



Nottinghamshire
County Council

Strategy for change Part 2

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BUILDING SCHOOLS FOR THE FUTURE

“We will work together to provide integrated services for all children and young people of Nottinghamshire aged 0-19 to improve their life chances and to help maximise their potential.”

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SECTION ONE - Meeting Educational Challenges and Key Objectives

1.0 Introduction

In Nottinghamshire we believe that the Building Schools for the Future (BSF) programme provides us with a once in a lifetime opportunity to transform the achievements and aspirations, and hence life chances, of all our children across the entire county. In our Strategy for Change 1 submission we described our vision to ensure that every child and young person is equipped with all that he or she needs to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. Our Strategy for Change 2 submission explains further how we intend to deliver this vision and transform outcomes for all.

Transformation - our current position and our vision

Transformation has already begun in Nottinghamshire. Over the last four years our key stage results have improved at a faster rate than those nationally. However, our overall results remain below the national average and those of our statistical neighbours. A key concern is the gap in attainment for our most vulnerable young people, which is the largest gap in the country.

In Nottinghamshire we believe that we will transform the life chances of the children and young people of the County by delivering the five Every Child Matters outcomes. When all children and young people are safe and fulfil their potential to become and remain healthy, when all enjoy their learning and achieve to their true potential and when all make an active contribution to their communities according to their abilities and are well prepared for economic independence in line with their true capacities, then we shall have overcome the effects of poverty and disadvantage. When the ECM outcomes are delivered the Council will have ensured that the potential of every child and young person is fulfilled. Transformation is not something separate and special to which we aspire - it is the essence of the work of Children and Young People's Services. The BSF dividend is that we shall be able to transform outcomes for our children and young people at a higher level and faster than ever before.

This determined commitment to transform is at the heart of the Vision Statement of the Council's Children and Young People's Partnership and associated ECM performance targets (see Appendix B):

"We will work together to provide integrated services for all children and young people of Nottinghamshire aged 0-19 to improve their life chances and to help maximise their potential".

To meet this vision, the Council will need to make the best possible use of new information and communication technology (ICT). ICT has the potential to provide universal access to learning at anytime, regardless of location for every child, young person and adult, supporting all learners at all stages throughout their lives in ways that best suit their own particular preferences and learning styles. The Council's vision for ICT within BSF, therefore, is to provide "Anyone, Anytime, Anything, Anywhere Learning", to ensure the development of confident, experienced and effective users of ICT in education, work and leisure and to fully exploit the power of ICT to enhance all areas of learning, teaching administration and management leading to significant improvements in the life chances of each and every individual.

In terms of Partnership for Schools (PFS) and the Department for Children, Schools and Families (DCSF) requirements, we have addressed all the earlier areas for improvement outlined in the Remit Letter (21/05/08). This included establishing a full project team and appointing external technical advisors; agreeing a county wide estate strategy underpinned by detailed pupil, place, planning procedures, and ensuring our strategic plans (particularly in relation to schools below 30% 5+ A* to C GCSE including English and Maths) are truly transformational. We have also confirmed that our ICT Managed Service will be procured through the LEP.

The Approval to Proceed Letter (10/10/08) also identified ten areas for attention and we have included in Appendix A, a detailed account of how we have addressed each area or our progress towards completion.

1.1 Where is the LA now in terms of educational outcomes, diversity of provision and fair access and choice?

The performance of Nottinghamshire's secondary schools is improving, over the last four years our key stage results have improved at a faster rate than those nationally.

At Key Stage 4 the percentage of pupils achieving five good GCSEs or equivalent has increased by 21.1 percentage points (9.5 percentage points increase nationally) from 47.1% to 69.5% since 2005. Similarly over the last two years the percentage of pupils achieving five good GCSEs (including English and Maths) increased by 7.9 percentage points (3.5 percentage point increase nationally) from 40.1% to 48%.

However, whilst Nottinghamshire's performance at 5+ A*-C is now above national average, 5+ A*-C including English and Maths remains below the national average and the average of similar authorities. At present five of Nottinghamshire's secondary schools are below the DCSF floor target of 30% of pupils achieving five or more GCSEs or equivalent including English and Maths. Our pupils also make less than expected levels of progress between key stages.

In terms of the achievement gap between vulnerable groups of pupils and their peers, this is wider in Nottinghamshire than that nationally. Children eligible for free school meals are almost three times less likely to achieve GCSE levels than those who are not eligible, whilst just over one third of Black Caribbean pupils' secure good outcomes compared to over 43% of their peers. Pupils with special educational needs (SEN) are four times less likely to secure good outcomes than those without SEN requirements; however at Key Stage 4 this is smaller than the national gap. Nottinghamshire is one of 10 pilot authorities who are engaged on the "Achievement for All" project which focuses on those SEND pupils who are performing below the threshold on School Action and School Action Plus, this includes a tranche 1 school The Dukeries and its feeder primaries.

In Nottinghamshire the attendance of learners, as judged by Ofsted Inspection reports, is satisfactory or good in 98.5% of all schools. It was good or outstanding in 59% of schools inspected, which is in line with the national average. Overall however the attendance shows little sign of improvement and this year there has been an increase in rates of primary and secondary persistent absence (PA) based upon

figures for the autumn and spring term 2008/9. There are now 19 secondary and 19 primary schools with high levels of persistent absence as defined by the Department for Children Families and Schools (DCSF).

In Nottinghamshire during 2008/9 permanent exclusions decreased by 11.5% (20 fewer exclusions. The percentage of the school population excluded is broadly in line with the national rate with the exception of 2007/8 (0.15% compared to 0.11% nationally). The rate of permanent exclusions is greatest in Ashfield (0.24%). Conversely Bassetlaw has the lowest rate of exclusion (0.09%) Secondary schools account for 90% of secondary with the remaining 10% of permanent exclusions being from primary schools.

Behaviour remains a key issue for Nottinghamshire and in 2008 pupil behaviour in secondary schools was judged, through Ofsted inspections, to be 'good or outstanding' in only 57.8% of Nottinghamshire schools, as compared to the national average of 76.1% , Data for the autumn and spring terms in 2008/9 show a current increase in this percentage to 77.8%, which is encouraging as it is broadly in line with the national average (79.3%).

Our analysis of underperforming groups shows a disparate pattern across ethnic groups, where the high performance of some groups masks, at Local Authority (LA) level, the low attainment of others. The gap at Key Stage 4 between the achievements of those eligible for free school meals and others is 31% across the LA with a range of -7% to 54%. Low numbers in some schools mean we must treat this data with caution. The gender gap overall is 8.5% at Key Stage 4 in favour of girls with a range from -4.8% to +26%. The achievement of children who at some point have been or are looked after in Nottinghamshire schools is poor, with only 15.6% achieving 5+ A*-C at GCSEs (including English and Maths) although this is a better than the national average.

The Council recognises the value of diversity in school governance. This openness to change is reflected in the three school hard federation in the Broxtowe area, a soft federation between Tuxford and National C of E School and the establishment of an academy in Mansfield. We are also currently exploring creative options for schools in the National Challenge; including creating further academies and we have taken positive and successful steps to improve outcomes at the Magnus CE school by creating a National Trust, in partnership with a successful Church of England school at the Minster (see Appendix A).

The information and performance data above provides us with a clear focus on where we will need to target our BSF investment to ensure transformational outcomes are achieved. Through BSF and through continued dialogue with all stakeholders the Council will continue to exploit the opportunities that are currently available for increased choice and diversity across our schools.

1.2 What added value will BSF investment provide to educational outcomes?

BSF investment will provide the catalyst to accelerate the fundamental changes required to achieve our vision of transforming the life chances of the children and young people of the County by delivering the five Every Child Matters Outcomes. When the ECM outcomes are delivered the Council will have ensured that the potential of every child and young person is fulfilled.

Transformation is not something separate and special to which we aspire - it is the essence of the work of Children and Young People's Services. The BSF dividend is that we shall be able to transform outcomes for our children and young people at a higher level and faster than ever before.

This determined commitment to transform is at the heart of the Vision Statement of the Council's Children and Young People's Partnership and associated ECM performance targets (see Appendix B):

"We will work together to provide integrated services for all children and young people of Nottinghamshire aged 0-19 to improve their life chances and to help maximise their potential".

BSF investment will enable an escalation and broadening of the work that has already been started in respect of integration, as well as including some more targeted interventions and actions. It will be crucial in helping us to remove some of the barriers to transformation identified in our school buildings at present, as well as broader issues such as the cultural barriers that exist between different groups. Our Key Performance Indicators for the BSF Project are detailed in Appendix B.

BSF will also enable the Council to deliver its change programmes more rapidly and consider personalised learning in an innovative way. It will enable better engagement of young people through stimulating environments and a range of opportunities anywhere.

A key tool in supporting this transformation in learning, teaching and management will be the use of specialist educational learning platforms in all our

BSF schools. In Nottinghamshire we are using the term 'learning platform' to describe a system which integrates curriculum and management information and includes integrated learning systems, virtual learning environments and, through full integration with MIS, managed learning environments. BSF investment will secure a step change in provision, with buildings, curriculum and ICT designed and remodelled around the needs of learners to facilitate:

- A personalisation of learning through a heightened sense of empowerment of choice for pupils and parents/carers enabled through ICT
- Smoother transition between schools for pupils and teaching staff
- Partnerships linking successful schools with those in need of improvement
- Heightened communications made possible by a single Council-wide managed information service
- Improved access for parents and carers to key information which will enable them to better support their child's learning.

Another significant area of improvement which BSF investment will support is in sustaining and reenergising Council partnerships and networks. Nottinghamshire has adopted a partnership approach to raising achievement with all schools involved in a series of networks that include leading schools and practitioners across a range of stakeholders (see Appendix 2.1). These networks are monitored by outcome to enable the Council to identify impact, and feedback from our schools shows these sessions are valued and are being used as a basis for raising standards and CVA. BSF investment will ensure that such work continues and best practice is shared and disseminated more widely.

The BSF programme is already encouraging positive and proactive dialogue between schools and the Council, with the Tranche 1 schools' Strategy for Change submissions showing a range of innovative curricula and design planning (see Appendix 2.2). BSF investment will help us create learning environments shaped around the needs of learners. Consultation with a range of stakeholders is also contributing to current planning and delivery of BSF programmes. Above all, the Council will seek to ensure that our focussed BSF investment improves outcomes for all the children and young people in our communities.

