



Primary strategy for change

Making every child matter IN Salford

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Foreword

Salford is a city that has undergone transformations of many kinds and is currently in the midst of further transformational change. Salford Quays symbolises this journey, beginning with the physical revitalisation of a neglected and derelict part of the city; continuing with the construction of the Lowry Arts Centre and the cultural renaissance this has championed. Further transformation is even now taking place with the development of mediacity:uk and the arrival of the BBC, bringing with it an estimated 200,000 new jobs across the conurbation over the next 10 – 15 years.

Our ambition is that the 53,300 children of our city are fully equipped to share in this transformation and opportunity, not just because they receive an education that prepares them for this new world, but also because they feel confident that this future belongs to them. In order to make this possible we know that education itself needs to embrace change with ever greater vigour. In Salford this is spearheaded by our Building Schools for the Future programme, now in procurement. It is supported by our longstanding investment in the care and education of our children in the early years and it will be further enhanced by an £80 million capital investment programme for a reorganised city-wide post-16 provision. The Primary Capital Programme (PCP) will go a long way to ensuring that our primary schools are equipped to support, and in many ways lead, this transformation. We want all our schools to be part of that huge regeneration jigsaw, working together to address the skill gaps and the poverty of ambition that are key obstacles yet to be overcome in some areas within our city.

Salford's 'Primary Strategy for Change' sets out a policy framework and delivery programme to enable schools to be at the heart of the local community and meet their wider role as contributors and facilitators of neighbourhood and community services and support local regeneration.

Salford City Council, as the commissioner of local services, is responsible for preparing and maintaining the 'Primary Strategy for Change'. This document sets out our plans for the programme and includes contextual information on the current primary provision, what we want it to look like in the future and how we will make this happen.

The strategy aims to reflect and drive local needs and aspirations and provide a plan that details how the capital investment will improve outcomes for all primary age children attending Salford educational establishments. The tradition of excellent working partnerships built up over a number of years with, schools, diocesan authorities, Primary Care Trust, communities and other local organisations will continue. Partners will be fully consulted and involved throughout the life of the programme. By working together we can collectively make a real difference to the futures of our children.

We believe that much needed capital investment will build on new strong foundations, but also provide the catalyst for a step-change improvement in the outcomes for primary age children in Salford, to enable them to reach adulthood with the breadth of skills, attitudes, personal qualities, qualifications and experience they need to enable them to thrive in society and the workplace, whilst enabling every child to have a good experience of childhood.



John Merry
Leader of the Council



John Warmisham
Lead Member for Children's Services

1.0 **Section One - The Local Perspective**

1.1 **Salford's Strategic Framework**

Salford's ambitions for the Primary Capital programme (PCP) are framed at a national level by the Children's Plan and locally within our Children and Young People's Plan, currently being reviewed. Our Children and Young People's Plan, is itself framed by our Community Plan where our vision for the city is set out.

"In 2016 Salford will be a beautiful and welcoming city, driven by energetic communities of highly skilled healthy and motivated citizens, who have built a diverse and prosperous culture and economy which encourages and recognises the contribution of everyone, for everyone"

The plan is structured around seven themes:

- A healthy city
- A safe city
- A learning and creative city
- A city where children and young people are valued
- An inclusive city
- An economically and prosperous city
- A city that is good to live in.

1.1.2 **Our vision for Salford's children is: -**

to work together to create a healthy, safe and enjoyable city, where all children, young people, their families and communities are valued. A city where they can make a positive contribution to a cohesive society and gain economic wellbeing whilst fulfilling their potential in a range of stimulating and creative ways.¹

1.1.3 Specific aims of the Community Plan include bringing about rapid change for the better in the most deprived neighbourhoods and communities in the city, in order to close the inequalities gap² and working together to provide fully accessible services, facilities and opportunities that young people want and need, in order to enable every child and young person to enjoy life and to reach their full potential³. Our primary schools have a key role to play in realising these ambitions for children in the city, with the PCP as an important enabler.

1.2 **Key Challenges.**

1.2.1 Being an area of high deprivation could have consequences for some children of the city. These are:

- 4,000 lone parents on income support and almost 12,000 children in families on benefits.
- Under 18 conception rates of 58.7 per thousand population, (national average 40 per 1000).
- High numbers of looked after children (569), (122.7 per 10,000), national average of 54.6
- High rates of child poverty (27.8% of the child population – national average 19.7%)
- High levels of childhood obesity - 21.2% at year 6 in 2007/8, with over a third of children at year 6 being overweight or obese

1.2.2 It is therefore imperative that this investment is not focused solely on the delivery of new and remodelled buildings, but is a catalyst for the transformation of the services and experiences children and their families receive. In short, social regeneration.

1.2.3 Investment in primary schools must help build the foundations for the continued economic regeneration of the city. Almost 90% of adults in Salford with the highest formal qualifications are employed, compared to less than 70% of those with the lowest formal qualifications. 37% of the population of working age are educated to below level 2, compared to the national average of 33%.

1.2.4 Between 1991 and 2005, Salford has seen a 25% growth in the number of jobs, out-performing both the Greater Manchester area and national averages. The employment structure in Salford has seen a considerable change over this period with a 60% fall in jobs in traditional manufacturing and manual type industries, compared to an almost 40% increase in the number of service related jobs. This trend is likely to continue with the anticipated success of mediacity:uk and Knowledge Capital Initiatives so it is vital that our children have the skills and ambition to take advantage of these new job opportunities.

¹ Salford Children and Young Peoples' Plan 2006

² Community Plan for Salford 2006 – 2016 P37

³ Community Plan for Salford 2006 – 2016 P31

2.0 Section Two - Baseline Analysis

Having analysed all our school-level data the following sections show the conclusions we have drawn, where investment is needed and why.

2.1 Current Educational Performance

- 2.1.1 Salford currently has 12 primary schools which are causing local concern, four of these schools are in an Ofsted category. Eleven of these schools are targeted for investment as part of Salford's Primary Strategy for Change. We believe that the quality of school environments play a key part in raising standards of attainment. It is therefore essential that we improve the condition and suitability of our schools.
- 2.1.2 The school which has not been targeted for investment is not in an Ofsted category, is making good progress and is not therefore considered a priority for investment. Overall, the data indicates that the programme is clearly focused on schools in greatest need.
- 2.1.3 However, the Integrated Data Set for Standards made available in the National Strategies e-room indicates that Salford has 31 schools which are classed as causing concern. This includes the 12 schools referred to in 2.1.1, plus two schools which have now closed.
- 2.1.4 Based on information gathered from regular school improvement officer visits the authority has not categorised the remaining 17 schools as causing concern. We will, however, continue to rigorously monitor standards and achievement, within this group of schools. It should be noted that a number were between 1% and 3% away from achieving floor targets in either English or mathematics. In others mobility has impacted on Contextual Value Added (CVA) and/or a weak cohort has meant that results have dipped.
- 2.1.5 Our investment strategy will target all but 4 schools identified in the data set. The 4 schools not targeted do not meet the criteria for investment. Some of the remaining 27 schools that are targeted for investment are for other reasons such as deprivation, condition of the school building and school reorganisations; rather than concerns regarding standards.
- 2.1.6 Data from Early Years Foundation Stage (EYFS) for 2007 show that Salford performs well. The improvement target (49.4) was exceeded (50.9) whilst the equalities target (35.5) was narrowly missed (35.7). Greatest improvements were in Communication, Language and Learning Development (CLLD)
- 2.1.7 2007 marked the start of a four year strategy to improve early development of communication, speech and language across the city by working in partnership with the Primary Care Trust (PCT) speech and language team and with ICAN (Early Talk). This will start within Children's Centres so that the lowest achieving 20% of children benefit first.
- 2.1.8 At Key Stage 1, Salford's results matched or exceeded national averages in reading and writing at the expected Level 2. They were very close to national averages in maths (LA 89% National 90%) and in science (LA 87% National 89%). Results for children attaining Level 2B and above improved in reading, writing and mathematics. All 2B results were above national average. Results at Level 3 improved in reading, mathematics and science but were below national averages in all subjects with the exception of science.
- 2.1.9 We have a very strong track record of good outcomes for children at Key Stage 2. Salford's most recent results (2007) are in line with national averages for English (LA/National 80%) and science (LA/National 87%). They exceeded national averages in mathematics (LA 78%, National 77%) and in addition results for children achieving Level 4 + in both English and mathematics also matched the national average (LA/National 71%).
- 2.1.10 In 2007 results at Level 4 in English were the 4th most improved nationally and increased by 4 times the national rate. Results in mathematics increased by twice the national rate whilst Salford's science results increased by 3 times the national rate. However, we are conscious that more of the same is not enough. Now is not the time to simply pedal harder, now is the point at which whole-scale change in the way in which we view and understand learning is needed if we are to exploit to the full the tremendous opportunity our Primary Strategy for Change will bring.

