development Strategy, through its 'Sunderland Live' programme is creating a platform for young musicians to support their education and development.
- Through the Heritage Strategy Culture and Tourism is promoting buildings and areas of local interest, by facilitating access to buildings and provision of education packs to schools. This is supportive of both the curriculum and extended schools provision.
- A programme of Festivals, Events and partnership work with schools to ensure their participation.
- The Library Service supports the curriculum through its co-location of the Public Library on the Sandhill View School site and the location of the Schools Library Service at Sandhill Centre. This is beneficial to both services and allows closer partnership working.
- Grant funding through the Arts Council (North) has supported wave 1 and will be sought again

The Arts and Culture sub group is established and has detailed policy statements and action plans 2008-2012 (See Annex 6).

3.6 Inclusion

The LA plans to improve inclusion and remove barriers to achievement and progress for all, including the needs of all pupils with Special Education Needs (SEN)

85] Barriers to achievement include low aspiration, complex and challenging social backgrounds for some children. The LA is committed to positive discrimination in these areas to eradicate the deficit born of disadvantage. The family of schools, through the BSF programme, share a commitment to inclusion, and improved aspiration, through commonly agreed and shared "managed move protocols" and "hard to place protocols" which minimise exclusion. There is transfer between special and mainstream schools where appropriate and our special schools are providing outreach support and training for mainstream schools.

86] We are revising the Pupil Referral Unit provision following an unsuccessful Ofsted. The PRU will become a short stay school providing programmes of twelve weeks with the intention of re-integrating students into mainstream provision with support. The behaviour element of PRU at KS2/3 and 14-19 will form part of the LA vision for supporting outreach behaviour programmes and interventions with its schools. Headteachers are committed to this development which will ensure that children receive appropriate outreach support and if referred to the PRU, based on a "revolving door" twelve week reintegration programme. The PRU is working with Springwell Dene our EBSD school to organise a further facility at KS4 for vulnerable students to support achievement and attainment in academic and vocational courses.

87] At this transition stage there is a commitment to redesignation of provision for vulnerable groups such as and "returners" and "home and hospital" into mainstream resourced provisions. The PRU and our special EBSD schools will have access to world class learning materials through the learning platform which will be developed in conjunction with our MSP. This will allow students to link in to virtual school programmes to support their learning and to keep up with work, and mentoring programmes mainstream school. We have proven work in this area with the Accipio virtual school, programme which we will build on.

88] The EIP funds and supports positive approaches to behaviour, attendance and truancy in localities based on the following aims:

- Promoting emotional health and well being, positive behaviours and school attendance
- Identification and support of those with or at risk of developing emotional, social and behavioural and/or attendance problems through multi-agency support in schools and to individual families
- That schools work together to identify the key areas of need

89] Gifted and Talented: The EIP supports consultant activity linking to regional and national events and training. Sunderland is one of only 4 North East LA's where 100% of schools have identified their G&T students. National Leading Teacher for Gifted and Talented training programme offered at least once each term. Over 80% of Primary Schools now have a trained LT in post. 16 of the 17 Secondary Schools have engaged with the training. BSF will support this programme through the specialist network linked to specialist facilities targeted at G&T young people.

90] Bespoke training is delivered where requested. An E-Communication network established to facilitate dissemination of regular, up-to-date information to schools and to Leading Teachers. New technologies will give G&T students access to national best practice, discussion groups and advanced study groups. We expect that the University experiences these students have through NAGTY will be enhanced by the setting up of virtual communities to continue and develop the work established through residential and other activities which bring G&T students together nationally.

91] Underperforming groups are identified and targeted through the school SIP programme and Virtual Headteacher role for looked after children. There is careful tracking and monitoring of attendance and attainment, which will be enhanced through multi centre timetabling, log on, assessment tracking and reporting through the shared MIS/VLE.

92] ICT is an essential aid to supporting vulnerable groups through the monitoring and tracking of an effective multi centre MIS facility and remote access to learning through VLE and virtual school models. Funding from the Digital Challenge programme is been linked with BSF priorities for inclusive neighbourhoods and access for all.

Special Education Needs (SEN)

93] We have a diverse response to SEN and inclusion across the city. Mainstream schools are developing as mainstream specialist resourced centres of inclusive excellence for children with physical and medical needs (Oxclose and Thornhill), ASD (Biddick and Farrington), Speech and Language (Hetton) and Hearing Impairment (Sandhill View) with a training and outreach facility for other schools. Our special schools offer intensive support for children and training for staff in mainstream schools. The inclusive aspect has taught us to consider the learning needs and manage the various forms of disability in order that children can have full access to the curriculum and achieve according to their potential.

94] Barbara Priestman will support it's designation of ASD and complex learning difficulties through a building which will be designed and remodelled for this specific purpose, and will support our mainstream ASD provisions with expert training programmes, at Biddick and Farrington.

95] Castlegreen, Springwell Dene and the Pupil Referral Unit are combining their development phases to look at specialist provision in common which supports coherent behaviour provision and facilities across the city. This will allow the PRU to become a provision focussed on prevention and support in mainstream schools as well as a short stay school with focussed re-integration programmes for excluded children. It will also allow the differentiation of alternative provision to provide more personalised pathways for the most challenged and challenging students we work with.

96] The SEN monitoring team are focussed against progress on targets identified in statements and IEPs. New school buildings and refurbishments are planned to facilitate such access. The SEN monitoring team are focussed on progress against targets in statements and IEPs.

97] Our current ICT managed services (RM) provide an excellent range of ICT to support learning for a wide range of disability. At a recent "Learning Spaces" event all school and LA staff were invited to experience the ICT potential through a "hands on" day. Curriculum tools such as the "talking Toolkit which has the power to support users in accessing content. Features support everyone from young users learning new words and subjects, to tools which will also provide improved access for users with visual impairments or dyslexic users with colour highlighting, built in zoom and the core text-to-speech function. Exciting immersive interactive environments are on the horizon. Users whose first language is not English can also benefit from features such as dictionary definitions. ICT specifically supports access to the curriculum for students with LDD, a lead officer for the LA, co located in a mainstream school advises and supports schools on this.

98] Vulnerable and hard to reach groups are supported through the developing virtual school for looked after children. This model supports one to one tuition, placement management, mentoring and specialist provision. It is linked to the digital challenge programme in the city supported by BECTA which provides connectivity and access for our most disadvantaged children. Virtual networks will be set up to support learning and carers in the promotion of learning and subsequent aspiration. The Returners and young mums' provisions will be linked to mainstream provision as resourced provision through the BSF programme.