1.3 How does the LA propose to ensure choice, diversity and access for all parents and pupils in local schools?

The Council is committed to transforming and connecting its community of schools and services to maximise choice and diversity, access and excellence for all. Successful delivery of BSF will help raise achievement and increase engagement across all localities. In partnership with schools and communities, the council will deliver this by:

- Accelerating diverse school governance models
- Modelling best practice processes in consultations across Nottinghamshire
- Using the enhanced network and associated ICT to ensure access, information and support for all and to further connect and develop schools and locality networks across the county
- Harnessing the commitment and engagement of district partners
- Using learning platforms and open access standards to develop a virtual learning resource centre to enable all stakeholders to access information and learning anywhere, anytime
- Developing ICT and transport infrastructures to enable greater choice, diversity and access to a wide range of courses and diploma lines to support personalised learning
- Delivering flexible wrap-around services which are embedded across localities connected through ICT
- Developing a quality menu of learning and training opportunities for young people to prepare them for fulfilling adult lives
- Increasing choice by enabling access to more than one learning location and enhancing these opportunities through ICT
- Enabling learners to configure their own learning environment rather than having the environment itself constrain the learning styles.

The Tranche 1 schools selected for BSF are representative of school communities across Nottinghamshire and have been identified as most in need of investment based on factors including educational performance and social deprivation. Amongst their number are a Special School, a PRU, a foundation school with a sports specialisation and

technology focus and several community high schools. The current barriers for such schools in lifting their performance have been identified above.

Our response to the National Challenge has been robust and we have moved quickly to provide a structural solution at the Magnus School in Newark as described elsewhere in this document. This innovative partnership is already paying dividends with improved performance in this year's GCSE results of over 10%.

Consultation has also started on creating a new academy in Sutton-in-Ashfield sponsored by West Nottinghamshire College, a local outstanding FE College. This new academy would replace the existing Sutton Community College and whilst providing a new energy and dynamism to school improvement, would build on the educational ethos and community focus of the existing school.

Whilst an appropriate sponsor is still to be identified for the Dukeries College in Ollerton we are continuing to progress improvement plans with the College and to develop proposals for BSF investment at the school.

Early negotiations are also in hand to support the lowest performing school in the County to acquire National Challenge Trust Status.

BSF and the Primary Strategy for Change will also be used to underpin the transformation of learning across Nottinghamshire in relation to an existing strategy framework which includes:

- Accelerating diverse governance
- Modelling best practice
- Developing networks
- Using a learning platform and virtual resource centre
- Developing learning and training
- Developing access infrastructures
- Harnessing commitment
- Transforming schools
- Developing an Innovation Facility
- Using integrated and industry standard ICT resources that excite learners

Appendix 3.1 provides specific examples for each of these areas incorporating current practices and how BSF can be used to improve on these further.

1.4 How will the LA ensure robust challenge to schools including strategies for early intervention in the case of underperforming or failing schools?

The Council's existing programme of support and challenge has been drawn up in consultation with head teachers. This involves the analysis of data from school self-review, School Improvement Partner reports and wider data from Ofsted and Integrated Children's Services. Such analysis allows us to identify schools with significant strengths and those requiring early intervention to bring about improvement for targeted underperforming groups by schools/districts. Targeted support and intervention is brokered and coordinated by a team of Senior School Improvement Advisers and the Secondary National Strategy Manager, drawing support as necessary from across Children's Services and other partners.

The impact of intervention and support is closely monitored and evaluated through a Partnership Focus Group in each school causing concern, Area School Effectiveness Groups (ASEGs) and the School Improvement Partner. Impact is rated by the school based on its self-review evidence and Council termly progress reviews (see Appendix 4.1).

In order to avoid misunderstanding and promote transparency the Council's commitment to use the full range of powers available under the Education and Inspections Act of 2006 is included in the Ten Principles covering Council/School relations, agreed with all the schools at their respective annual head teacher conferences (see Appendix 4.2).

An example of Council intervention can be seen at Magnus School in Newark which has faced a number of long-term challenges and struggled to perform adequately over time. The Council responded robustly by replacing the school's governing body with an Interim Executive Board (IEB). A soft federation was rapidly put in place with a successful Church of England school. This soft federation is now being extended from 1st September 2009 when the Magnus CE School will become a majority Governance Trust, with the same successful school as Lead Education Partner. This is in line with the recommendations in the White Paper published in June 2009 - 'Your child, your school, our future: building a 21st century school system.'

The Council fully embraces the principles of diversity and choice. In the case of long term underperformance of Sherwood Hall School, the

Council sought the support of the DCSF to agree an academy solution and used its influence to persuade the school's governors to support that solution. The Samworth Church Academy was fast tracked to open in its current buildings from September 2008, with a new build due for completion in 2010. As described elsewhere in this document consultation has started on creating an academy in Sutton-in-Ashfield, with West Nottinghamshire College, an outstanding FE college as lead sponsor.

A significant part of the Council's transformation strategy has been to facilitate and fund partnerships between groups of secondary schools to share effective practice from each school, develop internal capacity and secure rapid improvement in standards. Our performance indicators show that this strategy is delivering positive results, with significant progress above the national rate of improvement. However, with BSF funding, the Council will be able to extend and encourage more rapid transformation in provision and standards, and further build on cross-collaborative partnerships. Additional indicators for success will be developed to engage the community in helping to address current policy targets, such as narrowing the gap in performance for white working-class boys, especially those served by schools in the most disadvantaged areas.

The BSF investment in ICT will also enable partnerships of providers to manage learner information more effectively. This will be particularly necessary where there is multi-site, multi-agency delivery and the need both to monitor the attendance and progress of learners and to provide support. The use of managed learning environments will enable learners, staff and partners to access performance data, engage in target setting and informed assessment and review, thereby eliminating underperformance through early intervention. Parents and carers will also have access to key information so that they can better support their child's, and their own, learning.

The next stage of partnership working will also involve BSF ICT investment to bring targeted schools together to work on improving performance in English, Maths, Science and ICT. In addition, 26 secondary schools will work collaboratively to share effective practice, focused on moving provision and outcomes from satisfactory to good and 13 schools will work collaboratively to research and pilot strategies to move from good to outstanding. The Council is also supporting partnership leaders to develop a guidance and training framework for headteachers and leaders in soft/hard federations

which can then be used to increase transformation on a more rapid scale. This will include:

- Providing more early, sophisticated and detailed information regarding performance to allow early intervention
- Integrating further elements of Children and Young People's Services, to provide better and more up to date information and data which will enable earlier identification and challenge of underperforming/potentially failing schools and earlier and better targeted intervention where appropriate
- Enabling support provided by successful schools, regardless of location
- Providing a single approach to improve attendance and behaviour through a new behaviour and attendance strategy
- Personalising support for all pupils, supporting higher attainment, but particularly for specific groups such as gifted and talented, lower attainers, looked after children and out of school students
- Accessing key information (e.g. assessment, targets, and curriculum) so that parents and carers can support learners more effectively
- Enabling effective sharing of information between partners in school improvement
- Providing more effective feedback between school and home.

In addition the Council is committed to working with NCSL to develop a strategy for recruiting and deploying effective Nottinghamshire schools as National and Local Support Schools. This will provide additional capacity to secure rapid transformation through partnership working, building on effective practice in existing partnerships brokered by the Council.

1.5 How will the LA deliver personalised learning to ensure that every pupil is fully stretched and can access a broad curriculum that best suits their needs and talents?

The Council takes as its starting point the 2020 vision that personalising learning and teaching means taking a highly structured and responsive approach to each child and young person's learning, in order that all are able to progress,

achieve and participate. Our policy is to drive this agenda through school improvement, school as a community resource and school as a learning resource.

To do this our focus is on creating learning communities and developing the relationship between transforming approaches to learning and teaching, remodelling of curriculum experiences and using new technologies to foster creativity, active involvement and flexibility of both learning and organisational approaches. This will be supported by a robust change management programme at both school and Council level, including an ongoing programme of professional development for all staff and the appointment of a CPD Strategy Leader to coordinate activities and outcomes (see Appendix 9.2).

With BSF, learners will experience a curriculum that enables them to see links between subjects and learning packages. The learning platform will provide every student access with their own multimodal personal learning environment with an e-portfolio and space for an individual learning plan. Use of ICT will enable learners to access learning opportunities through preferred ways of working; learning styles and a variety of appropriate media to both access and present their learning.

Students will also be supported to take responsibility and ownership of personalised, aspirational targets and the tracking of their progress and teaching will build on prior learning by incorporating appropriate aspects of assessment for learning, the explicit development of thinking skills and the use of new technologies. Again, the learning platform will allow schools to incorporate resources of their own choosing with a flexible structure and accessible to all. Resources and opportunities will be targeted at individuals and groups and prioritised according to the individual's learning needs. This adaptable environment will allow learning goals to be set and progress to be monitored. Pupils will be able to manage collaboration with other pupils regardless of barriers such as location, age and gender.

The impact of BSF investment on students and learners will also include:

- Establishing a universal entitlement across the county within which each school can design and build a locally determined curriculum
- Re-shaping Key Stage 3 to ensure a shared understanding of key dimensions, processes and skills

- Mapping the delivery of these across the curriculum focusing on stage, not age. In addition, the 'curriculum' gateway in the personalised learning framework will be further strengthened through the lead professional scheme
- Providing a stronger emphasis on skills for on-going learning, life and work
- Ensuring all learners have access to a full range of modernised qualifications within the national framework for accreditation. Students' experience of this curriculum will be supported by strengthened systems of advice and guidance to ensure progression and coherence throughout their education with parents/carers as active partners in these processes
- Identifying good practice within and beyond the county so that this can be built upon more widely to meet students needs
- Improved networks including ICT providing the vehicle to transform leaders' thinking and build their capacity to design and pilot bespoke curriculum models that are adaptable to meet future challenges. The discussion will encompass dialogue around the learning infrastructure and ensure that visions of learning are supported by learning environments
- Showcasing good sustainable practice to improve teaching and learning including outstanding use of technologies to aid learning
- Further development of transition programmes through the curriculum. (12 schools are now engaged in 3-16 teaching and learning partnerships which provide a more coherent approach to transition than Y6 to Y7 programmes)
- A framework for support, both personal and structural, for vulnerable groups including LDD, BME, LAC, BESD and underperforming, to ensure that learning spaces and experiences promote learning and self esteem.
- A Council framework to support the personalising of learning and teaching has been produced and will be launched in January 2009. The Council has introduced a Lead Professional scheme that engages the best practitioners across the LA to lead on four 'deeps'. The National Assessment for Learning (AfL) guidance will drive Council policy and practice. As one of the Gateways it will be supported through the Lead Professional Scheme. This work is now being developed in partnership with lead professionals in Nottinghamshire schools. Lead professionals have been identified to develop the gateways within deep learning, experience, support and leadership. They are funded to make good practice visits, trial strategies within their own schools and to provide on-going support and guidance across the county through the Lead Professional scheme. Identified national strategy consultants' work with the lead professional to ensure coherence between local development and national requirements, guidance and resources. As well as the school improvement service and schools this work has actively involved a range of other Council services.
- To enable leaders of learning and teachers to work confidently in these ways, the Council will further build on its acknowledged strength in the use of collaborative learning networks at whole-school and core subject level. All schools are involved in some way in the extensive range of networks presently in place. Each of them works on an appropriate aspect of deep learning, deep leadership, deep support and deep experience. Involvement in BSF will enable a step change in collaboration between these networks as we utilise the opportunities to build on-line, anywhere/anytime access to a Nottinghamshire Learning Community to share good practice and focused professional development modules.
- Our coaching will be developed. Building on the national coaching framework developed by the National Strategies and other national stakeholders, the LA has localised this framework and through the deployment of national strategy consultants is building capacity in schools through a programme of 'coaching the coaches'. For example, in one school this is being supported in the context of a wider change strategy based on the work of John Kotter. This work was led by a regional director from the National Strategies.