2.2 Improving Educational Performance

- 2.2.1 The Local Authority recognises that there has been good improvement at both Key Stage 1 and 2. However in relation to Key Stage 1, 16% of children are at Level 1 or below in reading whilst 18% are at this level in writing with 11% of children at Level 1 or below in mathematics. There will therefore be a continued focus on progress in early reading, writing and speaking and listening skills through consistent monitoring of the implementation of the 'Letters and Sounds' phonic strategy. The Local Authority will be part of the CLLD strategy from April 2008 and a consultant has now been appointed to work with an identified number of schools where data indicates that children do not make sufficient rapid progress. The 'Talk Maths' intervention programme has been offered to schools with further consultant led support for intervention strategies and acceleration of progress from Level 1 to 2 and Level 2 to 3.
- 2.2.2 In relation to Key Stage 2, for two of the past three years results at the end of this stage have been close to or have exceeded national averages at Level 4 in all three subjects. However, the LA also recognises that 20% of children in Year 6 achieve Level 3 or below in English, 22% in mathematics and 13% in science. In response to this, the School Improvement Team has provided support to schools on implementing the Revised Frameworks for Literacy and Numeracy. Local Authority Consultants have provided training for specific year groups. The frameworks provide greater support to enable teachers to appropriately differentiate work for children at all levels. Targeted consultant support has been provided for the 15 schools in which pupil progress is not as expected. The LA has been successful in raising results of a further 10 schools that do not achieve 65% or above at level 4 in English and mathematics through the Improving Schools Programme (ISP). The LA annually reviews results for all schools in order to determine which schools need this intensive support. By summer 2008 all headteachers will have received training on appropriate models of pupil tracking and effective intervention to bring about rapid progress for all children.
- 2.2.3 Salford has quite a distance to travel to attain the ambitious Public Service Agreement targets for 2011 for children achieving Level 4+ in English and mathematics and for children who make two levels of progress from Key Stage 1 to Key Stage 2. The authority is deploying the School Improvement Team to work with individual headteachers on pupil progress. The quality of teaching and learning will be scrutinised alongside leadership and management and curriculum provision. Four schools in Salford are delivering the International Primary Curriculum and this work will be monitored and evaluated by School Improvement Officers. Salford is committed to a review of the primary curriculum in order to ensure that its provision fits children to meet the ever changing demands of life in the 21st century. This will be anchored in what the LA knows works well in raising standards and accelerating progress, drawing on the best of local, national and international research.
- 2.2.4 School Improvement Partners will work with schools in the autumn term 2008 to set targets for 2010. It is expected that all schools set targets close to or exceeding the highest level of ambition, benchmarked nationally. In addition this year schools will be asked to set a target to reduce the proportion of children below level 3 in English and mathematics. There will also be a local expectation that schools will set targets at key stage 1 for proportions of children achieving level 2+, 2B+ and 3 for reading, writing and mathematics. The focus on targets at pupil level for key stage 2 ensures that the attainment and progress of vulnerable groups is in the forefront of both the schools' work and the monitoring policy of the authority.
- 2.2.5 Salford uses data from the integrated data set (IDS) and from RAISEonline to indicate the achievements of minority ethnic groups. The authority has been proactive in its approach to improving achievements in this area and consequently teachers and teaching assistants in all primary schools have now received training in an induction package for children who speak English as an additional language. This is effective in rapidly developing children's ability to speak, read and write the language. This also links with other intervention programmes at both key stages which support the development of early language.
- 2.2.6 **Looked after Children**
Salford is one of 11 Local Authorities in England piloting a Virtual School for Looked After Children (LAC). With 569 LAC Salford is corporate parent to nearly 1% of the 60,000 LAC in England. The purpose of the pilot is to explore strategies to drive up the attendance, attainment and progress of LAC, and to encourage and promote their participation in positive activities in and out of school. Investigating ways of giving a more effective voice to LAC is also key to the pilot.
- 2.2.7 School Improvement Partners (SIPS) have data which they use with schools to target interventions, accelerate programmes and raise attainment for all pupils with particular emphasis on individuals who are vulnerable, including looked after children. The impact of these interventions is monitored. We

recognise the difficulty of using statistics in relation to very small cohort groups. Nonetheless we are uncompromisingly ambitious for our looked after children and the KS2 targets for 2009 are as follows: English Level 4 - 50%, Maths Level 4 70%.

2.2.8 **What children have told us**

Salford is committed to engagement with children to ensure that they contribute to shaping their futures. Many groups of children, including some who are looked after, took part in consultation sessions. The first question we put to primary age children was, **What would help you learn better?** – The answers included:

- “Lessons that are interesting and fun, the whiteboards connect to the internet”
- “Teaching Modern languages, we have Sonica Spanish and have a Spanish tutor“
- “Teachers bring in brain training – Nintendo DS, maths games and board games”
- “Interactive education, more of the helpful programmes created by our maths teacher”
- “Daily homework classes after school, but make them part of the school day”
- “Individual desks in every classroom”
- “More literacy, more science with more experiments”
- ”Learning how to play on computers, with games first then for other subjects”
- “Getting to school on time”.

2.3 **Deprivation Data**

2.3.1 **Index of Multiple Deprivation (IMD)**

The Index of Deprivation 2007 shows Salford to be the 15th most deprived LA area in England and the 2nd most deprived LA area in Greater Manchester

The index divides the city into 144 “Super Output Areas”, 19 of these areas fall within the 3% most deprived areas across England. Within these areas there are 12 primary schools. The majority of these areas are within Central Salford, the easternmost part of the city forming part of the inner city of the Manchester conurbation. Large parts of Kersal, Irwell Riverside, Broughton , Langworthy and Ordsall wards fall into this band. Outside Central Salford, there are small pockets of high deprivation in Little Hulton and Winton wards.

A further 24 areas fall within the 3% to 7% most deprived across England. Within these areas there are 12 primary schools and 1 primary pupil referral unit. **Refer to appendix 1.**

2.3.2 **Child Tax Credits/Working Tax Credits Data (CTC/WTC)**

The DCSF has adopted a new deprivation indicator which is being used to distribute the funding for PCP; this is based on working tax credits (for families who work and have children) and child tax credits (for those families with children but not in work). This Tax Credit data can be used to highlight deprivation at a number of levels and represents the characteristics of the pupils who attend schools in each local authority rather than the more general profile of the local area. Using this new deprivation indicator Salford ranks 29th out of 150 English LA's, being ranked 4th in Greater Manchester.

2.3.3 **Prioritisation of Schools Using Deprivation Indicators**

We have considered both indicators when determining our long term aims and priorities, and noted that there is a broad correlation between schools with high proportions of pupils that come from families that claim WTC and/or CTC and those located in or close to the most deprived residential areas. There are however, seven schools that rank high from an IMD point of view, but low when using the CTC/WTC. Three of these seven schools do not have buildings in poor condition when compared with other schools, so they cannot be considered as a priority for investment under this programme. The remaining four schools are all faith schools in the Barton area of Eccles, one of which has 25%+ surplus places. Due to the fact that we have not been able to identify sufficient PCP funds to include them in the programme, we are working in partnership with the Church of England (CE) and Roman Catholic (RC) Dioceses to address these issues, using other funding streams.

2.4 **Pupil Place Planning**

2.4.1 **Overview**

There are currently 16,718 pupils attending Salford primary schools. The current primary estate is made up of 84 establishments, details of which are 39 community schools, 1 special primary school, 30 VA schools, 13 VC schools and 1 community pupil referral unit.

Salford primary schools have a mixture of various forms of entry ranging from 29 that are less than 1FE, to one 3FE (infant and junior). The size of new schools will be established in accordance with the demographic profile of the local area.

2.4.2 **Small schools**

Salford has 18 primary schools with pupil numbers between 100 and 150. There are Statutory Proposals approved to close 5 of the 18 small schools by 2010/2011 and a further 2 closures proposed by 2013/14. The remaining 11 schools are currently sustainable but their viability will be kept under review.

2.4.3 **Access to schools**

Salford is a relatively small urban authority with the vast majority of children making journeys to school of less than 2 miles.