3.7 Change Management Strategy

The LA's approach to leadership and the development of a robust change management strategy for achieving transformation through BSF (including Continuous Professional Development (CPD) and Workforce Reform)

99] *Leadership and change management:* Change management strategy: The educational transformation is led by a Headteacher who has been through the BSF process and is now Programme Director: Transformation. This role is partnered with Programme Director: Build and supported by a well established and experienced programme team and managed by an equally experienced programme board.

100] The Programme Director: Transformation, who manages the transformation plan, is also chair of the EIP and chairs the Sunderland Learning Partnership (0-16). He works directly with Headteachers and their staffs as well as the Head of Standards and the school improvement service in the LA. This provides a clear and direct influence and direction for groups across Children's Services and the wider educational community of the city. The Programme Director will guide schools through the visioning process, integrating ICT plans developed in wave 1. Within the programme structure a transformation work stream is established to ensure that the transformation is managed as an integral part of the overall programme. Similarly, the ICT work stream is responsible for the management of transformation through ICT and the two groups will work closely together to ensure that transformation and transition is managed effectively. Specific events have taken place including staff, governors and the community, to outline the BSF Educational Vision (wave 2) and for all stakeholders, including the strategic role of school governors. The focus of these events has been the educational visions specific to the schools and the context for these visions including buildings design and ICT, school organisation, curriculum and specialism, Key Stage 2/3 transition; tailored sessions for head teachers and school – based staff which focus on leadership, change management and curriculum design. Resources will be provided so that capacity in schools can be released for this training.

101] CPD and workforce reform is an essential element. Our staff are learning how to translate the "big picture" of educational transformation in the city into their own delivery strategies. Our Change Management strategy will develop capacity in schools that will enable them to address the short term demands of BSF but also to meet the longer term demands of innovation and transformational leadership that BSF investment will generate. The change management plan is in place and will be developed over the course of the BSF programme to support leadership, curriculum, personalisation, staff development, community and ICT as its six main strands.

102] The new working practices are designed to make professional expertise more effective through collaborative planning, preparation and delivery mechanisms; using technology to support and enhance the learning landscape and decentralise the concept of schooling into a multi centred, personalised approach. Professional development will benefit from increased access to video technologies – in some areas integrated into the built environment – which will permit coaching teams to review and reflect on practice. Excellence will be more easily shared through video hosted in a dedicated area within the LP. Collaboration tools - forums and wikis - will promote the growth of a community of reflective practitioners/ action researchers, in line with the work of schools' Change Management Teams and the wider Futures Learning Team. The CLCs now have a specific training role supported by the EIP.

103] Our ICT Output Specification will clearly identify ICT change management expectations required from the ICT Managed Service to meet these needs and enable greater use of ICT to raise standards.

104] Longer term Sustainable leadership: This is a development which will take time and involves developing sustainable practice and systemic leadership at all levels. Old roles based on old practices are disappearing. New training plans and practices linked with NCSL are in development to support executive headship, managing subjects across schools, and developing co-located services designed to support the family and the child in the widest definition of social, emotional, personal and academic learning.

105] It is a priority to continue to develop high quality teaching and learning in every school. Leaders of learning must know what quality looks like. Those with leadership responsibility for CPD will ensure that all staff will take part in CPD leadership development programmes and they will ensure that impact evaluation of this across the whole school workforce is embedded and robust. Schools will be encouraged to appoint CPD leaders who will be given the opportunity to join a local authority CPD programme.

106] We have innovative governance models through joint 6th form arrangements, EIP and co-location which support these collaborative models and will grow and develop quickly. All secondary and special schools have

identified key members of staff to form school based Change Management teams to identify how learning and teaching will be transformed within their own school. These teams have been responsible for drafting individual School Strategy for Change plans and these are aligned with our overall Change Management Strategy and show how, at the individual school level, the vision for the future will be turned into reality. These have, in turn, informed the local authority's Change Management Plan. Schools have been supported in this through local authority support.

107] The local authority BSF transformation team will support the development of a 'Futures Learning Team' from March 2010. This group will act as a 'think tank' to consider the journey from "vision to implementation" including the impact and lessons learned from Sunderland wave 1 provision and how these might influence the design of learning spaces in the, remodelled and refurbished secondary and special schools.

108] Sunderland has a strong record of involving young people in the management and planning of change. BSF offers a superb learning opportunity that has engaged children and young people in the visioning, brief-making and design of the city wide process and this will continue throughout the programme. Students are regularly consulted in schools, and through our Youth Parliament on the development of their schools and educational experience in the widest sense. This is intensified through BSF allowing students to work with architects, educationalists and builders through projects such as the "Sorrel Foundation" and PfS's sustainability forums. This will continue to develop throughout wave 2

109] Within our Change Management approach, we have determined a Communication and Consultation Strategy that has ensured a two-way dialogue with all of our key partners and stakeholders. This has ensured that our strategy for change reflects a broad range of analyses and views that are widely shared and understood. The Programme Board plays a critical role in the monitoring, review and evaluation of this aspect of our work.

3.8 Sustainable Behaviour:

How the LA will harness the opportunity of BSF to drive down carbon emissions from schools and promote sustainable behaviours among pupils and their communities.

110] In order to ensure that the cost of delivery provides excellent value for money, the LA will apply for additional funding under the DCSF Low Carbon Schools Programme in respect of all projects with more than 75% new build floor area. This will ensure achievement of BREEAM 'Excellent' rating. For other schemes the BREEAM 'Very Good' rating will be achieved.

111] The carbon emission reduction will be achieved in 4 stages:

- Engage and promote sustainability
- Setting targets
- Setting standards for designers to incorporate
- Monitoring during and after construction;

112] The Authorities technical advisors will ensure the required standards as agreed during the bid process is monitored and delivered to specification. The preferred bidder will be assisted in achieving the best BREEAM rating by full engagement of all stakeholders. Following completion and hand over, the Authorities Energy management team will ensure monitoring energy consumption and compliance with Energy Performance of Buildings Directives (EPC) thereafter.