The impact of BSF investment for school staff will include:

- Consideration of flexible learning spaces and accommodation that allows for different patterns of learning to be effected as in 2020 vision. Schools will be supported to explore the potential for learning prior to building development

- We will strengthen and enhance the development of the use of the Learning Platform and virtual resource centre. BSF will also allow for the exploration of new technologies and the potential to deepen learning, enhance collaboration, allow for safe and secure 'anytime anywhere access'. New technologies will enable collaboration in learning and teaching beyond the physical boundaries of a school.
- We will support Nottinghamshire's comprehensive range of training schools and specialist colleges which in turn will provide support to others in the planning for change required in transferring learning. BSF support will help further collaborative arrangements and ensure an inclusive approach in line with the transformation agenda.

1.6 How will the LA ensure the effective delivery of the 14-19 entitlement in partnership with local LSCs and local FE providers?

The Council's vision is to ensure that all 14-19 year olds have access to high quality education and training, delivered in appropriate facilities, that prepares them for adult life through learning pathways leading to higher achievement and skill acquisition. Working in partnership, the Council will develop curriculum breadth and diversity, providing a range of qualifications and progression pathways to deliver the 14-19 entitlement, consisting of access to all diplomas, the full range of apprenticeships, general provision at all levels and the Foundation Learning Tier.

This entitlement will be achieved by strategic planning of the 14-19 Partnership within a regional context and captured in a 14-19 Plan developed in consultation with schools, FE, training providers and key stakeholders (see Appendix 6.1 and Appendix 6.2). This year, the Council is also guiding the development of the Plan in preparation for assuming responsibility for 16-18 funding in 2010. Strategic use of BSF and other capital investment will be key to ensuring that appropriate provision is provided across the sector.

Raising the participation age to 18 from 2015 will also require BSF investment in the appropriate facilities to deliver the entitlement. A high quality learning route for every young person, combined with an increasing focus on quality, will enable all young people to engage, achieve and progress, developing the higher level skills needed for employment and the future. The Council will plan

for an increasing number of learners to take more work-related or applied programmes linked to the roll-out of all the new diplomas, apprenticeships and post 16 training in general. Schools and other providers will make available all elements of the entitlement, through area-based collaborative frameworks. To ensure a coherent county delivery plan, schools, FE and training providers will work together in Area Strategy Groups (ASGs), to assess their readiness to meet the entitlement against the following criteria: delivery expertise, facilities to deliver, employer engagement, progression routes, collaboration, and quality.

BSF funded transformation will also be used to link with investment via the Learning Skills Council (LSC) and enable the 14-19 entitlement to be delivered in all areas through:

- ICT investment to enable partnerships of providers to manage learner information. This will be particularly necessary where there is multi-site, multi-agency delivery and the need both to monitor the attendance and progress of learners and to provide support.
- Access to high quality specialist facilities in appropriate locations. Such facilities or skill centres would often be attached to a school or college and used by local training providers linked to local employers. Skills centres would be operated by local partnerships of schools, FE, other providers and employers and will be influenced by local skill shortages, priority sectors and demand by learners for the new qualifications. Where learners are unable to attend specialist facilities ICT will enable remote access.
- Local partnerships focusing on developing specialisms, the workforce to deliver and the appropriate qualifications and skills needed by employers by 2020.
- High quality Information, Advice and Guidance (IAG) delivered throughout the county by an enhanced ICT infrastructure acting as a key driver to transform learning relationships and create a new and different culture of facilitated learning. BSF funding will also help the Council focus on ensuring that young people have a range of area-based quality learning experiences and are kept safe wherever they learn. New innovative approaches to learning and exciting facilities developed through BSF investment will impact on all young people's engagement and reduce our NEET (Not in Education, Employment or Training) figures.

This strategy, and actions to support its implementation, will deliver the 14-19 reforms and support the raising of the participation age. Through this programme, the Council will be able to have the facilities and resources in place to enable our ten year projected numbers of young people to follow each of the qualification routes. By 2018, no young person in Nottinghamshire should be disengaged from learning. Success through BSF will ensure that young people are more highly skilled, engaged in lifelong learning and thereby able to achieve greater economic well being. As they progress beyond the 14-19 phase, their level of attainment significantly raised, learners will be equipped for employment and/or higher education and the county will have moved towards eradicating non-participation and related social problems.

1.7 To what extent is the LA ensuring effective integration of education and other services to support delivery of ECM agenda and other relevant corporate priorities?

As has been previously described, delivery of the ECM outcomes is at the heart of our vision for transformation and integrated services. The Nottinghamshire Children and Young People's Partnership (CYPP) is committed to promoting community cohesion by transforming the way services are delivered to our communities. The BSF programme in conjunction with the primary capital programme gives us the opportunity to establish innovative integrated support to children, young people and families via schools at the heart of our local learning communities.

Multi-use campuses

In Nottinghamshire, the Council sees its schools as being an integral part of our communities. Through the BSF programme we will build on our experience of multi-use campus schools, designed as a one stop shop for parents, children and the wider community to access services. BSF will give us the opportunity to design new 21st Century multi-use campuses in the heart of all our communities and to revitalise and renew the facilities in our existing campuses. In these schools ICT will allow the community access to services while also safeguarding confidentiality. ICT will embrace our whole family approach and will offer life long learning opportunities to parents and carers, including the potential to develop innovative approaches to parenting support, health advice and access to local information including sport and leisure services. Through BSF and other ICT investment there is the potential to develop an

integrated multi agency approach that will ensure that all services are able to contribute to the safeguarding of our children and young people.

The end result will be "Healthy Schools" that are able to fully integrate health and well-being into the culture of the learning community and Extended Services. The BSF programme will enable schools to more effectively provide confidential spaces for health and well-being provision for individual needs of school communities. These are likely to include services such as school nursing, smoking cessation, sexual health, emotional health and drug and alcohol services.

Within Nottinghamshire, currently, Joint Access Teams (JATS) are being used with great effect. JATs are multi-agency teams providing early intervention to children and families. JATs operate within the geographical area of a family of schools; take a whole family approach and use the Common Assessment Framework (CAF) as their assessment tool (see Appendix 7.2). BSF will provide the opportunity to embed multi-agency support into the heart of our schools and learning communities.

Extended schools and children's centres

By 2010, all our 46 families of schools will be extended schools, and all children will have access to support from children's centres, offering access to the full core offer and a rich varied menu of activities, including parenting support and child care. The Council has put in place systematic audit and evaluation processes that will identify the needs of the whole community, including the hard to reach and the disadvantaged.

Participation with children, families and communities is at the centre of our Extended Services, Children's Centre and JAT networks. These networks also enable communication and coordination across a range of services including the play and youth services, adult and community learning, parenting support, childcare and healthy schools.

Supporting corporate priorities and community cohesion

Our partnership groups are working with schools to identify local CYPP priorities, priorities for BSF investment via the school visions, developing local community strategies and commissioning plans to improve support to children and families. This work involves:

- Ensuring that vulnerable groups, such as looked after children and the hard to reach, will benefit from a co-ordinated approach to support

- Local participation groups contributing to the design of new schools that meet the unique character of local communities and support local need
- Identifying local opportunities to pool or pull on streams of funding that are available to communities, especially those in areas of deprivation and ensuring that BSF investment aids local economic regeneration
- Commissioning services to meet local needs by joining up available funding streams and BSF investment where appropriate
- Further developing our ICT and management information systems to safely transfer information and knowledge between schools and partnership services, ensuring that accurate local information is available to all services to enable an understanding of issues for children, young people and families in the area
- Identifying transport requirements between the families of schools to ensure access to different services offered by different schools within the community
- Integration of community and school sports provision with a clear identification of available funding streams. These services which enrich the life of the school and the community will be more easily accessed through multi-use campus schools (see appendix 7.1)
- The integration of youth support provision, to support the achievement of young people at school, and their success outside school life.

Sports and PE provision

For sports and PE provision, the Council's vision is that BSF will make a major contribution to all young people in Nottinghamshire achieving five hours of high quality PE and sport each week and to the lifelong engagement of all Nottinghamshire citizens in physical activity. Helping to schools to be at the heart of their community. The BSF programme will help the Council achieve this by:

- Providing accessible, affordable, high quality, sport, leisure and cultural facilities that are relevant to curriculum and community needs
- Integrating ICT provision into PE facilities to develop skills teaching with instant feedback, tactical coaching and game analysis

- Enabling and empowering schools to deliver increased levels of high quality physical education, school sport and physical activity
- Encouraging schools to engage with their communities and forge mutually beneficial partnerships to develop sport, physical and cultural activity.

Key partners such as schools, school sport partnerships, the County Sports Partnership, governing bodies of sport, local authority district councils and health agencies will also be involved to ensure:

- Duplication of facilities is avoided and strategic needs are met
- Suitable specifications for buildings are developed
- Resources used in the PE curriculum maximise the learning potential of students by offering a range of opportunities
- Opportunities are available to young people outside the curriculum by developing and sustaining pathways into activities within the community to ensure a life-long participation in physical activity
- Young people who are not actively participating and learning in PE and sport are identified and offered stimulating learning environments that engage their interest
- Facilities have the potential to nurture and develop pupils who have the talent to achieve at a national level are made available. (see appendix 7.1).

Healthy Schools

Nottinghamshire Healthy Schools Programme is a priority of the CYPP. Every school in the BSF programme will:

- Promote young people's emotional, social and physical development
- Support young people in developing healthy lifestyles
- Reduce health inequalities
- Raise pupils' attainment and achievements
- Promote social inclusion.

These contribute to our overall vision of ensuring we shall transform the life chances of the children and young people of the county by delivering the five Every Child Matters outcomes (see Appendix B).

1.8 How does the LA plan to champion the needs of all pupils (including those with SEN)?

The Council's vision includes creating a future for children and young people with special educational needs (SEN) which will provide a revitalised and reinvigorated approach to inclusive education. The Council has specifically included Orchard and NLC as part of its tranche 1 cohort to ensure special educational needs are at the forefront of our planning.