2.4.4 **Demography**

The current net surplus place position overall, as at January 2008, is 15%. Within this figure there are 19 schools (23%), with 25%+ surplus places, see **Appendix 2** attached. This is a situation that we have already begun to address with an ambitious rebuilding programme and an imaginative use of resources. The PCP will take us much further. It must be noted however over the projected lifetime of PCP there is a particularly complex demographic challenge to be met at local level. Latest figures for the national projected primary population up to the year 2023 indicate a falling population through to 2010, but then an increase through to 2023. The 2006 draft consultation population projections Office for National Statistics (ONS) for Salford indicate that there may be 6,000 extra children 0-15 in Salford by 2031. These figures show a dramatic increase in population even when compared to previous projections made in 2006. This information has only been produced very recently and the ONS have yet to issue any detailed analysis. It is important that we take these figures into consideration for the later stages of the PCP.

In addition, Salford already has a number of school reorganisations approved, but not yet implemented. The surplus place projections for 2010/11, taking account of these school reorganisations, will be 8% overall and a reduction to 13 schools with 25% surplus places (17%). The likely impact of these changes introduces a further set of uncertainties into the planning process, due to the impact of parental preferences during periods of change.

2.4.5 **Our approach to this situation is threefold.**

- a. A city-wide pupil projection model has been run as outlined below.
- b. The model has been validated against the available data for each individual school, as outlined below.
- c. The plans for year 6 of the programme and beyond have been designed to give flexibility to allow adjustment in future years for any inaccuracies in projections which become evident during the early stages of the programme.

2.4.6 **Primary Projections Model**

The current model, which forecasts primary pupil numbers up to 2013/14, creates projections at school level and by year group. The model uses the most recent actual numbers on roll (January school census) and at school level moves each year group forward, by applying cohort survival rates based on an average of the actual survival rates experienced at each school at each year group level over the last two years.

2.4.7 **Validation Exercise**

To ensure the projection data are as accurate as possible, Salford analysed previous pupil projections in relation to the actual schools rolls. The 2003 – 2008 primary pupil projections were compared with the actual primary pupil rolls in January 2008. The 2013 projections were subsequently compared to the September 2008 expected reception intake. The interpretation of this data has enabled Salford to identify trends in individual schools.

The authority further analysed recent reception to year 6 data to determine if the 2008 reception intake was in line with historical patterns. Further validation was carried out to assess the school's admission number against the 2013 projections disallowing over crowding, except in the VA schools with a history of taking excess pupils.

The comparison of the 2003 projections for 2008, against the actual number on roll in 2008 revealed a 7% variance across the primary school estate. The validation exercise undertaken has increased the

potential surplus places by 2%, to 6%, which is within the margin of error previously experienced using this model.

2.4.8 **Identified risks to net capacity/surplus places as a result of the proposals in the first five years**

The projected effect of school organisation proposals in the first five years of the PCP programme, up to 2013, brings the overall surplus places down across the city to 6% and further reduces the schools with 25%+ surplus places to 10. Regular monitoring in year 6 and beyond will ensure that we remain within our target of between 6 and 8% surplus places across the city. The LA will take decisive action to ensure that the remaining 10 schools will be targeted to reduce surplus places below 25% if the demographic trend continues to decline.

2.4.9 **Remaining 8 Years of PCP (2014 – 2022)**

However, it is important to retain enough flexibility to respond to changes brought about by school reorganisations already planned and any potential increase in pupil numbers as currently predicted by the ONS. Both the emerging Regional Spatial Strategy and the Council's regeneration plans envisage an increase in the city's population and investment in our schools will attract families to the city. We will therefore continue to monitor the impact of new housing developments and regeneration activities on pupil numbers.

To account for any increase in pupil numbers arising from new housing developments and regeneration activities, investment in new and refurbished schools will provide the flexibility and adaptability to accommodate any future increase in pupil numbers in the short term. Longer term and larger scale developments will be secured through the local development framework.

2.4.10 **Confidentiality**

Salford does not plan to formally share detailed proposals with schools for this later stage of the programme given that they are subject to change. However, the proposals as currently outlined, will allow the authority to shape and influence schools' capital investment priorities.

2.4.11 **Diversity, choice and responsiveness to parents/carers.**

We recognise the importance of engaging parents/carers and communities in the shaping of school provision. Particular communities will have opportunities to make their contributions in terms of determining the overall diversity of provision for a particular locality. Whilst we will ensure that the city-wide provision ensures good choice and diversity, we will actively seek contributions from parents/carers and wider groups of stakeholders, in order to ensure that their views are heard and are taken fully into account.

2.5 **Building Condition and Suitability**

2.5.1 **Primary School Estate**

There has been significant investment in the primary school estate over recent years. The current back log using a five year projection is £15.3 million. The back log of condition over a 15 year period is calculated at some £43 million. In addition, many primary schools have suitability issues of varying degrees which hinder the delivery of the curriculum and effective management. Consequently some schools are costly to maintain and repair and are difficult to adapt to meet the learning needs of the 21st century.

2.5.2 In the last 10 years Salford has closed 6 primary schools, replacing them with 2 new schools, one of which was a special primary school to replace 3 that closed. Three RC VA schools are due to close and be replaced with 1 new RC VA school in September 2008. Over the same period 9 schools have had more than half of their premises remodelled or refurbished, including the pupil referral unit. We have also ensured that all our existing buildings have at least one physically accessible entrance for pupils and adults.

2.5.3 **What Children have told us.**

We asked the question - **What would you improve at your school?** The answers to this question included the following: -

- "There's not enough room to play certain games in the playground, games like long buddy or football".
- "In winter I would make sure its warm enough in the classrooms, it's extremely cold in the winter."
- "I would adapt the area where the alcove is this could be extended to make room for girls' and boys' lockers"

- “I would buy a permanent stage so we don’t have to hire one when we need it for shows, we could extend the alcove area for this”
- “The drainage – bad drainage stops us from playing in the winter”
- “I would have a quiet area where you could go if someone was bullying you”
- “I would make sure we had some more room to spread out in class, as the classes are too squashed. I’d also have a quiet room to do a lot of reading in. We should do more exercise, play area inside and outside”

2.5.4 **School travel**

We will balance the desire for minimum size schools with the need to site schools in the community they serve, within walking distance of where pupils live, giving the maximum opportunity for strong home school relationships. However, for those parents who wish to access a faith school their children may have to travel further.

All Salford’s schools are working towards the principles of sustainable travel. To date 47 primary schools have travel plans in place and a further 16 are in the process of having their plans quality assessed. All schools will have an approved travel plan in place by September 2010. The travel plans are being developed in conjunction with traffic impact assessments in order to achieve the best solutions for local areas and school locations.

2.5.5 **Age ranges of schools**

We have 2 schools that do not cater for the full age range (1 infant and 1 junior). Over the life time of the programme, and subject to local consultation, the aim will be to combine the infant and junior schools to become a primary school.

2.5.6 **Information and Communication Technology**

Our vision for the future of ICT in our schools is bound up with our secondary BSF programme through which we intend to make available the ICT managed service to all schools and not just those in the BSF programme itself. We understand that this approach is a ‘first’ nationally. This will allow primary schools to build on a number of established strengths. These include:

- A level of provision in classroom technology which is recognised as being well above the average nationally, particularly in the provision of presentational technology such as interactive whiteboards.
- The majority of teachers and school staff making very good use of ICT as a teaching tool, supported by strong leadership and management. (In some schools these features are already outstanding).
- The introduction of our own learning platform to all primary schools in the city.
- The piloting of emerging technologies in schools which are both performing strongly and in those whose performance is targeted for improvement. These include the use of voting systems, visualisers and a mobile learning project using Samsung Q1s, ultra mobile PCs.
- Wide use within schools of the BECTA self-review framework.

2.5.7 We are also in the process of completing a Total Cost of Ownership exercise in a sample number of schools in preparation for the managed service. This is giving us a detailed understanding of how much resource is available and how it is being spent. This will ensure maximum value for money in the future in an area which is always under resourced relative to the opportunities available.

Opportunities for improvement in this area include:

- Meeting the challenge of continuing professional learning in an ever changing area.
- Adopting the best available learning platform for the longer term, supported by world-class ‘learning platform’ infrastructure
- Ensuring the most productive and efficient use of pupil related data, so that leadership at all levels is increasingly informed by evidence-based approaches.
- Combating the ‘digital divide’ which exists for some of our pupils
- Ensuring that a smooth transition is made between schools and Key Stages by most pupils in this area.

All of these are areas which will be addressed by the introduction of a managed service.

2.5.8 **What children have told us**

We asked the question – **What helps you learn?** The answers included the following: -

- “Interactive white boards”
- “Small whiteboards, you can jot helpful notes down quickly and does not have to be neat”

- “Having laptops – digital cameras, fun stuff, stop start animation, Kartooche”
- “Booster lessons out of school, in dinnertime, after school and in breakfast club”.

