

5.0 Transformational Overview

5.1 Introduction

Plymouth boldly set out its vision for investment for children in 2008/9 with the adoption of a strategy that set a direction and change of pace that would bring in a new, child centric approach to family life in Plymouth. The Policy was described by Russell Andrews, Director of Education and Planning at Partnership for Schools, as: *“Thoughtful in its preparation and clear that it was produced with a high degree of consultation with key stakeholders”*. It was also heralded by the local press as: *“A policy that signals a shift in the Council’s role from providing schools to commissioning them, and among key ideas spelt out is creating schools with even stronger links with their communities, supporting community cohesion, reduce surplus capacity and to replace old building stock”*.

In 2010 the transformation of education across Plymouth will be realised through our relentless commitment to raising educational outcomes and improving the life-chances and opportunities we provide for all of our young people.

Over the next five to ten years we aim to implement our strategic plans in order to:

- defy the association of poverty with outcomes so that all our young people achieve to their highest potential regardless of where they are born and or live within the city;
- ensure that all young people leave school with a suitable pathway into further education, training or employment;
- create extraordinary learning communities, exceptionally well led and managed; achieving excellence, sustaining excellence and sharing excellence across the city;
- involve the learners in the design process and development of authentic learning and skills requirements;
- act courageously, think radically and do things differently in order to secure transformational outcomes for all.

Phase 1 BSF investment is being used to build a brand new school, create two academies, develop new leadership models with innovative federations and trusts and provide a world class technological infrastructure across the city.

The Council has recognised that having good schools at the heart of the communities they serve is an important part of its ambition to have a vibrant city economy, where people want to live and work.

This *Strategy for Change* is a staging post on an incredible journey for Plymouth. Whilst representing a policy direction and a road map for our first wave of BSF investment it is also a journey of successful change and delivery. This strategy emerges from 10 years of change during which time the Council closed 25 schools and opened 13 new ones, 10 of which are in brand new custom designed buildings. It has been a period of great change marked by the developing specialism of schools with growing collaboration on a city-wide basis. It has also been a time where schools have developed independence with wider control put into the hands of the

Council's strategic partners, but at the same time a significantly greater amount of federation in locality settings.

This strategy sets out how the Council intends to move on from successful change to outstanding transformation.

5.2 Education Outcomes Fair Access and Learners

The Children's Plan

The Plymouth Children and Young People's Plan identifies 10 Priorities based on wide consultation, needs analysis and in particular the views of children and young people.

1. reduce health inequalities
2. improve children and young people's mental health
3. reduce bullying in the city, both in and out of school
4. strengthen safeguarding services
5. reduce children and young people's accidents and injuries
6. enable children and young people to have fun
7. improve attainment for children and young people. In particular raise achievement including maths and English at all stages
8. reduce risk-taking behaviours such as substance misuse, unprotected sex and criminal activities
9. improve opportunities for young people to make a positive contribution
10. raise young people's aspirations, with particular support for young people who are not in education, employment or training

The majority of these priorities will be addressed by BSF investment.

The Council's most recent OFSTED Inspection 2010 confirmed that children and young people are at the heart of everything we do and so their views are paramount as we plan and develop services around them and their families.

This *Strategy for Change* sets out how we will deliver the transformational outcomes we want for all of our children and young people (see EKPIs – section 5.3 below); creating a future that looks and feels quite different.

The most recent OFSTED (2009 -10) inspection reports show that for the majority of schools, judgements against the main criteria below are predominately good with a small proportion satisfactory and a small proportion outstanding.

1. confident learners who enjoy learning, achieve and feel included and valued
2. attain high standards
3. make good progress
4. be successful learners
5. behave positively
6. feel safe in school
7. adopt healthy life-styles
8. are responsible individuals who contribute to the wider community
9. develop socially. Morally, spiritually and culturally

10. have the skills for life and work

Work is well underway in terms of improving attainment (Priority 7) where GCSE levels for 5A*-C is improving year on year and the gap between high and low levels of attainment is closing.