How BSF will promote children's physical and psychological well being by ensuring grounds provide good quality green space for play and learning;

113] The Employers Requirement will highlight the objective for the landscape proposals to provide a safe open environment, visually attractive, based on sound ecological principles. Depending on the requirement of each site, the proposed planting style will be using predominantly native trees, hedgerows and grasslands. The grasslands will be managed using a range of mowing strategies to promote additional interest for example, informal paths and glades. Hedgerow and woodland planting on the site boundaries will provide screening to neighbours. The school grounds will comply with advice and best practice Building Bulletins 85 and 98, the Statutory Requirements, published CABI guidance to ensure there is adequate space to meet all school and community needs.

How BSF will add value to environmental improvement and regeneration efforts in the local area to improve local environmental quality and quality of life and

114] The bidders will be encouraged to recognise that schools are at the centre of the community and must present an inviting public face and be accessible to all. In terms of general site planning, there will be provision for flexible learning environments by creating a dynamic, functional and sustainable landscape - one that both welcomes and inspires learning, sport and leisure for all ages and cultures. The new building will also provide pupils with a unique 'live' learning tool where they will have the opportunity to see the benefits of the systems implemented first hand through metres displayed in science rooms.

How the ICT investment will be environmentally, financially and socially sustainable.

115] The bidders will become engaged in the LA's vision for ICT across the city and will work closely with the Authority, architects, other commercial providers and the chosen managed service to ensure that the ICT investment will be environmentally, financially and socially sustainable throughout the life of the BSF initiative.

4 KEY ESTATE PROPOSALS AND PROGRAMME PLANNING

4.1 Investment Strategy

Rationale for chosen approach towards the build construction

116] Sunderland's Wave 1 programme was procured under the PfS National Framework, with Balfour Beatty Construction Northern Limited (BBCNL) as the appointed contractor. This was the preferred option as a result of the approach to governance encapsulated within the 'Sunderland Model' and because the Wave 1 programme contained three Academies. The proposal to procure the first Wave without the use of a LEP was approved by PfS and DCSF in 2005.

117] The Council believes that use of the National Framework has led overall to a highly successful procurement with the demonstrable realisation of cost and time efficiencies. This was set out in the 'Readiness to Deliver' submission. The Council will therefore seek to procure Wave 2 of BSF through the 'Contractor Panel' which will replace the National Academies Framework from December 2009. PfS has confirmed that it will support this ambition, subject to the proposal meeting requirements set out in PfS correspondence on this matter dated 6th May 2009 and discussion at the 20th October Remit Meeting (See Annex 7). The Alternative Procurement Business Case in support of the non-LEP approach continues to be developed to be discharged during the OBC sign off.

118] It is proposed that the PfS funding model of 50% new build, 35% refurbish and 15% refresh will be followed as closely as possible in the next wave as it is recognised that it is unaffordable to rebuild the significant majority of the estate. Within the overall programme where the amount of new build exceeds 50% e.g. at Hetton School a 100% rebuild is proposed, this will need to be balanced against a reduced amount of new build at other schools.

119] The LA will also explore options to deliver its future Primary Capital Programme through the PfS Contractors Framework where appropriate.

120] The LA confirms its commitment to comply with the standard BSF procurement and contractual documents:

- Template Official Journal of the European Communities (OJEU) notice, Pre-Qualification Questionnaire (PQQ), descriptive document, Invitation to Participate in Dialogue (ITPD), Invitation to Submit Final Bids (ITSFB) documentation;
- Template output specification for Design & Build and ICT;
- The Design & Build contract (lump sum and target cost options);
- The ICT contract;
- Voluntary aided (VA) or other back-to-back agreements (where required);

Rationale for chosen approach towards the provision of an ICT managed service

121] The Council intends to procure a Managed Service Provider for Wave 2 schools through the OJEU Competitive Dialogue procedure as with Wave 1. Ultimately, recognising the key role that ICT plays in the transformation of learning, the intention is to ensure that all learners across the whole secondary estate have equitable access to the highest quality of ICT experiences and resources. As approximately half of the secondary school estate is currently engaged with the MSP already, the challenge is to ensure that Wave 1 and Wave 2 ICT provision is compatible and that there is one vision and strategy across the whole estate. The contract for the existing managed service, which is in place for all Wave 1 schools and academies, will run to September 2014 and so will overlap the arrangements that will be made for Wave 2 schools (there is no scope within the Wave 1 procurement to simply extend this to Wave 2 even if this was the desired option). A detailed options analysis which explores how best to integrate Wave 1 and Wave 2 arrangements will be produced at OBC stage.

Rationale for chosen approach towards the provision of a robust estate management strategy with regard to Facilities Management (FM) and lifecycle maintenance

122] Sunderland delegates significant levels of funding to schools that are then free to purchase services from the Council's in-house operator or other external suppliers. At present the large majority of schools buy into the Council's in-house services, with a small number of schools mixing in-house services with external providers.

123] As part of the Wave 2 discussions with Schools, the Council has emphasised the need to approach Hard FM in a planned and preventative manner to allow their rebuilt or remodelled buildings to be maintained to a high standard. A FM work stream has been created to take this area of work forward.

124] The FM work stream is currently considering Hard FM proposals for schools in line with draft Guidance issued by PFS, 'Guidance on FM Arrangements for BSF D&B School'. Options are being explored for a low risk transfer agreement based on a standard "off the shelf" form of FM contract, which will be developed for consultation with schools. Funding of any contract arrangement would be provided through funding available to schools for repair and maintenance as part of their Individual School Budget (ISB) and Devolved Formula Capital (DFC) allocations.

125] Major Lifecycle requirements are currently outside of the above Hard FM contract arrangements and managed centrally. In the future, DCSF Modernisation funding and available School DFC funding could be pooled to address lifecycle events as they occur across the estate. Access to this ring fenced funding will be prioritised on a needs based approach, informed by detailed condition surveys and Asset Management Plans. Further details of these arrangements and signed confirmation of school commitment to the process will form part of the OBC submission.

Proposal to deal with existing contractual arrangements that may impact on the BSF procurement

126] SCC are currently undertaking a due diligence process with all of the Wave 2 schools regarding the existing contractual arrangements in respect of FM and ICT provision at each school. Where necessary, SCC will agree and implement with each school an appropriate exit strategy for any existing contracts in order to dovetail with the proposed BSF procurement model.

127] In the majority of cases, ICT and FM services are currently provided in-house by the relevant Council Departments. None of the Wave 2 schools are PFI schools.