2.6 Links with Early Years Providers, Extended Services, Sure Start Children’s Centres and Wider Children’s Services.

2.6.1 Children’s Centres and Extended Services

Salford has developed 15 Children’s Centres in phases one and two, and will develop a further 3. Ten Children’s Centres are on school sites with 6 of these being wholly managed through the governing body of the school. Three of the remaining 4 schools are working towards wholly managing the Children’s Centre.

2.6.2 Salford has 4 Private, Voluntary and Independent providers (PVI) delivering full day care services in Children’s Centres on school sites. Salford will continue to work in partnership with the PVI sector to facilitate the involvement of this sector in the development of the EYFS and in appropriate capital developments, to provide choice for parents and quality provision for children.

2.6.3 Working with health partners, the health needs of children are identified and met within a range of settings. Health improvement workers, employed as part of the PCT’s public health team, are co-located in Children’s Centres. Midwives and health visitors undertake assessment and child development programmes within all Children’s Centres.

2.6.4 Salford operates a school cluster model for the provision and coordination of extended and children’s service. The Extended Schools’ Team, within Children’s Services, supports headteachers through the school clusters on a one to one basis in developing and delivering their extended offer. Salford currently has 46 fully extended schools delivering for example, parenting courses, before and after school clubs and sign-posting to other services.

2.6.5 Youth and Community Services

Whilst many primary schools host an extensive range of activities and provision, mainly delivered by the private and voluntary sector using such facilities as community rooms, there are few examples of the systematic co-location of statutory services within Primary Schools. We do plan to have a Children’s Centre co-located on the same site as a library, and are exploring the possibility of locating one youth centre adjacent to our newest primary school in Ordsall.

2.6.6 Our approach to integrated services has focused primarily on Salford’s SHIFT (Salford’s Health Investment for Tomorrow programme) which started in 2001. Within the SHIFT programme Salford is currently re-designing services for health, social care for adults and other services such as libraries. There are therefore limited opportunities to co-locate such services with primary schools. However, all new and remodelled schools will be designed with multi-use space designed for community use at different times of the day, appropriately equipped for different age groups and zoned off for security purposes.

2.6.7 The provision for youth services is currently under review within the city. There are a number of opportunities for this provision to be more closely related to schools within the BSF programme, which reduces the need to consider co-location with primary provision.

2.6.8 Provision for Children with Special Educational Needs (SEN) and Inclusion

From the Early Years, right through the primary phase, Salford provides a graduated range of support and settings for pupils with SEN. Salford was a pilot for the Early Support Programme and this has heavily influenced our approach to supporting families and cross disciplinary/agency working. Children’s Centres provide fully integrated support to the majority of children with special needs in a mainstream environment with additional support from the full range of therapies. Some children with the most severe and/or complex SEN benefit from a dual placement in the early years setting. As children grow older the majority are supported in mainstream classroom environments with extra support as necessary, either provided by the school from their own resources or for those with the most severe SEN, via a statement. Some of those who are statemented may attend one of the 6 designated primary schools with resource bases for specific SEN. Our primary special school, Springwood, supports those children with the most severe and/or complex and profound learning difficulties and has discrete specialist provision and expertise for children on the autistic spectrum. In addition, Springwood supports a small number of children to remain, at least for some of the time, in mainstream settings via an outreach programme.

2.6.9 Additionally, through the Behaviour Improvement Programme (BIP), we have established two very successful Learning Support Units to provide additional support to children who might otherwise have been excluded from mainstream settings.

Our regular review of these arrangements has highlighted the following issues:

- We continue to need to work in partnership with schools to raise their capacity to meet an increasingly diverse, severe and/or complex range of SEN, so as to ensure a continuum of high quality special educational provision is available within the city. Simple additions to the mainstream environment such as 'chill out' areas for pupils are often absent and would significantly increase capacity in the mainstream.
- Nevertheless, we have an identified gap for a specialist setting for primary aged children with Statements due to their severe behaviour, emotional and social difficulties whose needs cannot be met currently within the city and who are placed in the independent special schools sector.
- We have a constant need to keep under review our settings in response to the changing pupil profile. The profile of children with SEN in the city is continually changing and in response we have, for example, recently redesigned one of the designated primary schools for children with physical difficulties/disabilities to cater instead for 6 children with Statements due to an Autistic Spectrum Disorder.

2.6.10 Provision for children who are educated otherwise than at school (EOTAS) and Royal Manchester Children's Hospital (RMCH)

For Primary age pupils EOTAS has been provided through the Education Inclusion Service (EIS), from the Primary Partnership Centre and Outreach Service. This service has recently been relocated into a larger refurbished building.

2.6.11 For secondary aged pupils EOTAS provision has been provided through a mixed economy of the EIS and the RMCH hospital school. Both of those services will be radically changed in the next few years.

2.6.12 The Department of Health is in the process of closing the children's hospital and building a new one in Manchester. This is aligned to the development of a community LIFT centre in Salford with a focus on children and young people and the Child and Adolescent Mental Health Service and a Children and Young Peoples Service Observation and Assessment Centre at the Salford Royal Hospital. These developments will result in the closure of the hospital school in Salford, which currently caters for children from 2 to 19 years.

2.6.13 Due to the closure of RMCH, Salford will develop a new secondary EOTAS provision. This centre will also provide a service to educate pupils off-site and to provide advice and guidance to staff working in mainstream and special schools. This centre will work closely with the Primary Partnership Centre and outreach service.

2.6.14 There will obviously be a close alignment between the existing primary EOTAS centre and the, to be developed, secondary EOTAS provision and general primary and secondary schools. Despite this close relationship the development of the secondary EOTAS centre is outside the scope of the PCP and the council will fund it from other capital sources.

2.6.15 Workforce (including facilities to support integrated children's services)

We echo the Children's Plan in agreeing that a world class workforce is the single most important factor in achieving our aspirations. Our School Workforce Development Plan explicitly acknowledges that "the success of Building Schools for the Future and the Primary Capital Programme in Salford will be contingent upon developing a diverse, skilled and adaptable workforce that is sufficiently confident to make the most of the rich opportunities offered by this substantial investment in learning".

2.6.16 Additionally, our workforce strategy for Children's Services, which is being widened to include the voluntary sector, the PCT and other stakeholders within the Children and Young People's Partnership, includes a programme of work to implement the Common Assessment Framework and our Family Action Model. This is a common method of bringing together all the key professionals together around the needs of the child and family at times of vulnerability, in order to reduce the risk of significant harm. This model is the 'glue' by which schools and other services are held together and coordinated with an agreed plan of action.

2.6.17 Consideration is now being given as to how the schools workforce plan and the wider workforce development strategy can be better integrated to support the increased integration of services.

3.0 Section Three - Long Term Aims

3.1 Our Vision for Primary Education

At the heart of our vision is the connection between teaching, learning and personal development (now and for the future) and the needs of children, their learning styles, interests, enthusiasms, health and well-being and the digital world in which they are growing up.

3.1.1 Vision and Values

Salford schools will be characterised by the provision of high quality outcomes for all. They will be governed and led through participation and partnership, promoting cohesion, co-operation and engendering pride in the communities they serve. By providing a rich and vibrant learning offer, the schools will help to drive the development of well-rounded, creative, caring and resilient young people, capable of making the most of all that Salford and the wider world has to offer them in the 21st Century. The Local Authority will ensure that robust monitoring of both schools and vulnerable groups in relation to Key Stage 1 & 2 targets will be embedded in our vision and long term aims as indicated in Section 2.2.

3.1.2 School Identity

Salford schools will be the heart of local communities. Children will make positive contributions to their communities by becoming ambassadors for their families and schools. Our extended provision will include learning for children and adults, childcare and play, sports and other cultural activities and social care. This will give children access to the wider community and broaden opportunities to learn. Salford schools will also act as hosts for inter-generational learning which will further promote learning in a local, national and global context.

3.1.3 Salford's primary and secondary schools will work collaboratively utilising each other's strengths and specialisms to achieve excellence and enjoyment for all learners. Extended provision will support the development and social needs of all families and the learning community. In this way we will continue to re-generate Salford, and tackle deprivation at the local level.

3.1.4 Curriculum and Learning

Salford will create independent, resourceful and lifelong learners who understand the value of collaboration and who thrive on opportunities to discover and to learn from engagement and experimentation. Children in Salford schools will continue learning how best to learn. This will be supported by a high quality transition which will focus on the personal, social and academic aspects needs and strengths. They will interact with a rich, dynamic and vibrant curriculum that will help to develop the skills, qualities, knowledge and understandings they need to enable them to be aspiring, participatory citizens in a changing world. We want learning to be an exciting and enjoyable surprise, a motivational experience for which children and those working with them develop a strong appetite.