Over the last 10 years, health has generally been improving in Plymouth, with death rates now being similar to England as a whole, Life expectancy in Plymouth is following national trends and increasing. Between 2003 and 2006, life expectancy in the city's most deprived communities has increased. However, the gap between the most deprived neighbourhoods and the city as a whole has widened in recent years

Narrowing the health inequalities gap and improving mental health (Priorities 1 and 2) through easier access at local level to information, advice and guidance, and early support from multi-professional teams, as well as improving children's safety, including reducing bullying, preventing accidents and injuries, and reducing risk taking behaviour (Priorities 3, 5 and 6) are facilitated by transformed buildings and outside spaces. Both Stoke Damerel Community College and Lipson Community College are acutely aware of both the health and social needs of their current student populations. Both of these schools have robust curriculum plans and have set out strong and compelling strategies to address these needs. The promotion of Healthy living is seen in the Sponsors and Trust partners of the schools in this initial wave and the connection and promotion of Sports through the widening improvement of facilities.

Raising attainment (Priority 7) and raising aspirations (Priority 10), and in particular "Narrowing the Gap" will be supported by the BSF programme. The opening of two Academies in September 2010 within the first phase of BSF investment has been specifically designed to address these priorities. Both Academies are serving deprived areas of the city and the existing schools have identified groups of learners for whom intervention and support is required to raise their levels of attainment and narrow gaps in performance. In addition all schools will be delivering a broader educational offer enabling the city-wide 14-19 collaborative work to provide opportunities for disengaged youngsters, or those with SEN, to have new opportunities, e.g. through the Foundation Learning Partnership between special schools and the Pupil Referral Units (PRUs).

In our *Investment for Children* strategy 2008, we stated that 'through Trust and Academy sponsorship and the co-location on school sites of health promoting facilities will target locality 'hot spots', and through detailed locality delivery plans that will respond to future emerging issues within a multi-agency commissioning framework'. This is demonstrated at Stoke Damerel CC whose recent trust partners include the Primary Care Trust (PCT). The health priorities are clearly brought out in the school's own strategy for change, which is directed by the objectives of its Trust.

Choice, Diversity and Access

It is the Council's strategic policy for all schools to become Trust or Academy by the end of the BSF Programme, a number of Trusts have already been established and two Academies will open in September 2010. Popular schools are being expanded, and surplus capacity has been managed back to acceptable levels. The Council

takes its responsibility for commissioning schools seriously and is reconfiguring the pattern of provision across the city to promote and support community-facing networks of foundation schools supported by trust, academy, diocese, voluntary and community partners. Such networks are being organised to improve transitions for pupils 0-19 years and meet economic, community, and locality needs.

BSF investment has been targeted to support schools in the delivery of a more personalised learning offer alongside their particular specialism(s). Our data tells us that the most vulnerable groups are white working class boys, those students who come from dysfunctional families, students on Free School Meals, those students identified as having special educational needs, students who enter secondary school below level 4 in English and mathematics.

Each school is now working specifically to address the needs of these students and have identified a number of strategies to tackle under-performance and narrow performance gaps. These include; designing learning environments that will enable 'guided learning' and one to one tuition; making use of diagnostic testing and intervention programmes steered towards supporting individuals and small groups; supporting independent learning through the use of technology and timely access to a range of multi-agency provision to ensure each child and family is supported throughout their time in school.

All of our initial BSF projects will see investment aligned to assist and sustain structural change in our most socially deprived schools. The city has embraced the National Challenge agenda and we are working very effectively to improve standards further; confidence is high that all will meet the 2011 target. Our proposed academies will transform two National Challenge schools, John Kitto and Tamarside Community Colleges. The Department for Education (DfE) has identified Plymouth as a model Local Authority for National Challenge, and in our choices for BSF we are using investment strategically to respond to this agenda.