Building on existing good practice and the outcomes of the Review of SEN and Inclusion 2008 (see Appendix 8.1), Nottinghamshire will create a new range of innovative opportunities which focus on the inclusive experiences of children and young people. Where appropriate, BSF funding will be used to co-locate special school provision with mainstream secondary schools in learning villages. Orchard Special School is also one of our sample schools so that through BSF we can further develop this model of learning and inclusion.

The Council will move away from its current position which offers a limited number of options to parents who are making choices about schools for their children. Specialist approaches to learning have traditionally been the domain of special schools. Children and young people are entitled to access, specialist services, accessible environments, inclusive technology and personalised learning opportunities in all school settings. "One size does not fit all" and our redeveloped BSF provision will reflect this.

For instance, most of our support services are centrally managed and centrally located. However, schools and families have told us they want locally accessible teams that are able to respond flexibly to meet local needs. The Council is therefore in the early stages of integrated working, but through BSF we will be able to move more quickly to develop services which are locally commissioned and locally delivered, and able to respond to the needs of children and young people.

As financial resources are scarce, monitoring and accountability measures will ensure that resources are used for the purpose they are intended and that they are used to best effect. The Council and schools will need to demonstrate value for money and the impact of the use of resources on the outcomes for learners.

The numbers of pupils who have been excluded from school and who are educated in the Nottinghamshire Learning Centre are increasing and present a significant challenge. There is an imbalance of resources between those deployed in preventative activity, those who make provision, and those ensuring excluded young people can return to a school setting. Through BSF, the Council will look to overcome these obstacles by:

- Providing a graduated range of provision and experiences in accessible schools that meet the needs of a range of learners in a range of settings
- Providing integrated locality services which support schools, families and individual pupils
- Focussing resources on those with the most complex needs, and those in the areas of highest deprivation
- Developing locality based behaviour partnerships which create local solutions that meet the needs of children and young people who present schools with the greatest challenge
- Ensuring the implementation of ICT supports and enhances the experiences of all those with learning difficulties as well as those who are gifted and talented
- Re-focusing the work of our special schools and learning centres so they are at the centre of transformation
- The sharing of best practice between specialist and mainstream facilities.

BSF provides the opportunity to transform Nottinghamshire schools. In order to achieve our vision the Council will develop a graduated range of specialist provisions by:

- Locating our special schools in learning villages
- Developing innovative projects between special schools and mainstream schools
- Developing innovative, inclusive and specialist curriculum offers in all mainstream schools
- Developing ICT solutions for all learners (gifted and talented, out of school, hard to reach students) (See Appendix 8.2).

The Council will also provide integrated locality services by:

- Realigning our specialist services into locality teams
- Developing use of MIS in association with the Learning Platform to enable all agencies, teachers, students and their families to access shared data and information
- Establishing local management of locality teams
- Developing a model of joint commissioning on a locality basis.

The Council will target financial resources effectively by establishing a monitoring and accountability board and distributing resources in a targeted way, using deprivation indicators and criteria based on complexity of need.

Through BSF, the Council will also be able to create balanced and graduated provision and responses that meet the needs of children and young people with behavioural, emotional and social needs (BESD). This will involve:

- Improving young people's engagement and positive social/emotional development and well being
- Supporting schools to develop their ethos and climate for learning
- Developing locality partnerships and collaborations between schools, services and settings in line with "Back on Track"
- Developing "Anyone, Anytime, Anything, Anywhere Learning", supported by BSF ICT investment, which will allow access to learning whenever and wherever students need it.

Finally, BSF investment will allow us to use design to create spaces which reduce the potential for bullying and allow passive supervision by staff. Careful attention will be given to the security issues of shared use and access, such as accessible toilets and locker spaces.

1.9 What is the LA's change management strategy for achieving transformation through BSF (including CPD and Workforce reform)?

BSF investment in Nottinghamshire's learning communities will help to accelerate true and continuous transformation in schools and the Council by identifying and building on existing good practice and by challenging and supporting everyone to move out of their "comfort zones," including those who are at the forefront of innovative learning.

Our approach to change management recognises that change needs to occur at both the local authority level as well as in schools and that we all need to work and move forward collaboratively. The Council has assigned significant resource to the Transformation Team, led by a seconded secondary Head Teacher, who will lead on the development and delivery of our change management strategy. Several activities are currently planned (see appendix 9.1 and 9.2) with the Council's change management programme focussed on:

- Building commitment and cultural engagement
- Providing mechanisms to effectively, manage, monitor and evaluate progress
- Where necessary, building capacity to deliver and sustain transformational changes across the Council and within schools.

Continuous transformation will be possible by using BSF as a catalyst to achieve aspirational targets ensuring improvements in:

- Accountability, focused on academic attainment and achievement
- Working practices and institutional conventions
- Distributed leadership and reviewing the nature of authority
- Professional norms and values
- Overcoming clashes of different service cultures
- Engaging the commitment of young people, staff and communities
- Shaping institutional culture and ethos around children's and young people's needs

- Managing workforce reform to ensure a clear pathway to success using individual and collective expertise and capacity including performance management and appraisal
- Encouraging staff to embark on lifelong learning through informal and formal methods leading to higher qualifications and expertise in the use of new technologies within the transformation agenda, thus supporting radical changes in practice when appropriate
- Providing for the emotional health and wellbeing of individuals
- Ensuring sustainability of commitment, finance and resourcing.

For schools, this will also include:

- Building on the work already undertaken in Nottinghamshire to create the "New Relationship with Schools" which provides clarity about the Council's role in challenging and supporting schools
- Improving relationships and ensuring school visions are as ambitious as possible to achieve the shared objective of improving the life chances of children and young people across the county
- Embedding ICT into schools to ensure educational transformation for our students and to enable workforce reform in order to raise standards. A close partnership will need to be created between the Managed Service provider and the authority to ensure technologies focus on maximising impact, raising standards and reducing workload through increased efficiency
- Working practices that are flexible and adaptable to changing needs
- New pedagogies and curricula to reflect the changing requirements in skills and employability; supporting partnerships with multi-agencies, partners, and their community members.

A selection of the activities that the Council has planned for LA staff and schools in specific areas of CPD and Workforce reform can be found in Appendix 9.2.

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

BSF investment in Nottinghamshire is expected to play a key role in contributing to the Council's wider environmental and sustainability policies. Educating future generations on the need to embrace and embed sustainable behaviours into everyday life is a key part of our current strategy and the Council sees BSF as a significant tool to assist in this learning.

The Council already has carbon reduction policies such as the "Sustainable School Travel Strategy for Nottinghamshire 2007-2011," (see Appendix 10.1) which identifies the importance of coordination to support families in accessing childcare, education, and training, through to policies for using locally harvested wood to heat our schools.

Our current environmental learning includes activities such as school allotments and gardening clubs, teaching about healthy eating, locally produced food and where it comes from, to providing visible explanations of how school buildings work.

The Council expects our BSF projects to add and enhance our existing range of initiatives and we will look to our BSF partner to provide other innovative approaches, ensuring that sustainability is high on the BSF agenda. Initiatives we will be expecting partners to consider include:

- A building management system allowing data on energy use, weather and heating cycles which is available through the learning platform
- To ensure that the Managed Service Provider carries out a program of environmental awareness raising, to reduce energy use
- Implementing enterprise solutions to minimise equipment and infrastructure requirements and thus reduce carbon emissions
- Integrating alternative, reusable technologies for energy creation (e.g. solar and wind power) and reducing resource usage (e.g. rainwater collection for reuse)

- Displaying information about energy and resource usage to raise awareness and encourage intervention to minimise usage
- Reducing the negative impact of construction with a building charter drawn up with schools to minimise energy usage and waste on site (i.e. reduced construction carbon footprint); recording mileage and car sharing to building sites and including where materials are sourced, with a focus on local products wherever possible
- Using wireless connectivity for innovate outdoor use so that curriculum use of the environment can be both effective and efficient by making use of the ICT infrastructure
- Use of technology and site visits, which educate young people as to how the buildings are constructed reducing the desire to trespass and damage the site
- Considerate contractor, keeping the local community informed as to progress, and involving the community in their new school
- Ensuring a clean and tidy site reducing wastage, providing recycling on site and increasing safety
- Encouraging the integration of the above, where appropriate, into curriculum units.

The Council have drawn up an extensive list of features against which we will monitor and measure our progress and success on a school by school basis. Our vision is for schools to be an integrated part of the community and ensure they are used and respected by those who attend not only during the day, but out of school hours. To achieve this, the school and community will continue to be consulted extensively.

The Council would also like all new build schools to exceed the minimum requirements set by PfS and strive towards the BREEAM excellent ratings, with all remodelled schools achieving 'very good' as a minimum. This will require ongoing planning and a commitment to a holistic view of sustainability.

SECTION TWO - Addressing Key Estate Proposals (and Project Planning)

2.11 The local authority's procurement strategy

The development of the BSF programme in Nottinghamshire continues to be based on the adoption of the LEP model and to working from the standardised procurement documentation and contracts developed by PfS (i.e. IPD documentation; output specification for PFI, Design & Build and ICT; the Strategic Partnering Agreement; the Shareholders' Agreement; the PFI contract; the Design & Build contract; the ICT contract; and such other agreements, as required). This will continue to be the case subject only to advice from legal and financial advisors, and the Authority's Section 151 Officer, that this continues to provide an appropriate and cost effective route to procure the programme.

Whilst it is envisaged that the LEP will initially focus solely on the BSF Programme, the Council is also considering the opportunity for the LEP to include other capital schemes e.g. projects from the Primary Capital Programme and potentially investment in library facilities. Initial engagement with the market has confirmed the attractiveness of this approach, which will be further tested and refined during OBC as part of a soft market testing exercise that will be undertaken in conjunction with the authority's financial advisers, Ernst & Young, and through further dialogue with schools and other stakeholders.

It is anticipated that our programme will be funded by a mix of conventional grant funding for predominantly refurbishment schemes, and via PFI credits for schemes that are predominantly new build. The Council is also keen to establish a consistent approach investment in to facilities management (FM) services and is considering how best to achieve this within the context of the differing forms of funding.

For the PFI schools, it is anticipated that the contracts will incorporate a range of hard and soft facilities management services. Nine secondary schools across the County are already funded and managed through PFI, and we will build on this experience to assess which FM services provide best value through this route. Other schools presently purchase a range of hard and soft FM

services from both the Council and private sector providers and we will be asking the LEP to demonstrate value for money such that the cost of FM services for PFI and D&B schools can be met from school budgets.

The objective will be to avoid the pitfalls of a 'two-tier' estate by ensuring that suitable arrangements can be made for the continued delivery of high quality maintenance and facilities management services, following BSF investment.