3.1.5 Learning in Salford schools will be increasingly 'learner-adapted', tailoring the curriculum to meet the needs, abilities and learning preferences of all. Enhanced opportunities will be created for all learners through the strategic implementation of world class technology infrastructures and the imaginative use of digital resources. Teachers will be able to develop and present exciting and engaging opportunities for learning. Management technologies will make planning and the use of these resources more effective and support effective approaches to assessment.

3.1.6 Emotional and physical health, along with personal and economic wellbeing, will be central to the curriculum in Salford schools. Access to wide ranging sporting and cultural activities will be an integral part of this provision.

We want the most appropriately qualified, aspirational, committed and imaginative adults recruited to work within and lead Salford schools, people who embrace and thrive on challenges, have a determination to promote and achieve only the best for the children and families that they serve.

3.1.7 Salford's outcomes for primary aged children show a strong record of success overall. Closer analysis shows, however, that much more needs to be done in order to ensure that **all** children have the opportunity, in the words of the Children's Plan, 'to achieve their potential and enjoy their time in education'. The PCP will not only provide new facilities, but will signal and underpin the wider changes in approaches required in order to achieve the high ambitions that Salford wants for all its children, families and communities.

3.1.8 In essence, the PCP linked to Salford's children's centre developments, BSF and wider social and economic regeneration efforts seeks to create for our children and young people: -

- Learning that is increasingly learner-adapted.
- Learning that both promotes and is characterised by creativity.
- Learning that commits to personal development, cultural development and sustainable economic growth.
- Learning that puts imagination into practice.
- Learning that turns the historical privileging of certain intelligences on its head.
- Learning that excites the potential of the human spirit.⁴

3.1.9 **Safeguarding**

All children will be appropriately safeguarded in accordance with the standards and expectations of Salford Safeguarding Children Board, and staff will respond to any concerns they may have about a child in accordance with the SSCB Safeguarding procedures. All staff will have received the relevant level of child protection training and a designated teacher for child protection will be identified within each school. All staff will have the appropriate level of CRB check completed and updated as required. Each school will have an effective and proactive anti-bullying strategy in line with the overarching strategy for the city.

3.1.10 Whilst the learning environment will be safe and secure, children in schools will be presented with challenging experiences which present an element of risk both within and outside of school enabling them to make safe choices. Children and adults will be encouraged to experience the excitement of risk and will be rewarded for doing so, recognising that new learning always involves some element of risk.

3.1.11 **Leadership and Management**

Leadership will need to be expressed throughout Salford schools and needs to embrace the active development of leadership amongst children, families and communities. Salford's school leaders and managers will have the courage, creativity, personal and professional qualities to respond with dynamism to the exciting opportunities of the 21st Century. Opportunities for leaders and those who aspire to senior leadership are part of Salford's continuous professional learning programme. In order to capitalise on the PCP, such opportunities will be strengthened and will promote systemic sharing of learning across the city, challenging fixed notions and promoting a vision of the school's place in public service leadership in the 21st Century.

3.1.12 **Special Educational Needs (SEN) and Inclusion**

Salford schools will be fully inclusive. This will be achieved by building the capacity of schools themselves to deal more effectively with pupils' needs as well as having access to a comprehensive range of specialist services which respond rapidly and flexibly to meet the needs of children and schools across the city in a timely and planned way. We will strengthen the role of the Primary Partnership Centre and outreach service to act as a preventative resource to other schools. We will seek to increase designated provision to Key Stage Two pupils who have language difficulties and we will continue to upskill the mainstream workforce in supporting pupils with a range of special needs. We will implement the behaviour management strategy shortly to be published, linking this to wider work around family support.

3.1.13 As indicated in paragraph 2.6.9, through regular reviews of our BIP programme we have highlighted issues regarding the provision of 'chill out' areas in mainstream settings and specialist settings for primary aged children who have severe behaviour, emotional and social difficulties.

3.1.14 We will therefore ensure, space permitting, that all new schools built as part of this programme will have some form of 'chill out' provision to support the emotional, health and wellbeing of pupils. We will also undertake a review of current placements in the independent special schools sector to ascertain if quality provision could be provided in Salford with a new specialised SEN unit as part of the new build main stream schools that will open in the first 5 years.

3.2 **Capital Investment Priorities**

3.2.1 Our investment priorities are both top-down, as set out in Salford's Children and Young People Plan 2006 and bottom up, emerging from the strategic school building development plans and local consultation.

3.2.2 As identified in paragraph 2.5.1 the degree of modernisation needed to deliver 21st century learning environments in Salford is significant.

⁴ Adapted from work led by Sir Ken Robinson, e.g. 'All our Futures' (1999, NACCCE) 'Out of Our Minds: Learning to be Creative' (2001, Capstone)

- 3.2.3 However taking out of use 15% of primary schools in the worse building condition means that 13 schools have been identified as a priority for this programme (Salford's target). As part of surplus place reorganisations 6 of these schools are due to close, 1 school will be rebuilt, with the remaining 6 schools being substantially refurbished.
- 3.2.4 To meet our target of significantly improving at least 50% of primary schools we have identified a further 30 schools (35%), that will be part of the programme plus 2 schools that will receive investment to provide on site kitchen facilities. These 30 schools will receive significant investment to address building condition and suitability issues, plus remove surplus places. However, we intend to include more schools in the programme if we can lever in additional capital receipts from the disposal of redundant school playing fields.
- 3.2.5 Due to the particularly complex demographic challenges that will need to be met as indicated in paragraph 2.4.4, the identity of schools that might form part of future reorganisations has been protected. We have also not released any information about those schools that might receive investment from year 6 and beyond, due to the fact that we do not wish to raise unrealistic expectations about what can be achieved in the later stages.
- 3.2.6 Salford will ensure that all new and refurbished school buildings are DDA compliant and will cater for pupils with a range of special needs.
- 3.3 Capital Funds for schools that do not meet the Primary Strategy for Change Investment Criteria.**
- 3.3.1 We recognise that a significant number of schools do not meet the criteria for PCP investment. There are some schools which do not serve deprived communities or may not have specific standards issues, but nonetheless require significant capital investment in order to address premises issues. Some of these have unsuitable accommodation and even for those schools that are performing well, appropriate investment would help to raise standards even further.
- 3.3.2 We will therefore ensure that modernisation funds (for community and VC schools) are not wholly allocated to the programme. We intend to retain 50% of this plus 100% of the Schools Access funds (community and VC schools), over the life of the PCP programme. In negotiation with the Voluntary Aided sector we will seek a similar arrangement for VA schools in relation to their LCVAP funding. Schools will be prioritised according to the criteria which emerge from our work with all schools in developing their Strategic School Building Development Plans. In the case of LCVAP this will be subject to agreement by the Dioceses and the Jewish sector. Schools will be made aware of these priorities once the consultation is complete.
- 3.3.3 For those schools that do not feature as a priority for major capital investment as part of the Primary Capital Programme, or the funding outlined above, we will help them develop their long term aims via their Strategic School Building Development Plans, for which their Devolved Formula Capital will be available.
In addition, it is anticipated that all schools will benefit from the ICT proposals included in the programme. Additionally, we do not intend to allocate all the extended schools capital to PCP. We will retain 50% for projects that will be undertaken at those schools that are not part of the programme. This will help us develop extended services across the city.
- 3.4 Links with Early Years, Extended Services, Children's Centres and other services**
- 3.4.1 Salford has already developed its programme of children's centres and linked this strategically to extended schools clusters. All schools in Salford are therefore already identified as being part of a children's centre reach area, and an extended schools cluster, and we are strategically aligning these arrangements with the rest of our Children's Services provision, and that provided by the rest of the council, where it can assist families in receiving a more integrated approach to receiving services.
- 3.4.2 All families with children under 5 are identified by children's centres. Multi-agency concerns are recorded on our e-start system, and those families are given extra visits by our emerging family support teams. These teams are expanding and will eventually give a service, across the 0–16 age range, and linked to schools, to all needy families in Salford.
- 3.4.3 There will be a particular emphasis on groups in Salford which have been identified as high risk – those with drug and alcohol problems, often with accompanying mental health issues and/or domestic violence in the household.