128] In addition, as part of the procurement strategy for Wave 2, SCC are keen to explore the option of integrating the procurement of ICT provision for the Wave 2 schools with our Wave 1 schools and academies, with a view to having one managed service provider for the City's secondary schools and academies.

129] As part of the procurement of ICT services for Wave 2, SCC would propose to retain the option to add the Wave 1 schools and academies to the proposed ICT contract on expiry of the existing Wave 1 contract in September 2014.

4.2 Deliverability

Assessment of the condition, sufficiency and suitability of the secondary school estate

130] Many of Sunderland's secondary schools were constructed in the 1960's with additions in the 70's and 80's. Typically these schools consist of a number of buildings dispersed across the school site of three-storey flat roof construction with metal-framed windows and external cladding panels. Generally the heating and lighting systems are inefficient and expensive to run whilst rooms overheat in the summer and are cold in the winter. Badly sized teaching rooms, narrow staircases, under provision of dining and staff areas, a shortage of student social areas and generally poor toilet and changing facilities impact adversely upon outcomes.

131] The theme running across all of the schools is that general purpose teaching areas are too small, especially with workforce development and the increase in non-teaching expertise. Specialist areas (Labs and DT) are worn out and do not meet curriculum needs. ICT rooms have been created from other space but with limitations imposed by existing asbestos and the lack of climate control resulting in overheated and soporific teaching conditions. Dining facilities meet only a small percentage of pupil numbers in very many schools, even with shift arrangements, and this often results in many pupils leaving site at lunchtimes. Learning support facilities have been created by conversion, but are very limited and are often windowless and/or cramped. Social spaces are non-existent in many schools and under provided generally, so that for example in poor weather, there are no internal breakout spaces. Toilets are a major problem both in quantity, quality and location. Gymnasias and sports halls do not meet current sports body competitive standards in terms of space and environmental conditions. Sports fields whilst extensive in many cases are poorly drained resulting in restricted usage.

132] A survey of all buildings in the secondary estate was conducted based upon the condition, suitability, sufficiency and accessibility in each school at RTD stage. This reflects the prioritisation of schools in Wave 2 which also takes into account the need for a balanced delivery of remodelled schools in any one area in order to minimise cross school and cross LA border migration and to meet the aspirations of the education vision on a city-wide basis.

Pupil projections

133] The current overall population of Sunderland is 283,000 with a trend of steady decline in recent years as a result of a falling birth rate and a trend of outward migration. This latter trend is improving supported by inward investment and the regeneration of key areas of housing although current economic recession has led to the slowing down of this recovery. The 0-19 population as a percentage of the overall population is 25%. There is evidence that the fall in the birth rate is slowing which has resulted in a slight increase in pupils entering reception year in 2009, however further reductions remain the overall forecast over the next ten years in the numbers of primary and secondary aged pupils.

134] The following factors have been taken into account in assessing future secondary pupil place requirements:

- Forward predictions of numbers in cluster primary schools adjusted to reflect the trend of admissions patterns;
- Pupil yield from any known housing developments;
- An assessment of the movement of pupils to and from neighbouring LAs.

135] Planning for secondary places in the secondary sector focuses on 4 main areas of Sunderland, namely Sunderland North, Sunderland South East and West, Washington and the Coalfields. BSF Wave 1 focussed mainly in Sunderland North (with the exception of Monkwearmouth School), Washington and Sunderland West (Academy 360 and Sandhill View Schools) with priority given, wherever possible, to completing neighbouring schools together to avoid any perceived competition for places. This approach will continue into Wave 2.

136] The Council committed in BSF Wave 1 to retain Sunderland's 17 secondary schools (following the closure of Usworth School in 2007) and to plan the whole BSF estate on this basis. This premise has recently been tested and challenged in preparing for entry to Wave 2 of BSF and the position reaffirmed. The remaining 17 schools are all believed to be viable in the future and to be in the right locations to meet pupil demand. With the exception of the 3 faith schools in Wave 2, however, there will be a need for the transformed BSF schools to be considerably smaller than those currently in place. The size and capacity of each school has or will be reduced with a significant number of surplus places removed in each wave. There were 2,842 surplus places removed in Wave 1 and it is proposed to remove a further 2104 places in Wave 2. This will reduce the projected overall surplus place figure to approximately 8% by 2020.

137] The Council plans special educational needs (SEN) provision in line with its planning duty to ensure that there are sufficient suitable primary and secondary places in its area and in line with the requirement to secure diversity and parental choice. Planning arrangements reflect the Council's inclusion policy whereby children and young people are able to attend their local mainstream school wherever appropriate. There are also 7 special schools, 4 of which cater for pupils within the secondary age range. A recent review of this provision has focused upon the suitability of provision and specifically on the appropriateness of special needs designations and age ranges. All age ranges have now been brought in line with those in mainstream and re-designation has occurred where this is appropriate. Projected numbers for the Special Schools are based upon planned places based upon current and future demand taking account of the new designations and the policy of inclusion into mainstream schools wherever appropriate for the individual child or young person.

138] Post-16 provision in Sunderland is through four joint Sixth Form Colleges which were created in partnership with Sunderland 11-16 community schools and the three "Sunderland Model" academies. These three sixth form colleges serve Washington, Sunderland North, Sunderland South and the Coalfield's area currently based at the Headway's Sixth Form at Bede College until suitable facilities are secured for the sixth form in the Hetton and Houghton area. These complement existing sixth form provision in the City's three voluntary aided Roman Catholic schools.

139] Secondary pupil projections to 2020 are set out in Annex 8. FAM calculations are based upon the forecasts for the 2018/19 school year for mainstream and special schools. The methodology statement for calculating pupil projections is attached at Annex 9.

Prioritisation of BSF investment

140] In reaching a priority order of schools for the Expression of Interest and the Readiness to Deliver submission, ministerial criteria based upon educational achievement (5 GCSE A*-C including English and Maths) and social need (the Tax Credit Indicator for each school) was applied. Local factors such as building condition and geography (i.e. the impact of geography upon admissions patterns and parental preference were also taken into account. In consultation with Headteachers it was agreed to apply a weighting of 40% based upon building condition and suitability since this is believed by schools to be a significant barrier to facilitating higher aspirations and achievement.

141] The rankings below have been refreshed following 2009/10 GCSE results and remain broadly in line with the original priority order set out in the Expression of Interest and the Readiness to Deliver submission. However the table below also takes account of the potential difficulty rating at each site and the consequent phasing that may be required in order to minimise disruption and to ensure deliverability within the proposed programme to 2015/16. The prioritisation takes account of the procurement route to be followed and the inter-relationships between schools in the development stages.