The Council is committed to the principle of delivering an ICT managed service to BSF schools through the LEP. Working with our managed service we aim to achieve full integration across Children and Young People's Services and corporate systems to achieve the delivery of Every Child Matters. To support the development of the OBC the Council will continue to refine its requirements and test its assumptions of ICT through a programme of soft market testing/ market briefings.

An appropriate training programme will be developed during OBC and delivered in readiness for entering into procurement thereafter.

2.12 Assessment of the local authority's existing asset base and pupil numbers

Projections of pupil places

Nottinghamshire has a long-established and proven methodology for projecting school places which is reviewed and updated on an annual basis. It uses live childbirth data and postcode analysis to track pupil movements through the primary and secondary phases as the basis for future planning.

The revised pupil place planning projections for schools in tranche 1 in 2018/19 are shown in the table below. There are some variations from the projections of student numbers that were included within the draft Estates Strategy that supported our SfC1 submission, due to the application of more recent projections data and as a result of further dialogue with Partnerships for Schools in relation to post-16 and SEN numbers.

Nottinghamshire County Council Pupil place planning projections 2018/19

Mainstream SEN and Housing included

Total number of pupils across Wave 1 Schools	8,921	
Reconciled as:		
Mainstream	8,653	
Mainstream with SEN	123	1.4%
NLC	60	0.7%
Special	85	1.0%
Total	8,921	3.05%

Numbers already Included

	Primary	KS3 (11-14)	KS4 (14-16)	Post 16	No. of Places	SEN	Housing
Dukeries Community College		497	350	225	1,072	18	61
Garibaldi		553	361	262	1,176	18	40
Grove Comprehensive		605	403	262	1,270	19	82
Joseph Whitaker Comprehensive		540	418	262	1,220	18	37
Magnus C of E Comprehensive		618	395	262	1,275	18	65
Meden Comprehensive		525	376	262	1,163	19	46
Newark High School (closed Aug 2008)		0	0	0	0	0	0
Nottinghamshire Learning Centre (PRU)		30	30	0	60		
Orchard Special School aged 3-19	18	29	19	19	85		
Totals	18	3,397	2,352	1,554	7,321	110	331

Evaluating the potential size of schools by applying an appropriate planned admission number (PAN) will enable some flexibility for school organisation and parental choice whilst managing the amount of overall surplus capacity within the system. The year-on-year pupil projections data included in Appendix 12.1 show that any changes in PAN are indicated from 2012/2013, and planning is in place to ensure that proposed PANs are lawfully in place for this time. Pupil place planning data has been agreed with the Church of England and Roman Catholic dioceses, and with the Learning and Skills Council (LSC).

There has been a detailed analysis of 'import' and 'export' of pupils at all Nottinghamshire schools (both within and outside of the county) and this has been used to model pupil forecasts. The projections model does not assume 100% of catchment area children will attend designated schools, but builds in pupil migration and takes into account out-of-catchment numbers and movement between Nottinghamshire and its neighbouring Authorities. The projections are based on mobility data over last 3-years and the total numbers of pupils for each school has taken

into account all possible changes that might affect numbers. Key assumptions are:

- The rate of increase in pupil migration leaving Newark town for their education will slow down because of the anticipated transformation in the Newark schools through BSF. However actual claw back of pupils is not built-in to the projections and it is assumed that there will continue to be a net 'export' of pupils
- Meden will retain most of the 'imported' pupils from Derbyshire - links established over a number of years will remain firm especially those involving siblings
- Joseph Whitaker's popularity will continue, although there is recognition of slightly reduced pupil numbers in the area and also that the nearby Samworth Church Academy in Mansfield is yet to establish itself
- The geographical location of the Dukeries makes this school relatively isolated and thus alternative options for parents and young people are more limited than in other locations in tranche 1.

All housing with planning permission has been taken into account, but see special note on the proposed Newark Growth Point (below).

Post 16 numbers have been compiled on a county-wide formulaic basis using 'pathways' headings. The rationale for this is included at Appendix 12.2, together with some general information on the pupil place planning methodology.

Pupil Numbers with SEN

The projections above include an identified number of pupils with SEN - both within the Special School located within tranche 1 and in the partner mainstream schools that will develop innovative and complimentary specialist provision as part of the Authority-wide SEN and Inclusion policies.

Nottinghamshire is a very inclusive authority and this is reflected in its headline figures for numbers of statements and numbers of pupils attending a Special School. Currently just 1.1% of pupils receive statements compared to the national average of 2.8%. It would require a 160% increase to bring Nottinghamshire in line with the national average. Similarly, just 0.72% of pupils attend Special Schools compared to a national average of 1.09% and a median average amongst its statistical neighbouring authorities of 1.13%.

Nottinghamshire's Strategy for SEN and Inclusion aims to increase specialist provision within mainstream settings. Currently children and young people with the most complex needs may attend special schools or mainstream schools. In future, as a result of the Review of SEN and Inclusion, we will create a new breed of local specialist provision, which extends the offer made by mainstream schools. BSF will help achieve this by creating the right environments and right provision for children and young people with additional needs and we believe that appropriate funding should be allocated to mainstream schools in order to develop this model.

This model of provision needs to be reflected in the BSF Funding Allocation Model (FAM). For example, the 85 special school places within our 2018/19 projections equates to just 0.96% of the total number of pupils across tranche 1 schools with a further 106 SEN places across the partner mainstream schools. To bring Nottinghamshire in line with its 'statistical neighbour' authorities, 15 of these should attract SEN funding within the FAM making a total of 100 special school places.

Further information on the authority's SEN Review and how the emerging SEN and Inclusion policies emanating from it will impact on organisation and distribution of SEN places at special and mainstream schools around the County can be found at Appendix 8.1.

The Newark Growth Point:

Newark has been identified as a designated Growth Point for substantial new housing over the coming 15-20 years. This could generate a total of 6,000 new houses, which would equate to some 960 additional secondary school places aged 11-16. In addition the Regional Spatial Strategy identifies a requirement for a further 5,800 houses across the wider administrative district of Newark & Sherwood, some of which are presently identified for other potential sites around Newark town.

As none of these developments have yet obtained full planning permission, the implications for pupil numbers in 2018/19 are not included in the tables set out above, nor in the information contained in Appendix 12.1. However, current timelines indicate that the first phase of the Growth Point development for 2,000 houses will commence in 2012 i.e. just as the proposed BSF schools are nearing completion. This first phase alone would generate the need to provide for an additional 320 secondary school places within the current catchment area of the Grove School. Clearly proportionally huge increases in pupil numbers (the full impact of the Growth Point would be ultimately to double the projected capacity of the Grove) does have an impact on the strategic planning for the pattern of provision across Newark.

A revised set of Pupil Place Planning data tables are attached at Appendix 12.4 to show the significant implications of this housing.

Assessment of Existing Asset Base

(a) Schools

The Authority first established a continuous rolling programme of condition surveys - including type-2 asbestos surveys - across its entire building stock in 1989. This currently allows for a refresh of survey data on an annual basis. Latterly, the development of the education asset management planning regime for school buildings has enabled the compilation of suitability and sufficiency data to complement the condition data held for schools.

Generally, the level of maintenance costs across the estate is very high, due to the high proportion of CLASP buildings. Many schools sites have significant condition and suitability issues and many suffer the effects of piecemeal development which have resulted in disjointed, unattractive and, in many cases, very restricted sites. School buildings are largely incapable of meeting the increasing demands placed upon them by the secondary curriculum and significant investment is now required to deal with a number of related condition and suitability issues, together with concerns around DDA and energy efficiency.

Tranche one schools are a representative sample of this general picture. The Grove school is generally acknowledged as the worst set of secondary school buildings in the County and this is reflected in its latest condition survey report that identifies almost £6m of maintenance works required over the next 5 years - the highest figure for any school in Nottinghamshire. High level condition survey data for all tranche one school sites is included at Appendix 12.5, together with summary of the major site/buildings issues. A full School Asset Management Plan report is provided for Grove and Meden Schools at Appendix 12.6.

Tranche one schools have been visited by the PFS Design Advisor and our CAGE Enabler who have confirmed the significant challenges that schools face as they seek to deliver high quality teaching and learning from substandard facilities.

(b) The FE estate in relation to 14-19 - Tranche 1:

The Local Authority and its 14-19 Partnership has a mission statement that is to ensure that all 14-19 year olds have access to high quality education and training that prepares them for adult and working life through learning pathways leading to higher achievement and skill acquisition. Tranche 1 has schools, FE and training providers along with partner organisations all committed to curriculum change linked to the 14-19 reform agenda and preparation for the 2013 entitlement. The Newark & Sherwood Partnership (including the local FE college) is delivering 4 different Diplomas from September 2009 (1 from Sept 2008) and the Mansfield Partnership (including West Nottinghamshire FE college) 7 Diplomas from September 09 (2 from Sept 08) Following the Diploma Gateway 3 process the Newark & Sherwood Partnership will be piloting three new Diplomas from September 2010 and the Mansfield Partnership another two new Diplomas. As part of

their success in the Gateway process the Partnerships have developed a shared vision and strong collaborative framework. These developments have been supported by the 14-19 Partnership and include considerable commitment from the relevant local FE college. The providers therefore have a strong history of post 16 collaboration; the benefit of FE colleges committed to partnership; a developing area work force development strategy and significant employer engagement.

The county has well established 14-19 partnerships (Area Strategy Groups) based in each local district with a common remit and membership with the intention to plan all types of provision across a travel to learn area. Working with a county-wide 14-19 Partnership these ASGs identify gaps in provision and agree priorities for the 14-19 Plan which is the key document linked to the future commissioning of provision by the LA from 2010. The two local FE colleges within the tranche 1 area are both key partners within the ASGs. In addition Lincoln College is working closely with schools in Newark to ensure that the facilities required to deliver the diploma lines are identified and are part of the strategic planning for Post 16 provision in the town.

The ASGs have to undertake an audit of facilities as part of the Diploma Gateway process when wishing to pilot specific Diplomas in preparation for the 2013 entitlement. However the LA's 14-19 Partnership in October 2009 RAG rated the "Facilities" indicator in the national Progress Check, managed by GOEM on behalf of the DCSF, as RED. This was subsequently agreed at a GOEM moderation panel and reflects that without considerable investment the full range of provision required in terms of the 2013 entitlement cannot be delivered.

2.13 Prioritisation of BSF investment

Nottinghamshire is a multi-wave authority within the BSF programme and has 46 secondary schools and 11 special schools in its secondary estate.