- 3.4.4 Salford has a growing minority ethnic population, and the family support service will be tailored to their needs, using parent volunteers drawn from school populations where appropriate.
- 3.4.5 Salford recognises the benefits to be gained by the development of an integrated service structure in relation to new schools, dependent on the identification of need in the area and the availability of funding. For instance, the new school that will be built on the Wheatersfield site will be a Children's Centre Hub with integrated extended provision. We are also considering the potential to locate a Children's Centre Hub/satellite on a school site within the Eccles area
- 3.4.6 Regardless of the location of new Children's Centre facilities, Salford will continue to develop the relationship between early years provision and primary provision, thereby strengthening the transition process for children and capitalising on early family support work. All the work undertaken by all early years partners will support the progression of children into primary provision. This includes Local Childcare Networks which will be central to the function of primary school/ Children's Centre cluster arrangements.
- 3.4.7 Salford will continue to develop extended school services and will design buildings that facilitate the involvement of the wider community in the development and delivery of extended services. For instance, the provisional designs for our next two school buildings include multi-use forum areas close to the entrance, with provision for seating and refreshments.
- 3.4.8 Salford's Play Strategy will form the basis of the development of spaces for children and families. New primary schools will encourage the physical engagement of local communities by the provision of access to on-site play facilities. We have several sites which would be ideal venues for the new play facilities announced in the Children's Plan, which we will in any case be seeking to develop.
- 3.4.9 Primary schools of the future will host a range of adult learning opportunities including the delivery of Family Learning and Personal and Community Learning Programmes in order to support the development of parents and carers and increase their ability to support the learning of their own children. This will contribute to wider city strategies to build aspirations, tackle worklessness, connect people and communities to the opportunities presented by economic and social regeneration.

3.5 Information, Communication and Technology (ICT)

- 3.5.1 ICT will increasingly be regarded as "The Fifth Utility". The key considerations for the school building strategy include: helping schools to make the most effective use of support staff; enabling teachers to spend more time on their core professional activities – classroom teaching, but also planning, preparation and assessment; giving head teachers more time for leadership, as well as management; and reducing overall workloads. One of our aspirations is for all schools to be fully equipped with modern ICT infrastructures that will play a lead role in the delivery of 21st century learning.
- 3.5.2 For instance, we intend that:
- all pupils will routinely have access to their own personal and portable computing facilities which will be seamlessly linked to the school and wider infrastructures.
 - schools will have whole group presentation technologies.
 - video conferencing technology to enable the efficient dissemination of expertise and knowledge across space and time will be common place.
- 3.5.3 Salford's ICT strategy will ensure that effective technologies, learning methodologies and resources are developed and deployed to enable young people and their families to benefit from improved Every Child Matters outcomes. The authority is committed to deliver ICT provision for schools which will develop e-confidence amongst both staff and pupils
- 3.5.4 Salford's Primary ICT infrastructure will be capable of delivering media rich teaching and learning resources to the desktop bringing the following benefits:
- Embedding the use of ICT across the curriculum.
 - Stimulating and engaging children and teachers through increasingly learner-adapted learning and opportunities for continuous professional learning.
 - Provision of high quality, reliable technical support and training
 - Effective information management.
 - E-enabled communications between schools, authorities and other organisations

3.5.5 It is proposed that the BSF ICT managed service will provide a comprehensive continuous professional learning programme for the primary workforce from the autumn of 2009. This programme will support the delivery of Salford's Primary Vision by developing wider pedagogical skills and competencies through a range of learning technologies.

3.6 Healthy schools, healthy eating and exercise

3.6.1 Salford has a strong healthy schools programme with 65% of schools now having achieved the standard and every other primary school actively working towards this goal. Levels of childhood obesity in Salford are particularly challenging with 21.2% of children in year 6 being classed as overweight or obese compared to 11.74% in reception. This situation is being addressed as part of our Local Area Agreement, but there are already well-embedded initiatives within our primary schools which are being overseen by the Food and Physical Activity Partnership. At a school level there are close working relationships between school leadership, the Healthy Schools Co-ordinator, Citywide (our in-house catering service) and Salford Community Leisure (SCL). Every school in Salford is part of a School Sports Partnership. Healthy eating, exercise and other aspects of well-being are promoted not just with the provision of healthy foods, but through initiatives such as installation of salad bars, invitations to parents and carers to join the children for school lunch, information which promotes healthy packed lunches and attractive leaflets with school menus. In addition we are piloting programmes to support families who wish to address the issue of their children's weight.

3.6.2 We are fortunate in Salford that almost all schools have kitchens on site. However the PCP will give us the opportunity to install kitchens on the sites of the two remaining primary schools where this is not the case.

3.6.3 SCL has strong links with almost all schools providing support for PE lessons, lunchtime and after school activities and access to specialist coaching e.g. gymnastics, trampolining and watersports. SCL also runs a "Funky Monkey" programme specifically for parents and children of preschool age.

3.6.4 Salford has placed a high priority on ensuring that all new schools have access to on-site playing fields in order to ensure that children gain the maximum possible access to sports and games. All schools to be rebuilt or remodelled under the PCP are included in our city wide review of sports pitch provision currently taking place.

3.6.5 We are additionally taking care to ensure that children have easy access to the outdoor environment from our new buildings both for educational purposes and to improve children's access to fresh air and exercise. Attention, is also being placed on designing in play opportunities, both physical and imaginative to the external environment.

3.7 Engaging with Parents and Communities

3.7.1 Many schools already enjoy excellent collaborative relationships with parents and carers, whether through governing bodies or less formal groups. We are now working with parents at a more strategic level to involve them in policy formation and service development. As part of this engagement our Parent Participation Worker has worked with a representative group of parents across the city regarding the PCP. Their responses to our aims for this programme include: -

- School buildings should be friendly, light, comfortable and accessible. They should be of an interesting and inspiring design with lots of colours and shapes.
- There should be specialist areas which could be used as relaxing areas to manage stress.
- Buildings should be environmentally friendly and sustainable – energy saving.
- Healthy food shop/stall located in the building as an alternative to tuck shops in order to encourage children to make the right choices about eating healthy.
- There should be lots of outdoor space for children to run and play and these areas should be creative and made up from soft tarmac and grassed areas and not just blank playgrounds.
- Designated areas, which can be used as allotments for education purposes and a sustainable food source.
- Learning should be delivered in a fun and interesting way and should be individually tailored to meet individuals needs.
- Respect and manners should be a big part of children's learning.
- Joint Citizenship lessons – children & parents together.
- ICT should be constantly improved and be supported by traditional methods of learning.
- Not all families have access to IT or have IT skills to help their children and consideration should be given to how this can be addressed.
- Parents should also be able to access free IT locally so they can assist their children.

3.7.2 As most of the proposals for the first five years of the programme have been through the statutory consultation process, we have already had the opportunity to consult with a number of communities and stakeholders, including parents and carers. This has included a number of public meetings and contact by letter with every affected parent and carer of children in the schools affected. In addition, information has been posted on the council website and electronic responses have been collected. Whilst these have focused on the individual school proposals, they have given a very clear view of the aspirations which parents have for their children's education, their concerns for their communities and the value which they place on the local facilities. It is our intention to publish a summary of our aspirations for the programme which will be sent to all parents in the city for comment.

3.7.3 The LA is in the process of setting up an Equality and Diversity group to undertake impact assessments on the reorganisation proposals contained within PCP. This group will be responsible for providing data that will ensure that equality and diversity impact assessments are embedded into the consultation process with parents and communities at large.

3.8 Engaging with Pupils

3.8.1 A programme of work was also conducted between March and April 2008 to consult with and gain the opinions of a range of children and young people in educational settings within the four localities in Salford. Children were encouraged to describe:

- Positive experiences that they have in school around learning,
- Possible improvements to their learning experience,
- How they would like to 'see' their school in the future.

3.8.2 The children chosen to participate aged 7 – 11 were, in the main, members of their school's council and therefore often voiced the opinions of a greater number of children from their school than were actually in attendance.

3.8.3 This initial consultation will continue and will be widened to include more pupils, most particularly as part of design workshops in the schools which are planned for rebuilding/remodelling in the early stages of the programme.

3.8.4 What children have told us?

We asked the question: **What's good about your school?** – the answers to this question included the following:

- "No bullying"
- "PE, gymnastics and things you would not normally do"
- "We do work for charities – Pudsey, Children in Need, Sport Relief"
- "We are an ECO school"
- "Big fields, big playgrounds, netball and football nets which we can bring out to the playground or have on the grass"
- "We have good disabled facilities"
- "Teachers and mates".

3.9 School Governance

3.9.1 Within Salford, governance of schools has been improving steadily over the last two years. This is as a result of the implementation and utilisation of new communication strategies and the development of further expertise and services for governing bodies. Examples of this are; termly school leaders' briefings on strategic matters and regular governor newsletters, to which some governors contribute. Further supporting strategies and initiatives are being planned, including an induction conference for all new governors. A comprehensive governor training programme is offered in response to identified need. Linked governors are identified to champion the needs of looked after children and those with special educational needs.