Ranking	School	2009 Attainment % <u>Not</u> Achieving 5 A*- C's (including English & Maths)	Deprivation Tax Credit Indicator (%)	Building Condition	TOTAL
Sample	Thornhill (i)	57	67	20	144
	Barbara Priestman (i)	n/a	n/a	n/a	n/a
Batch 1	Hetton	49	65	40	154
	Farringdon	53	60	40	153
	St Anthony's (ii)	43	55	40	138
	Southmoor	43	61	30	134
Batch 2	St Aidan's	51	57	20	128
	Houghton Kepier	55	58	10	123
	Monkwearmouth	42	47	30	119
	Springwell Dene(iii)	n/a	n/a	10	n/a
	Pupil Referral Unit (iii)	n/a	n/a	10	n/a
ICT refresh	Venerable Bede (iv)	n/a	n/a	10	n/a
	Portland School (iv)	n/a	n/a	10	n/a
	Castle Green School (iv)	n/a	n/a	10	n/a

(i) It is proposed Thornhill and Barbara Priestman are presented as one scheme and put forward as the sample scheme. The justification being :

a) The economies of scale and improved vfm that should materialise from the contractor sharing one site compound;

b) The range of building rates that this would generate from the new build, remodel and refresh elements of both a secondary and a special school enabling the LA to benefit from a more informed benchmark rate.

(ii) St Anthony's RC Girls School has moved from Batch 2 to Batch 1 since EoI/ RtD stage following a refresh of the GCSE data. There is also recognition of the complexity of the site and the number of construction phases that may be required.

(iii) Springwell Dene and the PRU have elements of a shared vision therefore should be remodelled at the same time. Given the special needs of the pupils it is proposed that these schemes take place as early as practical in batch 2 in order that Sunderland benefits from quicker wins.

(iv)The ICT refresh schools (Venerable Bede, Portland and Castlegreen) could be accelerated in the programme dependant upon the level of ICT building works required to implement the ICT installation. This is subject to survey work. Again it is proposed that these schemes take place as early as practical in batch 2 in order that Sunderland benefits from quicker wins.

142] Following the RIBA stage 2 feasibility studies the list will be reviewed prior to the OBC submission to take account of the number of phases / construction time period of each scheme within the overall objective to complete the programme in the shortest possible time. This may result in a revised prioritisation list at OBC stage.

The strategy for avoiding schools being “blighted” by the phased programme of BSF investment

143] The proposed prioritisation 'batching' takes account of the potential for schools to be disadvantaged where neighbouring schools are developed first. SCC will continue to review the potential for and mitigation of blight throughout the options appraisal and prioritisation process and through the development of OBC. Schools will continue to be supported through modernisation or other centrally held funds to address any major health and safety or operational concerns prior to BSF investment. Decant will be kept to a minimum to avoid disruption and maximise investment going into the build.

Asset management prior to BSF investment

144] All of the schools face significant buildings-related problems and any interim investment that does take place will be carefully managed pending the implementation of BSF proposals. Schools have been closely involved in preparing the ICT proposals under BSF and will be guided as they plan and procure their ICT investment prior to BSF. The Council will ensure that any legacy equipment will be fully integrated into the eventual managed service solution. We will also work with schools and other funders to ensure that any investment that is planned by others is considered within the masterplan context.

School re-organisation and closures

145] Plans for Wave 2 do not include establishing new schools, amalgamating or closing schools. There are therefore no statutory consultations planned in relation to this Wave. However there will be a requirement to reduce the number of school places as the result of the continuation of falling rolls and so statutory consultation will be limited to reducing Published Admission Numbers (PANs) at six of the nine schools involved in the programme. This statutory consultation will be undertaken prior to submission of the Outline Business Case (OBC) and is anticipated to be non-contentious given that revisions to PANs are considered annually as the primary method of managing surplus places in schools. Headteachers and governors of the affected schools have already been consulted informally on proposals to reduce school size and have agreed these.

146] The School Organisation Committee of Cabinet and the Schools Adjudicator have recently rejected a proposal from the governors of Houghton Kepier Trust School to establish a new sixth form provision from September 2010.

TUPE issues

147] An assessment of TUPE issues relevant to staff and services to be provided under the programme will take place prior to OBC submission. These are likely to be confined to the Wave 2 ICT Managed Service.

Minimising decant requirements

148] As there will be significantly more remodelling and refurbishment in Sunderland's Wave 2 programme than in Wave 1, the logistics around decant will clearly be more challenging. The key driver will be the need to minimise disruption for pupils and staff to ensure that attainment levels and the learning experience do not suffer for those students going through the schools now. The increase in public examinations throughout the school year, leading to the use of halls and other large spaces within schools is a key consideration.

149] There will be full consultation on the best way to achieve decant either into alternative accommodation within the school or to other accommodation if necessary, including temporary classrooms. Plans should also take into account the continuity of provision for community or extended school use. Parents will be kept fully informed and will be consulted fully.

150] The BSF team is experienced in identifying and dealing with the complicated issues of decanting whilst maintaining educational attainment within existing School environments with much being learned from the recent Wave 1 programme. The decanting proposals will be considered as a key item within the scoping of the works on site prior to submission of the OBC.. This in turn will inform abnormal costs for temporary accommodation.

Land sale risks

151] As a largely remodelling programme, all BSF schools will remain on existing sites. There are no plans at present to dispose of or acquire any land within Wave 2.

Converging ICT investment with a phased building programme

152] The ICT investment within BSF must be fully integrated into the new buildings in order to ensure real transformation of the teaching and learning environment. Infrastructure and equipment factors will be considered in the integration of ICT into BSF build requirements. In order to factor these elements we will be reviewing the procurement timescales for both ICT and build to ensure the contractual elements from each contract are captured prior to appointment of the preferred bidder(s).

153] The scoping of the ICT works for each has begun prior to OBC with analysis of the existing provision as a consideration for the decant/phasing periods and also to inform the detailed development of the plans for each site i.e. the infrastructure cabling and power requirements. The data points and AV provision in each educational space will be meticulously designed and will include other systems e.g. door access, CCTV, TV aerials and other such equipment that can be provided over the ICT infrastructure cabling.