In 2003, the authority submitted a priority order of all its secondary schools, other than those already planned for rebuild, this split the entire estate into five separate tranches according to DfES criteria of school performance, deprivation and geography. The DfES judged that the schools within the tranche designated as the 'Rural Coalfields' should be the authority's first priority for BSF, and this group has remained as our first tranche. However, the opportunity to submit a revised expression of interest to the Department for Children, Schools

and Families (DCSF) in 2008 allowed us to refine our plans for future waves of BSF and also to ensure that our plans build on the strategy developed for tranche 1 BSF investment.

The changes made to the prioritisation factors at that time are entirely coherent with our overarching strategic approach to BSF investment. Broadly speaking, the revised criteria do not significantly alter the order in which our schools were originally prioritised for BSF. However, the need to maintain geographical coherence and the requirement for smaller waves do result in some changes as the original five tranches are re-aligned to become seven.

The revised prioritised list for Nottinghamshire schools is attached as Appendix 13.1, together with the Expression of Interest submitted to DCSF in December 2008. This revised prioritisation list has been approved by the Project Board and communicated to all schools and key stakeholders.

When considering future waves, it is acknowledged that there is no guarantee that provision will remain as it is now, nor that all of the schools listed will necessarily be rebuilt. It might be, by the time a future group of schools enters the BSF Programme, pupil numbers have either reduced to a level where we are looking at a surplus premises or housing growth has impacted to the extent that we actually need to increase the size of some schools. Equally, the *Choice, Diversity & Access* and *National Challenge* agendas may mean that we may wish to consider revised models of governance and provision in our school estate.

A significant amount of significant reorganisation has taken place over the last 15 years and there is continuing rationalisation of school places as a response to demographic changes. There are a range of federations (both hard and soft), faith schools, foundation schools and specialist schools across the county. The Authority has established its first academy in the Mansfield area, has a second academy proposal currently in Feasibility Stage, and is considering options for developing future academies and national challenge trust schools across the estate.

Nottinghamshire is one of the most inclusive authorities within the UK with significantly fewer SEN pupils placed in special rather than mainstream schools. Our inclusion strategy reflects the priorities of "Removing Barriers to Achievement" and aims to provide an individual curriculum for each learner that considers their needs using a holistic rather than deficit model.

There exists a framework of alternative provision involving the federation of all pupil referral units and specialist programmes into the Nottinghamshire Learning Centres.

As we develop our thinking over the lifespan of the BSF Programme, full consideration will be given to the impact of individual project proposals on the area in which the school is based and this work will be carried out as part of an overarching estates strategy and capital investment planning outside of the BSF Programme to ensure schools in later waves are not blighted by their later entry into the programme.

2.14 Estate options

Context

The development of options at each of the school sites has been compiled in the context of the parallel discussions with PfS regarding the uniquely high incidence of CLASP-type buildings and other forms of system build across our secondary school estate (c70%) and the consequent pressure on affordability this brings in terms of the high cost of refurbishing CLASP buildings to meet current building regulations standards, and the extent to which 40-50 year old CLASP buildings can, in any event, be refurbished/remodelled to create the type of transformational and agile learning spaces consistent with the schools' and the local authority's BSF vision. Through a robust process of technical analysis and objective assessment of the transformational impact of various options at each site, the Council remains convinced that transformed learning environments can only be achieved by demolishing the majority of its existing CLASP building stock and replacing it with new build.

Nottinghamshire submitted a business case to PfS in respect of its CLASP schools, arguing that the standard funding formula that PfS uses for all local authorities in the BSF programme would not allow Nottinghamshire to proceed, due to the additional costs inherent in refurbishing CLASP buildings. The County Council argued that it needed to be treated differently to other local authorities as it was unique in having the highest proportion nationally of CLASP buildings in its school estate.

Following consideration of the detailed technical, educational and financial issues within the Nottinghamshire CLASP business case by PfS and DCSF, together with independent analysis provided via Rogers, Stirk, Harbour & Partners, DEGW, ARUP and Rider Levett Bucknell, additional

abnormal funding has been agreed to help meet the various costs associated with dealing with the CLASP estate. Notwithstanding this, it is also our intention to test the viability of CLASP refurbishment within the market by offering bidders an opportunity within the dialogue process to put forward their best option for refurbishing a CLASP building within the context of a mainstream secondary school i.e. to further test the business case as part of the authority's search for the best long-term partner to deliver BSF.

The various reports and business cases compiled in relation to the CLASP issue have all been provided previously to PfS and DCSF. We believe the case is well-understood and it is not intended to replicate it in this SfC2 document or supporting appendices. However, a full set of documentation is available if required.

Initial Project Proposals

In creating options for developing school buildings/sites, the Council has been keen to ensure that decisions are taken in the context of transformation, and what this means for Nottinghamshire, and not simply from a buildings perspective. Thus, since June 2008, schools have been actively engaged with Place Group, our appointed education consultants, and latterly with our in-house team to develop transformational visions, School Strategies for Change, Education Design Briefs etc. The in-house property/design team has also developed high level adjacencies, schematics and accommodation schedules.

In fact, building on the previous Asset Management and School Organisation Plans, high level site masterplans for each secondary school site were developed well before the Council's formal entry into the national BSF programme in May 2008. Since then, the Council's property/design team and external technical advisors undertook further early investigative work at each site. Taking the county-wide estates strategy developed alongside SfC1, this involved:

- analysing the condition of the existing building stock, its suitability for delivering inspirational teaching and learning, and the capacity/sufficiency issues at each site
- seeking the views of planners, highways, Sport England, and other key 'technical/property stakeholders' to establish the likely constraints/scope for further developing the masterplan for each site.

A copy of the report produced from this work is attached at Appendix 14.1.

The report served to highlight further the CLASP issue described above, which, in turn, led to the dialogue with PfS and DCSF around the technical, educational, transformational and funding implications of developing our estate options. The initial discussions with PfS were conducted in parallel with the high level options analysis for each school/scheme. It was agreed that three options be considered as follows:

1. A base option to consider what could be achieved with the basic FAM funding at each site
2. A second option to analyse what could be achieved by retaining a proportion of the existing CLASP buildings at each site
3. A final option based on the replacement of all existing CLASP buildings with new build at each site.

High level site options have been developed from this for testing out against the emerging transformation agenda at each school. A methodology for assessing each investment option has been developed and all options have been considered and judged objectively against a total of 18 factors covering education/transformation; technical (site/property); and project management (deliverability; affordability etc.) issues. A report of this options analysis is attached at Appendix 14.2. It showed that:

- Such is the high cost of refurbishing CLASP structures, the basic FAM funding would not allow for all existing CLASP buildings to be brought up to current building regulations standards less still to be remodelled to create modern learning environments
- Seeking to retain some of the existing CLASP buildings and remodel/build new around them produces a very technically complex solution that is invariably the most expensive option and produces an outcome that is only marginally better than the base option
- The replacement of CLASP across the estate provides a far better outcome than the other options and often at a cost lower than the hybrid option 2. However, whilst the County Council understands its obligations re: overall scheme affordability, this option requires a level of base funding over-and-above that provided via the standard FAM.

These outcomes were then tested in far greater detail using one of our sample schools, Garibaldi College. Staff from the school, the Council and its external financial and technical advisors (Ernst & Young and Currie & Brown), together with colleagues from PfS, DCSF, Rogers, Stirk, Harbour & Partners, DEGW, ARUP and Rider Levett Bucknell, worked through a series of tests to confirm that the nature of the CLASP structure is such: (a) that the cost of refurbishing it is almost the same as demolishing and building new; and (b) that it is, in any event, virtually impossible to remodel internal spaces to create a modern, agile learning environment.

The details of the additional funding that resulted from this analysis are outlined in section 2.6. In terms of options analysis, whilst the additional funding was insufficient to enable the wholesale replacement of all CLASP buildings, it has enabled us to take the **preferred option 3** from the high level analysis and refine it to meet the new affordability envelope i.e. working back to achieve a solution that is affordable to the Council and schools whilst compromising as little as possible on the outcome. Amongst the ways in which affordability has been achieved include:

- To retain a small proportion of CLASP where this is in particularly good condition and/or where it can meet the requirements within the school vision (e.g. long span sports facilities). This equates to less than 3% of the total proposed floor area across the BSF schools
- To allocate no additional BSF funding to those school buildings which have been most recently constructed and which remain in very good condition. These are mainly sports halls and associated community leisure facilities that have been jointly funded with Sports Lottery/Football Foundation/Sport England. They would ideally have received a very light refurbishment through BSF but will now be the focus for other funding e.g. schools' delegated capital. This equates to approximately 9% of the total proposed floor area across the BSF schools.
- To develop standardised designs for our BSF schools within the affordability envelope. We are keen to maximise internal functionality to create effective learning environments and avoid the over-designing of the building per se.

Based on all of the above, full details of the control options for each of the schools/sites are included at Appendix 14.3. Briefly the outline for each site is as follows:

Garibaldi

Development of the current school site to create a more compact and coherent set of buildings within the site that provide a learning environment more suited to the school's vision. It is proposed to retain the more recently constructed buildings (presently housing Art, Science and school/community sports facilities) and to demolish the CLASP and other temporary/prefabricated accommodation which would be replaced by new buildings. Some 70% of the new school would thus be new build.

Grove/Orchard

The majority of the two schools' existing buildings are part of a campus that includes a number of other public/community facilities. The schools thus have a long and well-established relationship and, through BSF, share a vision of co-location as part of a wider *Learning Village* concept.

(a) Grove

A mix of CLASP and Vic Hallam construction, the school's existing buildings are amongst the worst condition of any across the County, and have been earmarked for replacement for some time. The current proposal is for the school to continue to house its sports spaces within the on-site leisure centre facilities and thus the new school would be over 90% new build.

(b) Orchard

Orchard School, an all-age area special school, currently operates across two sites approximately two miles apart. To realise the vision of co-location, it is envisaged that the new Orchard School will be consolidated on to a single site and be 100% new build as part of the learning village concept described above.

These have been identified as the two sample schemes.

Nottinghamshire Learning Centre (NLC)

The NLC is presently sited adjacent to existing Grove School buildings in an old Victorian house. This arrangement does not work effectively and the building itself is unsuited to the needs of the NLC. At one of its other bases in the south of the County,

the NLC has successfully relocated in to a refurbished CLASP building. Given the numbers of students and the type/size of space required, this works very well; it is an example of a CLASP building being able to be used effectively to provide a 21st century learning environment. Thus it is proposed that the NLC is relocated in to the existing Orchard School buildings in the centre of Newark, which will be vacated as part of the development of the Grove/Orchard scheme above. Other services, notably the Youth Service and Connexions, are keen to develop a presence on this town centre site using spaces that will be designed into the NLC building.

Though not a sample scheme, it is envisaged that this scheme, which is relatively small by comparison, will implemented alongside the sample schemes given its logistical link to the Grove/Orchard sample scheme.