3.9.2 Our governors realise that the drive to raise standards is a continuous goal and are keen to play their part in this process. Chairs of governors are required to 'sign off' all reports written by School Improvement Officers; these sharply-focused reports are then shared with the whole governing body.

3.9.3 The Authority is currently looking at strategies for partnership and collaboration in primary schools, including the federation of school governing bodies.

3.10 Pupil Place Planning

3.10.1 By the end of the 13 year investment programme, Salford will have taken action to reduce overall surplus places to between 6% and 8% across the city, and ensure that no school has more than

25% surplus places. Our aim is that all Salford schools will be sustainable, viable and high performing within their local communities.

Paragraphs 2.4.8 and 2.4.9 in section two provide the detail on how surplus places will be addressed in the first five years and the remaining eight years of the programme

4.0 Section Four - Approach to Change

4.1 Planning, Monitoring and Evaluation

4.1.1 Senior commitment to the programme has been secured from the Leader of the Council, the Cabinet, Chief Executive and Corporate Management Team.

4.1.2 Salford places a strong emphasis on effective Programme and Project Management. The council has already developed project management capacity, introducing sound standards, methods and tools, using a new unified corporate method of managing programmes and projects based on recognised industry best practice such as Prince2. The management of the programme will be regularly reviewed by the Council's Capital Programme Portfolio Group which has been set up to ensure consistent and appropriate governance and programme management arrangements are in place for large capital programmes. The group is chaired by the Strategic Director of Customer and Support Services and includes the Assistant Chief Executive and Director for Change. In this manner, the Authority will maximize the synergies of this programme with the BSF programme and other regeneration programmes. The BSF bidders will be outlining the potential future role of the Local Education Partnership (LEP) and possible future joint programme management arrangements.

4.1.3 The majority of projects in the first five years have already been through the statutory consultation process and project arrangements are already in place with appropriate risk management. Plans for the new VA CE school in Eccles are already taking shape, with public consultation beginning in September, via a competition process should the Diocese not gain exemption from the Secretary of State. An early priority will be to begin school reorganisation processes for the other two schools (one of which is a VA RC school) that are also planned for the first five years of the programme. A comprehensive risk log with mitigation actions is attached at **Appendix 3**.

4.2 Delivering Salford's Primary Strategy for Change (PSfC)

4.2.1 A new team structure is being considered to ensure timely delivery of the PSfC work streams. The proposed structure would dovetail with the BSF team but with a dedicated Programme Director for the PCP. There will be a blending of expertise between the School Improvement Service, focusing on transformational change in learning and teaching, and the Capital and Asset Management Team to realise the school organisation, capital and facilities elements of the programme. Clearly, a much wider team, involving school leaders and other Council staff, will support and deliver elements of the PSfC.

4.2.2 Discussions will begin shortly with the two remaining BSF bidders regarding the potential role of the LEP and possible future joint programme management arrangements. However, these will not be implemented until April 2009. In the meantime Salford continues with separate management arrangements for the PCP to ensure that the programme continues to move at speed and those projects already underway continue without interruption.

4.3 Consulting on and Securing Widespread Agreement to the Primary Strategy for Change School Stakeholders

4.3.1 A considerable amount of work has already gone into consulting stakeholders and working with council officers about the PCP. For the last year a group of headteachers was brought together with architects from our partner, Urban Vision Partnership Limited.

4.3.2 This work, which included visits to schools outside Salford, has resulted in a generic design brief for Salford primary schools. In addition, this group acted as a channel of communication with other primary headteachers who have been kept informed and consulted at the half termly meetings with the Strategic Director of Children's Services. In October 2007 a conference was held for all primary headteachers and chairs of governors. Exemplar designs were presented, together with the wider aims of the programme and presentations from representatives of the DCSF (Mukund Patel), the managed ICT service in Dudley, the leader of the Primary pathfinder programme in Manchester and the headteacher of a newly built school in Trafford. At every stage, school stakeholders have been consulted and invited to contribute to the programme.

4.3.3 As part of the development of the educational elements of the strategy, a range of school

stakeholders were consulted. Small groups were brought together consisting of headteachers, deputy headteachers, classroom teachers and support staff; representing each of our locality areas. The key elements of the strategy were then shared with all primary headteachers prior to submission. Further work is in progress to publish the strategy in a form suitable for governing bodies, parents and other stakeholders.

4.3.4 Governing bodies

In addition to attending the stakeholder conference in October, governing bodies have been kept informed about the programme via a report which went to all governing bodies in the spring term 2008. A series of workshops has been run to support schools in the development of their 14 year building development plans, helping them to consider options for addressing backlog of condition and improving the environment for teaching and learning.

The Chairs of Governing Bodies of all the schools benefiting from the first five years of the programme have been consulted on the programme and have given outline agreement to the plans.

4.3.5 Staff within Children's Services and other agencies

Staff briefings within Children's Services have been used to consult with staff groups on their aspirations for the programme. Key officers were consulted individually and in groups, as part of the development of elements of the strategy.

4.4 Prioritisation process for investment

4.4.1 Salford's Children and Young People Plan 2006 supports the priorities and actions within the LA's Asset Management Plan (AMP). The priorities identified in this plan which included data arising from recent premises surveys and captured in schools' individual asset management plans (AMP's) have been assessed in an objective and consistent way. Using the data from the updated AMP a statistical analysis and option appraisal process was carried out to identify those schools in the poorest buildings, with the most surplus places and with the highest levels of deprivation.

Whilst taking fully into account the condition of school buildings, surplus places and deprivation we have also focused investment on the schools which are a cause for concern in terms of educational standards. Within deprived areas we have tried to retain the local school as the hub of the community with extended services and an inclusive ethos, wherever possible.

4.5 Securing Local Finances to Add to the Programme

4.5.1 The amount of funding that we expect to receive as part of the Primary Capital Programme is £4.147 million in Year 1 (2009/10) and £6.525 million in Year 2 (2010/11). Funding for future years has not yet been confirmed, but we expect to receive approximately £3.2 million per annum, which when added to the first two years gives a total of £45.87 million over the 13 year life of the programme. **Appendix 4** details the total anticipated funding we will commit or lever in from other sources.

4.6 General Finance Issues

4.6.1 Part of the programme will be to ensure that schools maintain their buildings properly in the long term. We are therefore consulting with our Schools Forum regarding the current revenue scheme of delegation on how best to ensure that repairs and maintenance works are undertaken on a regular cyclical basis via revenue funding.

4.6.2 We will take into account any Value Added Tax implications in relation to VA schools in the building programme, along with any that relate to extended and community services at VA schools.

4.6.3 We have consulted with the CE and RC Dioceses regarding the 10% governors' contributions from VA schools and they have advised us that they are still in discussions with the DCSF about how this can be achieved. This is a particular issue for Salford RC Diocese, which has a significant volume of schools across a large number of LA's.

4.6.4 Meeting the challenge of the Comprehensive Spending Review 07 (CSR 07)

The challenge set by CSR 07 is for local authorities to achieve 3% cash savings per annum over the next 3 years. The city council is reviewing its processes as part of this challenge. The PCP is subject to scrutiny by the city council in the following areas –

- The authority is a Wave 3 BSF authority, will reach preferred bidder stage in December and will have its LEP established by May 2009, which will provide an alternative method for achieving efficiencies.

- The Primary Capital Programme anticipates the closure of some schools and the disposal of their sites. The anticipated amount from these sales will be utilised to rebuild or refurbish other schools.
- As part of the rationalisation of premises, it is anticipated that approximately £780,000 premises related costs could be saved on an annual basis. It is intended to recycle these savings within the remaining schools.

The refurbished and replacement schools will be completed as sustainable schools with reduced energy costs, although at this stage it is difficult to quantify these savings.

4.7 Procurement

- 4.7.1 The procurement programme will be in accordance with the objectives and guidance of the Local Government Task Force and Regional Centres for Excellence relating to the construction strands of the Efficiency Review for Local Government.
- 4.7.2 The city council has adopted the principals of Rethinking Construction and has established partnerships with the private sector to deliver value for money improvements. This approach has led to the creation of framework construction agreements for different contract sizes and ensures efficiency in the delivery of school construction contracts.
- 4.7.3 Salford has a strategic partner, Urban Vision Partnership Limited, which provides a full design and quantity surveying service. A mix of procurement methods is currently utilised, including tendering and partnering.
- 4.7.4 However, as we are contracting for a Local Education Partnership (LEP) to deliver Building Schools for the Future (BSF) this will present an alternative option for the procurement of at least parts of the PCP. Decisions will need to be reached with the relevant Dioceses, to ensure that the route chosen delivers the best value for money on all the projects including VA schools.