154] The existing ICT standard specification developed for Wave 1 will be used as a benchmark in wave 2 as a minimum standard, thus ensuring consistency across the whole estate.

155] The ICT responsibility matrix which identifies the roles and responsibilities between the building contractor and ICT contractor will be reviewed from the existing Wave 1 ICT matrix. The ICT matrix will form the basis of a

costed model for each site combined with an ICT survey of each site. The funding will be split using the £225 for infrastructure and a proportion of the £1450 ICT funding for active kit. The start date for the managed service and the ongoing school investment will need to be explored further with potential contractors during the procurement.

156] The exercise of managing the handover from build and installation of ICT and the setting up of the systems on new and remodelled schools has already been carried out effectively in Wave 1 and these working practices.

Initial project proposals

157] A map showing the different secondary school sites is included as Annex 10.

158] The scope of works on each site, and any issues specific to the site's location in relation to the suitability sufficiency and condition of the grounds has been considered by the LA. An initial, affordable estate strategy exercise has been undertaken by the LA to establish the mix of new build, remodel and refresh areas. This has resulted in an initial control option for each school, reflecting the preferred solution resulting from options appraisal, available funding, school visions and the envisaged growth in the extended school and community provision.

Indicative costs of the proposals/scope of works for each school

159] Annex 11 illustrates the initial outline scope of works at each of the Wave 2 sites and includes the ratio of new build/ remodelling/ refresh and indicative cost data using FAM rates per square metre. The price base indices are at Q209 of the public sector indices provided by PfS and includes the normal PfS abnormal allowance.

160] Drawings detailing the initial control option for each site are attached as Annex 12. These control options for the sites constitute an affordable overall package, based on the high level analysis appropriate to this stage of the programme. The plans will be developed in more detail and refined prior to OBC submission in order to demonstrate the deliverability and affordability of the overall estate strategy and how they will deliver our educational transformation proposals.

161] This refinement will take place following engagement with the wider stakeholder community prior to OBC submission. Workshops will be staged to allow schools to understand the benefits of good design and encourage their ability to express their needs and vision through the use of the Design Quality Indicators (DQI) process. The workshops will be delivered with our client design adviser, technical advisers, educational advisers and senior client project managers present.

Commitment to high-quality design of buildings and grounds

162] Good design is recognised by the LA as fundamental to the delivery of our BSF programme and is clearly understood to be endemic to achieving the transformation we seek for our schools. The LA is committed to high-quality design of buildings and grounds, (including the level of resources allocated to ensure this is delivered); and ensuring that specialised facilities are fit for purpose, e.g. theatre, performance space, sports spaces. Please see Design Statement Annex 13.

163] The programme has been structured to ensure that we can deliver educational transformation through high-quality design. We will work with PfS, our appointed CABA Enabler, our CDA and technical advisers and take their advice in following the CABA design process protocol. We will appoint a dedicated architect to manage the more detailed control option proposals. They will also act as our CDA on an interim basis until a permanent appointment is made during the preparation of OBC. A Design Champion for the programme will also be appointed to lead the strategic commitment to Design Quality in the BSF programme.

Co-location plans

164] The Council's Capital Strategy Group and the Children's Services Co-Location Project Board are aware of the benefits that cross service / agency working can deliver and much progress has already been made in Sunderland on such developments. Further opportunities to join up services will be examined in conjunction with schools, as they arise. Funding of any such opportunities will be assessed to ensure proposals are delivering a VFM outcome for the schools and programme as a whole.

Title issues

165] All land regarding County Maintained Schools is in SCC freehold ownership and no problems are anticipated. In respect of the Aided schools, land title issues will be covered by the development agreement with Christian Brothers, Diocese of Hexham and Newcastle and Sisters of Mercy.

Consideration of grouping projects into sample schemes and subsequent phases within the wave

166] It is proposed that Thornhill School and Barbara Priestman School form the sample scheme given their geographical and educational synergies. The assumption is that remaining estate will be delivered in two batches. This will be determined once the preferred bidder's ability to deliver is known.

Interface and risk issues with existing framework arrangements

167] The Council acknowledges the heightened risk involved in procuring BSF through two separate contract routes. It is clear that the interface between the two must be managed and co-ordinated – this imperative is part of the ICT and Design & Build workplans. The approach to ensuring integration will be set out in the Outline Business Case. This will include the risks that the Council will retain on ICT.

Feasibility work, surveys & planning enquiries

168] All sites have been subject to desk top survey work. An initial assessment of building conditions, gross internal floor area, structure, condition and suitability has been undertaken. This has formed the basis of the proposed control options.

169] Detailed surveys will be undertaken for all sites prior to OBC submission – these will include warranted topographical surveys, type 2 asbestos surveys, utilities search, geotechnical surveys, acoustic surveys and an ecological survey (sample scheme only).

170] SCC Development Control have been consulted and their initial response with regard to planning constraints to be considered is attached as Annex 14.

Significant risks likely to impact on costs.

171] The building programme will have inherent common risks which will become apparent from the warranted surveys that will be undertaken between SFC and OBC, the information from initial desk top surveys has informed the high level design options that can be applied on site and will inform the abnormal costs per site. Other risks which have a major factor on build i.e. ICT, FM have already been captured in our risk log and will be investigated further and embedded into the BSF procurement strategy. There is no evidence at present to suggest the BSF programme has any significant risks which may delay procurement and commence the building works on site, e.g. there are no school closures.

4.3 Affordability

Construction Capital Funding

172] The indicative available funding in the FAM has been revised using September 2009 indices which were provided by the PfS funding team. The funding FAM has been further revised to reflect updated pupil number forecasts following the January 2010 Census (To be agreed with PfS).

173] The available funding for CAPEX is £115,252,900. The FAM summary funding allocation is attached at Annex 15.

174] The cost of the individual school investment proposals has been reviewed to reflect advice from PfS. As the construction prices of Bidders on the PfS Contractors Framework are based on Q2 2009, the cost of the Council's scope of works has been adjusted to reflect changes to the DTI PUBSEC indices from that base date. In broad terms the overall cost of the scope of works at £113,335,120 is in line with the available funding from the FAM. The FAM summary cost model is attached as Annex 16. However, at this stage the following assumptions have been made:

- Hetton School is the only 100% rebuild project. As the current estimated construction cost of £14.3 million for the project is below the Treasury threshold for PFI projects, it is assumed that this will be a D&B project in common with the rest of the programme.
- Detailed work to identify any abnormal costs applicable to each site will be carried out in advance of the OBC submission. Site surveys, analysis of decant and temporary accommodation requirements are some of the areas of work that will be developed and will ultimately form part of an Abnormal Proforma submission to PfS requesting additional funding.