Meden

The proposal is to relocate the school buildings across the road on to part of the existing playing field, replacing the playing field lost by doing this on the [demolished] footprint of the existing buildings, almost all of which is CLASP construction. Thus it is envisaged that the new school would be approximately 95% new build. The site also houses a leisure centre with swimming pool operated by the district council, the future of which is subject to separate discussion with the district council. The development of the new school is not, of itself, affected by this.

Dukeries

The Dukeries campus, developed in the 1970's is one of the earliest examples of a 'community hub' focused around a school. The major challenge in developing this site through BSF is to retain all of the partners on the site whilst acknowledging that BSF funding alone will be insufficient to rebuild all of the facilities on site and with ever-tightening budgets inevitably impacting on non-core activities. It is envisaged that the base curriculum area/accommodation required for the new school will be largely new build given the challenges in redeveloping CLASP buildings to provide transformed learning environments. However, newer buildings e.g. the vocational Construction Centre) would be maintained.

Joseph Whitaker

Development of the current school site, using to the maximum benefit the small amount of flat land within an otherwise very sloping site set within a Green Belt Area, to create a more compact and coherent set of buildings that meets the school's vision. It is proposed to retain the more recently constructed buildings (presently housing Art, LRC and community/school sports facilities) and to demolish the other (CLASP) buildings and replace with new accommodation. Over 80% of the new school would thus be new build.

Magnus

Magnus contains the lowest proportion of CLASP buildings of any of the tranche 1 schools (41%). The remainder consists of its original, substantial brick/stone buildings plus some more recently constructed buildings housing school/community sports facilities. It is proposed to demolish the CLASP accommodation but to largely retain the remaining buildings and provide new build to replace the CLASP and to make up any overall shortfall in curriculum space within the existing buildings. The new Magnus School buildings would thus be some 40% new build with the remainder being refurbished/remodelled as appropriate.

Any further development of the control options for the schools/sites within Newark town will be framed in the context of a shared vision for new partnership arrangements across the town to deliver effective, joined-up 14-19 pathways for students that will provide them with the full range of academic and vocational opportunities. Involving Grove, Orchard and Magnus schools, NLC, and the local FE College (based in Lincoln, but serving the students from Newark), this could include a discrete centre for post-16 students along the lines of a model already established at other similarly sized towns in Nottinghamshire via the Council's Bassetlaw Grouped Schools PFI Scheme. The Authority is working with partners to develop this vision and to ensure that FE capital funding is sufficiently joined-up to deliver it. It envisages that it will thus be able to commission the appropriate range of courses from the institutions that make up the partnership and that these will be delivered in tailored learning environments, including a post-16 Centre developed through BSF at the Lilley & Stone site.

Lilley & Stone Site

This site, formally housing the Newark High School but now part of the Grove School estate, is the subject of ongoing discussions between the Newark Schools and the Lincoln College of FE around the possibility of refurbishing some of its buildings to deliver aspects of the 14-19 curriculum across the town as set out above. Specific plans for this are still being developed. In the meantime, the plans - and associated costs - for the schemes at the Grove/Orchard and Magnus sites are based on providing for all 11-18 aged students on those sites. Once the 14-19 plans have been finalised, it is acknowledged that the facilities on the host school sites may need only to provide for 11-16 aged students, with post-16 facilities on this Lilley and Stone site. For its part, the Council is committed to investing through BSF on this site an amount equivalent to that which would be saved by needing to build less on the other sites i.e. the financial equation will be 'net nil'.

This work will be concluded over the coming weeks and the outcome will be reflected within the OBC submission.

2.15 ICT managed service

ICT plays a key role in the Nottinghamshire BSF Programme. It is at the heart of delivering our aspirations for teaching and learning, delivering an education that transforms the life chances of all our young people. Nottinghamshire is already utilising ICT to enable transformation; BSF funding will allow Nottinghamshire to accelerate this progress towards our vision at a greater pace than ever before and allow our schools to achieve their Strategies for Change.

Nottinghamshire is committed to the procurement of an ICT Managed Service. We require a partner that will embrace and deliver our ambitious vision and meet the proposals outlined in 'Harnessing Technology'. The ICT Managed Service Provider must be learning-led and committed to delivering tangible improved outcomes and deliverables for all our learners. Excellence and ambition for all of our students is not an aspiration, but an expectation from the outset.

Nottinghamshire has considered a number of approaches to the provision of ICT in schools, including which, if any, existing ICT elements provided to schools via the Council's ICT group are to be maintained within BSF. The BSF Project Board has agreed the principle that all elements of

ICT will be included in the ICT Managed Service unless there is a robust business case to exclude them. The final scope of the Managed Service will be developed and agreed within the OBC process.

Transition

We recognise that our "learner focussed" managed service will bring great opportunities; the journey towards this will also present challenges. Our approach is both proactive and planned as we move through a period of change.

We have worked with colleagues from all our tranche one schools forming an ICT Champions Group. The group consists of an ICT Champion from each school, School improvement advisor ICT and the ICT Lead for Transformation. The ICT Champions enable whole school involvement in the ICT work stream by acting as a conduit to the school-led ICT Stakeholder groups. Both of these groups are a key resource in the transformation process which has longevity far beyond the opening of new buildings.

Through a series of seminars, discussions with PFS, visits to other schools and learning establishments the Authority is investing heavily in developing a deep understanding of how learning can be supported by integrated ICT, space and furniture. It is expected that solutions will be fully integrated from the outset and dedicated to resourcing delivery of local, authority and national visions. Future programmes and initiatives are being planned which will prepare the students, workforce and the wider community for the opportunities which lay ahead. This may include the provision of access to learning environments which challenge, support and develop approaches to learning. We are currently working closely with Nottinghamshire University Computer Sciences faculty to ensure that our understanding of technology is not limited to what is already possible, but what is to come.

Nottinghamshire schools are at different stages of development and embedding of ICT and eLearning initiatives. We are looking to build on this progress and rapidly accelerate the development of ICT and its applications in all our schools whilst still permitting schools to develop their areas of strength and specialism through innovation and collaboration. We will be encouraging schools to use the Becta ICT self-review framework in order to ascertain areas of strength and development for ICT within their communities. We would expect that any managed service would support and endorse this reflective, iterative process. As well as capitalise on innovative practice and expertise both

technically and educationally. The BSF Team are currently supporting schools in completing a total cost of ownership exercise to enable heads and governors to accurately identify the costs which they currently incur for the provision of ICT services. Schools have been encouraged to use the Becta Total Cost of Ownership and Financial Planner Tool. A due diligence questionnaire has been issued to schools, a part of this aims to identify existing ICT contracts. An impact analysis will be completed and contracts will not be extended beyond the commencement of the managed service. We recognise the considerable expertise of technical staff within our schools, including those whose remit encompasses learning and administrative support functions, essential to the efficient running of the school. We will clarify the position of the transfer of school-based staff in close consultation with our schools during the development of OBC.

Beyond this we will work closely with our partner to develop a robust transition plan to ensure a smooth transfer to new ways of working, ensuring that the standards in learning are not adversely affected by the transition process.

Flexibility

We expect the Managed Service to provide tools and services which will enable our vision to be achieved. Aspirations evolve through time and we expect that through partnership work with schools and the local authority, the Managed Service will dynamically reconfigure its offering in a proactive response to the needs of the users and improvements in technology.

The core service will deliver a robust high quality anytime, anywhere, any place learning through a range of technologies. However, the service must be capable of being customised in order to meet the specific requirements and circumstances of the schools, including their specialisms, as appropriate. We expect our potential partners to identify and quote for core and enhanced services with a range of options to support individual school needs. We expect our Managed Service to provide some early services (on equitable terms to new schools), in order to ensure smooth transition and to bring transformational opportunities forward. Naturally we would expect any new service to be fully supported both technically and through a comprehensive, tailored, professional development package.

We continue to work with schools through the ICT Champions Group and directly with the schools leadership teams to identify a minimum set of

common or core requirements in all sections of the ICT Output Specification. These core requirements must act as a platform for 0-19 collaboration and communication supporting the principles for life long learning. In particular the learning platform must provide the opportunity for pupils to have access to resources from a range of learning institutions from a range of technologies. ICT should support the inclusion of all pupils including those with physical disabilities and should also allow for a personalised learning experience.

Whilst we expect Becta accredited services and technologies to be delivered, we appreciate that space to evaluate and explore new technologies is central to our approach. Our managed service provider must facilitate and support successful innovations and provide straightforward processes for adopting them.

Scalability

The managed service will initially focus on the secondary schools in tranche one of Nottinghamshire's BSF Programme. However our procurement strategy will enable us to accelerate the roll out of the ICT managed service to other secondary schools and Nottinghamshire Learning Centres (Pupil Referral Units) which have not yet embarked on the BSF building programme. As a result the managed service will need to be highly scalable from its initial deployment.

Wider context

Nottinghamshire County Council has already reached an advanced stage in the procurement of a County Wide Area Network (WAN) and associated services. Currently two networks exist within the council, a corporate network and a schools regional network. The 'One County, One Network' initiative will connect the whole of the county's estate providing a fast, resilient and secure network that underpins the delivery of integrated services by supporting shared connectivity and services for all partners and the wider community. Negotiations with Corporate ICT Services regarding the WAN are at an advanced stage and it is likely this will be excluded from the Managed Service.

Primary Capital Programme investment will take place alongside BSF investment and we would seek to maximise the benefits of aligning these programmes to ensure ICT solutions are not limited to any single phase of the life long learning experience.

2.16 Affordability

Details of Nottinghamshire's BSF affordability position in relation to Tranche 1 are contained in Appendix 16.1.

This is intrinsically linked to resolving the challenges presented by a significant stock of CLASP built schools that require a greater degree of new build solutions to deliver the schools' transformational vision, than are currently funded through the programme.

Consequently, the Council has worked with PfS and technical advisors to establish an equitable position that acknowledges these difficulties, through establishing a Funding Allocation Model together with additional funding for abnormal costs. There remains, however, a £4.8m shortfall after allowing for construction costs at the current PfS rates that the Council has to fund. Of this £4.8m shortfall approximately £1m relates to the cost of the PFI schools and will consequently form part of the ultimate PFI revenue affordability. The remainder of the affordability gap is proposed to be met from capital contributions from the Council and the individual schools.

The revenue affordability gap for the PFI schools has been modelled by the Council's financial advisors based on cost assumptions for hard FM, lifecycle, SPV operating costs, financing terms and utilities that have been developed in conjunction with the Council's external technical advisors. This amounts to £3.3m which the Council believes it can fund through the earmarked £3m included within its Medium Term Financial Strategy together with individual school contributions.