4.8 Achieving Sustainability and Efficient use of Energy in our Schools.

- 4.8.1 Salford's vision recognises the need to embed sustainability within the school improvement agenda linked to the goals of Every Child Matters. This will form part of Salford's climate change strategy which will set challenging targets in line with Government requirements to achieve sustainable development and improvements to the environment. This will be underpinned by the need to include climate change indicators in the new Local Authority national performance indicators.
- 4.8.2 It is intended to develop our schools to become environmental leaders through the way they are designed and operated. Our schools of the future will send out important environmental messages not just to our young people but also to the communities they serve. They will be energy efficient, including generating renewable sources of power, minimising problems of urban drainage, maximising the value of their surrounding spaces and encouraging a culture of walking and cycling.
- 4.8.3 Salford has 66 schools registered under the ECO schools programme. The awards achieved under the programme so far are 20 schools have bronze, 6 schools have silver, 3 schools have a 1st flag and 1 school has a 2nd flag.
- 4.8.4 All new school projects and those undergoing a substantial re-modelling or refurbishment, will be assessed using the DCSF Carbon Calculator Tool Kit. The new build schools will be developed to achieve the 60% reduction in carbon emissions against the 2002 Building Regulation benchmark and to target the 2016 deadline to become carbon neutral. Linkages to opportunities through the Carbon Trust, and the Lower Carbon Buildings Programme will be sought. It is expected that new school buildings will be designed to achieve a BREEAM rating of very good.
- 4.8.5 To this end, our delivery programme will factor in the initiatives under DCSF's National Framework for Sustainable Schools and we will develop plans for the eight doorways through which schools can meet the Government's challenges for schools by the year 2020.

4.9 School Design

- 4.9.1 Salford has developed its own exemplar designs for new primary school buildings. The designs were developed by a working party consisting of school improvement officers, headteachers, architects, quantity surveyors, capital project and asset management officers. These designs not only exemplify the flexibility required to deliver 21st century education but also the Every Child Matters outcomes. Learning spaces are light and airy, circulation areas have been adapted to become vibrant 'Leaning Streets' which can be set and re-set as the demands of the school change, toilets are accessible from

the external environment as well as the internal, the external environment merges with the internal and the community is given adaptable and welcoming space. Particular attention will be given to acoustics, temperature control, ventilation and lighting design.

- 4.9.2 The quality of interior design and furniture will provide for different learning experiences and social activities. Radical use of ICT will enable new learning environments and will exploit the wider potential of new and emergent technologies. We believe that the exemplar designs we have produced as part of this submission are some of the most flexible and learner friendly yet developed.
- 4.9.3 We are continuing to refine and update the models as and when new premises guidance is issued by the DCSF, to take account of curriculum developments and recent new build schools within the Greater Manchester area and nationally. We will also take into account the vision of future learning environments that emerge from the work we are doing with schools in relation to their individual strategic building development plans.
- 4.9.4 All major projects will have an independent design champion and principles for this role will be drawn up prior to the start of the programme. It is likely that the Partnership for Schools framework will be utilised to fulfil the client design advisor role.
- 4.9.5 Salford has engaged with RENEW Northwest – Places Matter, the Regional Centre of Excellence for Sustainable Communities, as an advisory group to evaluate designs. Design Quality Indicators (DQI's) will also be used as an assessment method to ensure an excellent standard of design is achieved.
- 4.9.6 We will encourage headteachers of schools that are identified for new build or substantial remodelling to take part in the programme being developed by the National College of School Leadership (NCSL) to aid the communication between educators, building professionals and architects on school design. As part of this the LA has already expressed an interest in being part of the pilot PCP Leadership Programme recently launched by NCSL.
- 4.9.7 The principle of consultation from the early stages - with parents, schools, governors, the community at large, and not least, with children, all actively participating and contributing to the process - will be the key to bring together a full range of diverse thoughts, feelings and experiences. Part of the design phase will include the use of DQI's. An example of this consultation is a design booklet which will go out to all schools, with an executive summary for parents and posted on the city council's website.

5.0 Initial Investment Priorities

5.1 Investment Priorities for the First Five Years

- 5.1.1 In prioritising schools for investment, we have taken into account the following:
- Schools which are a cause for concern in terms of educational standards
 - Schools with pupils who experience the highest levels of deprivation as measured by WTC/CTC data
 - Schools in areas which experience the highest deprivation as measured by the IMD
 - Schools with buildings in very poor condition
 - Schools with a high level of surplus places
- 5.1.2 We will make significant investment in ICT facilities, particularly for primary pupils in the transition year 6, moving into secondary education. This will ensure that they are not overwhelmed by the ICT that will be available to them as part of the Building Schools for the Future programme. Other initiatives that will benefit those schools in the first five years of the programme will be the provision of kitchen facilities where there currently is no such provision, and enhanced sports facilities at all schools that will be newly built as part of this programme.
- 5.1.3 We have already identified funds in excess of £17 million for three new schools that have completed their statutory process and are being re-badged and included in our PSfC, as they will be built within the same five year time frame and state of the art playing field provision for a new school that is due to be completed in September 2008.
- 5.1.4 In order to progress the priority areas identified, in paragraph 5.1.1 above, the projects planned for the next five years are listed below: -

Years 1 & 2 – (2009/11)

In the first two years, we will aim to complete and/or start seven schemes:

- To provide state of the art playing fields and all weather sporting facilities at a new school in the Little Hulton area of the city. This new school is currently due for completion in September 2008, but the external areas will not be completed until 2009. The new school will replace St Edmund's, St Joseph's and Our Lady of Lancashire Martyrs RC primary schools. This scheme will address buildings that are in very poor condition and remove surplus places in excess of 25% at one of the schools.
- To provide kitchen facilities in two schools that currently have none.
- To complete the final phase of a refurbishment project for our Primary Partnership Unit (PRU).
- To refurbish one RC school in the Ordsall area of the city that draws a significant percentage of pupils from deprived families. This will also enable us to improve a building in very poor condition.
- To close Seedley, Langworthy Road and Tootal Drive Community Primary Schools and replace them with a new school in the Langworthy regeneration area of the city. This will address the very poor condition of all three schools and surplus places in excess of 25%.
- To close North Grecian Street and Charlestown Community Primary Schools, and replace them with one larger more viable school. The new replacement school will be built in the Lower Broughton regeneration area of the city and will also include the provision of a Children's Centre. The new building will enable the new school to draw strengths from the existing schools to improve standards.
- To close St James' RC and All Soul's RC Primary Schools and replace them with a new school on the Langworthy Road Primary School site. This will address surplus places in excess of 25% at both schools and the poor condition and suitability issues of both school buildings.

The statutory process has been completed for those schools that are due to close detailed above, but the following additional proposals have yet to commence the statutory process: -

Years 3 to 5 (2011/13)

In the next 3 years, subject to the statutory consultation and competition process, we are proposing the following:

- A proposal to close one community and one voluntary aided (VA) CE school in Eccles. The new school will replace one school built in 1872 and the other built at the turn of the last century. Both of the schools are in poor condition and have suitability issues. We will also remove surplus places in excess of 25% at one of the schools. The schools will be replaced by a new VA CE school on one of the current school sites. We have agreed with the CE Diocese to commence the statutory process in September 2008.
- A proposal to close two community primary schools in the Little Hulton area of the city and replace them with a new build community school on a current redundant former secondary school site. This will enable us to take out of use school buildings that are in poor condition and remove surplus places in excess of 25% at one of the schools. We also aim to provide much needed local community facilities on this same site and anticipate that there is a possibility of linking this project to a PCT LIFT project in the same locality.
- A proposal to close two RC primary schools in the Lower Broughton regeneration area of the city and replace with a new school. This will enable us to take out of use two buildings in very poor condition and remove surplus places in excess of 25% at one of the schools. This proposal will be subject to discussions with the RC Diocese to agree additional investment that will be required to fund a new school building.

All of the proposals detailed above relate to schools that serve deprived families and communities and rate highly on both deprivation measures.

5.1.5 The identities of the schools involved in the proposals from year 3 onwards have been protected. Parents and the wider community will be consulted in the prescribed manner on the agreed proposals. It should of course be noted that as with any medium or long term planning, the proposals from year three onwards could be subject to alteration, due to the following factors:

- The results of public consultation
- Unforeseeable changes in demographics, educational standards or land/building issues in other schools across the city.