ICT Capital Funding

175] Funding for ICT investment is currently £13,854,750. The ICT capital costs are being developed through our work on the ICT vision and strategy. The LA will undertake detailed needs analysis across the projects in this phase to ascertain the level of need and agree the funding required to meet that need.

176] The ICT hardware funding (coupled with the available ICT infrastructure funding) will be used to provide the best solution for the estate including the data centre, hardware, and the infrastructure, which will be delivered through the construction programme.

177] The Council's approach will seek to maximise the value of suitable legacy kit that already exists in schools to create a phased lifecycle approach to ICT. This will enable the schools' ICT equipment to be refreshed in phases rather than having to refresh 100% of provision in all schools concurrently.

178] The cost of ICT Active Kit (switches, routers and the like) will be met from the ICT funding of £1,450 per pupil.

Formal agreements and commitments (ICT and FM)

179] The FAM ICT allocation will be used to fund the capital element of the procured ICT Managed Service. As with Wave 1, where possible, capital funding will be held as a refresh sum to allow kit replacement in future years. A full analysis of existing ICT kit within schools will be carried out at the appropriate time to identify opportunities for legacy kit to be transferred to the managed service provider. As part of the Wave 1 pre-procurement analysis, ICT revenue costs in schools were analysed, to ascertain the level of spend in this area. This exercise generated an accepted benchmarked charge. The figure will be reassessed and agreed with schools to inform the ICT Managed Service procurement. Signed letters of commitment will be included with the OBC submission.

180] At present major Lifecycle requirements for community schools are managed centrally, informed by needs identified in detailed condition surveys and Asset Management Plans. Priorities across the whole school estate are then funded through the available DCSF Modernisation funding. The Council is aware that, with its schools, it needs to articulate how new build and refurbished schools will be maintained to a good standard following the BSF capital investment, in particular in relation to lifecycle asset replacement. In Wave 1 all schools and academies committed to utilising available funding such as Devolved Formula Capital (DfC) in order to do this but a common standard approach to lifecycle funding or to FM procurement was not reached. Pfs has specifically requested that the Council explore a robust FM strategy with its schools in Wave 2 and this will be investigated in more detail at OBC stage. Signed letters of in-principle commitment will be included with the OBC submission with further commitment anticipated at financial close..

In principle member level approval

181] The FAM and the associated appendices confirm that, based on the current scope of works the Wave 2 initial outline scope of works is affordable. Further work will be carried out in advance of OBC to enhance the detail informing the affordability position. The Council's Cabinet approved the BSF Wave 2 SFC as part of the Cabinet meeting held on 10th March 2010. The minutes of the meeting are attached at Annex 17. The Costings FAM is currently being finalised for OBC submission and will reflect all information available. Detail of the projected cost of the ICT managed service – and the contributions required by schools will be firmer at this time. The Council's Cabinet will be asked to approve the OBC prior to final submission to Pfs/DCSF and will be therefore asked to approve any affordability gap identified through the development of the OBC.

4.4 Resources and Capability

Indicative programme plan through to financial close and delivery of non-sample schools;

182] Our programme plan to financial close is contained in Annex 18. We anticipate reaching financial close for the sample scheme in Feb 2012 based on the existing procurement route. The first sample school is programmed to open August 2014 with the final phase of Wave 2 schools completing August 2016.

The programme team budget and resource approvals;

183] A detailed estimate of the programme resources required to deliver the Council's second wave has been developed. A copy of the second wave Programme Resource Plan (PRP) is included in Annex 19. The PRP identifies the following areas of expenditure:

Core Programme Team:

184] The Core Programme Team is made up of 2 Programme Directors, one to lead the build programme and the other to lead the transformation agenda, 3 Senior Project Managers, plus communications, policy and administration support staff. During the delivery of Sunderland's Wave 1 programme, a wealth of knowledge and experience was built up within the Core Programme Team. Progression from the current wave to the second wave will allow the Core Programme Team to remain in place and support the delivery of transformational schools to the remaining secondary school estate. For the period 2009/2010 through to 2016/2017 the cost of the Core Programme Team, including running costs, is estimated to be £3.328m.

External Consultant Support:

185] The Council's Cabinet has approved the procurement of consultancy support for the delivery of the second wave of BSF. The level of consultancy support is expected to reduce from that required for the Council's first wave due to the team's increased knowledge and experience of the BSF processes and procedures gained from the first wave and the level of dedicated human resource available in-house for the programme. The procurement of legal, technical and financial advisors will be carried out in advance of OBC submission. Currently, the limited need for support from external consultants is being provided through draw down arrangements from existing contracts. For the period 2009/2010 through to 2016/2017 the estimated cost of consultancy support for the second wave is estimated to be £0.870m.

Internal Council Support:

186] Support from Council departments including ICT, Design Services, Legal Services, Procurement and Finance will continue to be available to allow the effective delivery of Sunderland's second wave. Internal Council departments supporting the delivery of the first wave of BSF have also gained a wealth of knowledge and experience. For the period 2009/2010 through to 2016/2017 the estimated cost of in-house support for the second wave is estimated to be £4.700m.

Programme Resource Plan Funding

187] Funding for the 2009/2010 BSF second wave expenditure received Cabinet approval and is being funded from the Council's Strategic Investment Reserve (SIR). Funding for all of the PRP costs in 2010/2011 is included in the Council's budget for 2010/2011, which was approved by Council on 3rd March 2010.

188] Children's Services Directorate revenue funding will be available to part fund the requirement for financial years 2011/2012 to 2016/2017. Options to fund the remaining balance are currently being examined. The funding options currently being assessed include School's Devolved Formula Capital (DFC), Dedicated Schools Grant (DSG), Modernisation Funding and use of the BSF Grant. Following the assessment of the funding options, any identified shortfall will be included in the Council's Medium Term Financial Strategy for allocation of mainstream Council resources. The resourcing of the PRP will be concluded for inclusion in the Outline Business Case.