For the Design and Build schools, as mentioned in paragraph 2.11, the Council is working to ensure a consistent approach to FM to be funded from individual school budgets and for Governing Bodies to acknowledge their contributions in the school Governing Body Agreements.

The ICT hardware costs are being developed through the Council's work on ICT vision and strategy. These costs, however, will be contained within the funding envelope of £12.9m.

The schools understand the importance of engaging an ICT managed service and are committed to fully meeting the annual revenue costs estimated at a minimum of £120/pupil. In addition, work is continuing to establish a level of refresh and development within the range of £40 - £60/pupil.

Additionally, the Council recognises its involvement in establishing a joint venture Local Education Partnership with levels of equity and working capital investment as outlined in the appendix.

The Council appreciates that the BSF funding envelope supports educational curricular delivery. It acknowledges also the benefits and extent of Community engagement on the BSF sites which will necessarily be affected by the BSF development together with offsite highway and safety requirements. In order to resolve any consequential unfunded non-curricular issues, the Council is proposing to earmark a capital contribution of £9m.

2.17 Stakeholder Engagement and Consultation

We recognise that a programme of regular, coherent consultation is key to ensuring that stakeholders understand our vision for the transformation of learning in Nottinghamshire, that they can recognise how this fits into a wider community regeneration agenda and equally that they can contribute and enrich this, with their own aspirations and experiences. We recognise that for transformation to be achieved in any significant way, we will need also to instigate a programme of change management, to ensure that our school staff, students, Governors and members of the wider community take full advantage of the opportunities which BSF offers. A Communications Strategy for BSF has been approved by the Project Board and this sets out the general principles through which the 'BSF message' will be shared with partners and stakeholders. A copy is attached at Appendix 17.1.

The council has some well established consultation/stakeholder engagement networks and has been using these to engage with partners, whilst also recognising the need to refine and develop these to reflect the breadth and scope of BSF. For example, the successful County Sports Partnership and Sports Facilities Groups have taken on the BSF agenda and developed into Sports Stakeholder Group whilst also leading to the establishment of a separate Arts Stakeholder Group that is presently leading a piece of work to engage with students at the tranche 1 schools in the context of BSF. As the BSF Programme moves forward, the Council recognises that consultation needs to be developed in terms of both breadth and intensity, to ensure that maximum impact for BSF and full ownership is achieved. It is intended that this will be developed within the framework provided by the Children & Young People's Partnership in Nottinghamshire, which is attached at Appendix 17.2. This naturally

involves many of the key BSF stakeholder partners and many are already involved in shaping our proposals.

In addition to the stakeholder engagement achieved through existing consultative mechanisms (which in addition the sport/arts example above also covers professional associations, unions, dioceses, etc.), the council has embarked on a number of engagement/consultation programmes geared specifically to BSF during the course of SfC2 including:

- The schools in tranche 1 have participated in a bespoke consultation programme, involving a wide range of stakeholders (Headteachers, Governors, Staff, Students and Parents/carers)
- A programme of meetings has taken place at a strategic level within the Council, involving senior officers
- Engaging with key groups to ensure that the Council's vision and aspirations are as forward-thinking and transformational as possible. Initial feedback and ideas from each of these have been shared with our BSF Strategic Stakeholder Reference Group for members' consideration and have been summarised in Appendix 17.3. Groups consulted include:
 - Tranche 1 schools - wider stakeholder group
 - 14-19 strategy group
 - Sport and PE stakeholder group
 - Arts and Culture stakeholder group
 - SEN and Inclusion group
 - Nottinghamshire Association of Governors
 - Membership and Participation group.

A BSF portal has been prominently positioned on the front page of the Council's website. This contains access to a wide range of information for all stakeholders to access and is kept updated with the latest developments in respect of the programme.

Representative groups of young people from all tranche 1 schools have been engaged in a process through which they have been able to develop their skills as 'intelligent clients'. Through regular workshops with facilitators from the Sorrell Foundation each school explored its understanding of transformation, producing a 28 page pupil brief. This document is 'designed to inform and inspire the development of our school under buildings of

the future'. Running alongside the Sorrell Foundation project several of the tranche 1 schools engaged pupils in an arts-based transformation project. Each group of students formulated a project question, for example, the Dukeries group asked the question: 'How can the delivery of the creative arts curriculum be integrated to support the students' learning, and what are the implications of this for the provision of specialist arts teaching spaces?' The resultant work developed students' aspirations and ideas for potential creative arts facilities and the development of an integrated arts department (previously separate subject areas). The Arts Stakeholder Group is supporting:

- Further creative exploration of spaces for the arts in each of the Tranche 1 schools, involving staff and students
- Consultation with Arts organisations in each of the Districts (Mansfield and NSDC) to explore potential arts partnerships and shared/community use of arts facilities
- An arts based project with the Nottingham Learning Centre exploring 'My place to learn' with excluded and looked after children.

There is also an exhibition being held, which will be open to the public, to showcase the work produced by the schools in the BSF Arts projects and to involve them further and share the ideas/invite ideas from a much wider public.

While the Council has already completed significant consultation, detailed in the section above, there are several groups who we will continue to engage and consult with, as our BSF programme progresses:

- **Students:** The Council fully supports the Personalised Learning agenda and accordingly, seeks to consult the principal 'consumers' of learning, our students. We will offer students in both our high schools and primary schools a diverse range of opportunities: Design Festivals, visits to other schools, workshops, a student-designed and produced website giving 24/7 access and more.
- **School staff:** Tranche 1 staff have already been engaged and we want to continue this process with these staff, but also engage with those colleagues who have yet to be involved, including primary schools

- **Parents/Carers:** This important group of stakeholders have traditionally felt less engaged in the education of their children at secondary school. We would like to use the opportunity BSF presents to redress this balance and organise events and information which informs them and encourages their involvement
- **The disengaged:** The Council is working hard and already has been successful in addressing the gap between disadvantage and attainment, for groups of students such as NEETs. In order to break this link, a programme of consultation needs to be targeted at these groups to understand how our schools can serve them better, to make learning enjoyable and relevant
- **Vulnerable groups such as Looked-After Children:** In a similar fashion to those students who have been disengaged from learning and our communities, a targeted programme of consultation will take place with specific groups of children, to make learning more accessible.

2.18 Managing the process

Our approach to project management and governance reflects the strong commitment to effective project management within the Authority. The governance and management arrangements are summarised at Appendix 18.1 and these very much align with those promoted by PFS and Local Partnerships (4ps). We have undertaken a Gateway 0 review and taken advantage of training events provided by Local Partnerships.

The Project Board provides overall strategic direction, reviewing the programme, risks and mitigations and making the key decisions. The fact that there has always been cross-party membership on the board has been particularly helpful during the recent change of political control within the County Council as key personnel have remained as members of the board. The current membership (listed at Appendix 18.2) reflects the Authority's commitment to the BSF Programme at the most senior levels within the Authority. First established in 2007, it has recently reviewed its Terms of Reference to ensure it continues to play a central role in driving the BSF Programme forward throughout the Council.

Cabinet approval for Sfc2 can be found at Appendix 18.3.

Resources

Appointments have been made to key officer posts since the submission of Sfc1, including the appointment of a secondary head teacher to lead the work on transformation of learning and change management within schools that is at the heart of our BSF programme. This post is a member of the Children & Young People's Services (CYPS) Senior Leadership Team and works alongside the Corporate Director for CYPS, who is the project owner, the BSF Project Director, who is responsible for delivering the BSF Programme, and with the Service Director responsible for learning and achievement.

We have a strong capacity to deliver BSF. Our Project Director has previously led BSF in another authority to financial close, whilst key members of the BSF Project Team led the authority's grouped schools PFI Project and managed the procurement of the authority's first academy via the National Framework. In-house capacity and expertise is supplemented by the following external advisors who have been engaged by the authority using appropriate PFS framework panels and contracts, and all of whom have experience in the BSF field to support the programme.

Education Advisers*	- Place Group
Technical advisers	- Currie & Brown
Financial advisers	- Ernst & Young
Legal advisers	- Eversheds

* also provided initial project management capacity and ICT consultancy to the programme. The need for specific ICT consultancy and advice for OBC and beyond is currently being addressed

Budget

An initial BSF delivery budget of £2.5m has been set aside by the Council with arrangements currently in hand to increase this to at least £4.5m. We are now putting in place structures, processes and protocols that clearly differentiate between governance, management and participation ensuring efficient, timely, ICT enabled management and governance integrated into the LA decision-making processes. The emerging arrangements reflect the differentiation between the education transformation and project delivery elements of the BSF Programme whilst seeking to ensure appropriate connectivity.

Project Management

Nottinghamshire's BSF Programme is predicated on a number of identified workstreams - programme management, change management, ICT, technical, financial, legal, HR, Communications & stakeholder engagement. Each is lead by an identified lead officer within the Authority. The work is supported by other colleagues from within Children & Young People's Services and other specific Council services including Property, Legal, Highways, Planning etc.

Project Plans are attached at Appendix 18.4, complemented by the Communications Plan, shown at Appendix 18.5, and the Risk Register at Appendix 18.56. Key risks are reviewed monthly at Project Team/Officer Steering Group/Project Board meetings.

The authority's approach to risk management is based around the PRINCE2 methodology and we have developed a comprehensive set of risk logs for the BSF Programme based around the workstreams identified above. This approach focuses on risk identification, risk categorisation and risk scoring; and an intelligent approach to measures that will mitigate risk.

All risks are allocated to the appropriate workstream leader who, as the risk owner, is accountable for monitoring risks allocated to him/her and for ensuring that mitigating actions are identified and implemented. Risks are reviewed with workstream leaders on a monthly basis, with mitigating actions and new risks identified as they arise.

The BSF Project Board reviews risks using a structured approach that ensures all high and significant risks are reviewed on a cyclical basis as well as focusing on individual risks that may be highlighted by the Project Director.

Throughout this project, the Authority has recognised that, whilst there needs to be rigorous monitoring of all aspects of the project and its implementation, the two overriding factors are:

- Delivering value-for-money from the new learning environments through good building design and effective management of the project
- Recognising that the eventual success of BSF will be judged by what it does to improve outcomes for children and young people in Nottinghamshire rather than simply as a construction project.

The commitment of the BSF schools to the project continues to be outstanding. The enthusiasm on the part of the schools for the project has not diminished despite the very significant time and effort that schools have been, and will continue to be, required to give to it, nor by the apparent lack of tangible progress during the protracted discussions with PFS and DCSF about the funding implications of the Authority's largely CLASP built school estate.

Other stakeholders, too, are enthusiastic about BSF and give freely of their time.

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- Appendix 18.2 - Project Board membership and Terms of Reference
- Appendix 18.3 - Cabinet approval for SfC2
- Appendix 18.4 - Project Plans
- Appendix 18.5 - Communications Plan Project
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