Programme governance, management structures, roles and responsibilities;

189] The structure of the Sunderland BSF programme management and governance arrangements reflects the 4Ps guidance and corporate approach to programme and project management based around the Prince 2 methodology. The organisation structure for the BSF programme is summarised in the Programme Governance Annex 20 and Annex 21. This includes our management arrangements, programme & project governance arrangements, management structures and roles and responsibilities. The structure incorporates mechanisms for decision-making, the levels of delegated authority and systems for regular reporting and escalation of risk management to ensure the effective and timely delivery of the BSF programme.

Risk management strategy;

190] A risk register has been in place for the BSF programme since 2003 and has been revisited to take into account the Wave 2 programme and the potential for increased risk in relation to increased complexity and the number of stakeholders. The use of Prince 2 methodologies and the traffic light reporting system is supporting the identification of risk and overdue actions. The monthly report to Programme Board also includes risk identification and management. The Risk Register will be submitted as part of the Outline Business Case, alongside the methodology that is in place to manage risk. Site specific risk registers will also be developed by Client Advisers in relation to design, operational issues, ICT interface risks and risks associated with existing buildings.

Change management plan, communications strategy and procedures

191] The City Council's BSF Team has undertaken a considerable amount of preliminary work with Sunderland schools involved in this next wave of the programme. We have worked closely with schools to develop their own visions, and to identify how they may fit with an overall city vision for education in the 21st Century.

192] Change management, communications and stakeholder engagement are all discussed regularly at all levels of the BSF programme, e.g. programme board, programme team, core officer group and all relevant work streams. Our commitment to change management is significant. Considerable emphasis is placed upon supporting schools, and other stakeholders, through all of the challenges and opportunities available to the school workforce through BSF. Forward planning tasks are identified in Annex 22.

193] BSF is a key programme in the Council's corporate communications plan and the BSF team will be ably supported by the Council's Communications and Marketing Department throughout its life. The communications plan is updated by the communications and stakeholder engagement work stream on a regular basis. Consultation and communication is underpinned by a communications plan, attached as Annex 23.

4.5 Benefits Realisation

Key Performance Indicators

194] Our BSF programme will add significant value by:

- Further raising standards of attainment and the skills base in all of our learners.
- Promoting social inclusion and community cohesion by providing improved learning opportunities and spaces for all.
- Improving ICT systems that will support the development of personalised learning pathways.
- Focussing the school to develop its community.
- Enhancing the range of sport, PE and cultural opportunities for the local community.
- Improving the quality of intervention for under-performing individuals through the development of facilities for multi-agency support, intervention, counselling and mentoring.

195] Challenges the LA faces in order to raise standards for all:

- Raising the bar and narrowing the gap.
- Further Improvements needed in 5+A*-C including English and Maths.
- 2 levels of progress for all in each key stage with accelerated progress for vulnerable groups.
- Early years intervention strategies to meet social, emotional and academic deficits on entry to school
- Improve KS1 and subsequent attainment.
- Transformational curriculum design.
- Managing entitlement 14-19.

KPI	2009 Actual Results	2010 LA Targets	1 st cohort after BSF transformation (2015/16)	Type of Indicator
5 or more A*-C grades including English and Maths	48%	53%	60%	Impact/ Outcome
Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	11%	26%	40%	Impact/ Outcome
Key Stage 4 attainment for Black and minority ethnic groups 5 or more A*-C grades including English and Maths	22.9%	35%	45%	Impact/ Outcome
Pupils eligible for free school meals: 5 or more A*-C grades including English and Maths ("Bridging the Gap" indicator)	18%	31%	42%	Impact/ Outcome
Secondary school persistent absence rate	5.2% (Nat. 5.6%)	4.5%	3.5%	Impact/ Outcome
Rate of permanent exclusions from secondary schools	12 (0.05%) (National fig. 0.22%)	NA	6	Impact/ Outcome
Reduction in surplus places	16%		5.6%*	Impact/ Outcome
16 to 18 year olds (NEET)	12.4%	9%	6%	Impact/ Outcome
Improved use of ICT for schools' management and administration	Measured through school surveys			Opportunity/ Output
Improved and innovative approaches to teaching/learning,	Measured through school surveys and student voice surveys			Opportunity/ Output
More flexible and adaptable learning spaces	See BSF floor plans			Provision/ Input
Improved AfL, pupil tracking and data analysis	Analysis of MIS use, school, parent and student survey.			Impact/ Outcome
Pupils in PRUs accessing a wide range of courses	Measured through personalised student engagement and progression rates. PRU students offered the same provision as mainstream.			Impact/ Outcome

Pupils families and schools have greater access to a range of multiagency support	Establishment of locality based multi agency teams in each of the five areas of the City	Provision/ Input
Development of VLE to support on line learning	Measured through use of the VLE by Measured via stakeholder use and satisfaction levels	Provision/ Input
Define minimum specification for sporting activity in schools/community	Designed through strategic sports partnership	Provision/Input
Develop apprenticeship opportunities with preferred bidder	Apprenticeship opportunities built into bidding process	Provision

**This figure would be realised through both follow on projects and therefore includes all Sunderland secondary schools*

196] KPI's will be monitored and reviewed on an annual basis by the BSF Programme Director: Transformation in collaboration with the schools improvement service and Children's Services for wider interagency approaches. Progress will be evaluated and scrutinised in reports to the BSF Programme Board and Children's Services Leadership Team.

197] We have adopted a philosophy that realises the end benefits of the programme will have a deep and far reaching impact across the city, and therefore a holistic approach has been adopted to imbed the BSF Outcomes within the Corporate Improvement Priorities e.g.

- Prosperous City
- Healthy City
- Safe City
- Learning City
- Attractive and Inclusive City

Opportunities for local employment;

198] Training and development opportunities for students, staff and the communities (including the prospect of apprenticeships and how this will be reflected as KPIs as part of the transformational overview);

5. SCHOOL CHART

199] For full details of all schools included in Wave 2 please refer to annex 24.

In conclusion

200] The Council believes that the Building Schools for the Future programme is not only the largest investment in building for education ever seen, but a key driver in the regeneration of the City of Sunderland. Investment in BSF is investment for the future in terms of the aspirations, economic prosperity health and happiness of Sunderland's children and future citizens. BSF is already bringing about transformation in Sunderland but there is still more to do.

201] The Wave 1 programme is almost complete. For Wave 2 the core intentions remain constant; that the legacy of BSF gives the city transformed secondary school buildings but, more importantly, through the 'Sunderland Model', an embedded approach to innovative ways of working and 'big picture' educational thinking.