Plymouth is leading the remodelling of governance through the creation of 0-19 campuses led by single federated governing bodies. The reason we are doing this is because our evidence has shown us that these campus developments improve transition, continuity, and access to enhanced services and give more choice to parents and students. We are also working closely with the Plymouth Association of Governors to raise the awareness of the potential for more creative and effective ways to discharge governors' responsibilities. A further campus development is under construction that will co-locate schools that cater for different ages and needs, alongside community facilities.

We have a web based Information, Advice and Guidance tool (designed by young people), that is publicising the available choices and learning pathways. This identifies for parents and students the strategic network of school specialisms and areas of expertise across the city. There is also increasing diversity in courses offered through the collaboration of schools and colleges.

Our Children's Trust has made considerable progress in developing a locality model of commissioning that offers choice at a local level with a much wider choice of multi agency services at a community level.

5.3 Value added by BSF

BSF will add value to the lives and life changes of all of our children, and young people by bringing about improved educational outcomes for all; achieving greater community engagement and increased community cohesion; achieving better health outcomes for all in a safe environment in which to live and work and establishing strong and sustainable economic recovery and growth in the city.

The schematic below illustrates the component parts of Plymouth's Corporate Plan 2010-2013 (Striving for Excellence), within which the BSF programme deliverability is aligned.



There is a strong culture of using key performance indicators throughout the Corporate Improvement and Children and Young People's Plan, and the overarching strategy for change, *Investment for Children*. These strategies have informed the BSF programme to ensure that the investment has the most profound impact of benefit in Plymouth.

The Key Strategic Objectives of BSF as follows:

- Improve attainment and aspiration of Functional Skills
- Narrow inequality gaps across the city
- Improve the wellbeing of children and young people
- Improve entrepreneurship and enterprise amongst children and young people
- Better equipped children and young people's workforce
- Achieve high quality places in which people learn

These have been selected in order to align to the city-wide priorities and ensure that the educational transformation is an integral part to the city-wide economic and regeneration plans.

The Key Strategic benefits these objectives will bring for the city will be as follows:

- Greater economic growth. This will be achieved because higher skills in a young work force leaving education and training will benefit employers in Plymouth will result in a stronger employment market. This will be strengthened by improving the interface and relevance between education and employment.
- Better quality of life for citizens. This will be achieved by the improved infrastructure of the city; an attractive and better maintained environment will be eye-catching to construction companies and house buyers. Businesses will be attracted by the environment of the work place, and the availability of quality employees who want to live in the location. Community infrastructure will be put in place that offers an environment to allow people to lead active, social, and intellectually stimulating lives, in facilities that are based at the heart of sustainable communities.

The BSF KPI plan is focused on measuring and demonstrating this incremental BSF dividend within a wide-ranging and dynamic transformation programme. The table below outlines the KPIs agreed by the Council, incorporating existing indicators and bespoke indicators that can demonstrate the BSF effect.

Desired Outcome	Key Performance Indicator (BSF Dividend)	Alignment to Corporate Strategies & Improvement Priorities and the Children and Young People's Plan	National Indicator	Benchmark	Target			Owner
					2017	Frequency	Level	
Improved attainment of key skills	Achievement of a Level 2 qualification by age 19	Sustainable Community Strategy	NI79	2007-08 69.50%	85%	Annual	City School across time Across Schools	Assistant Director LLL - PCC
	Achievement of a Level 3 qualification by age 19	Local Area Agreement Sustainable Community Strategy	NI80	2007-08 39%	60%	Annual	City School across time Across Schools	Assistant Director LLL - PCC
	Proportion of working adult population qualified to level 2	Sustainable Community Strategy	NI163	2006-07 69.17%	83%	Annual	City Locality/community	Partnership Manager LSC
	Proportion of working adult population qualified to level 3	CYPP 2008-11 primary indicator (<i>Enjoy and Achieve</i>) CIP8 <i>Raising Attainment</i>	NI164	2006-07 47.35%	62%	Annual	City Locality/community	Partnership Manager LSC
	Proportion of working adult population qualified to level 4	CYPP 2008-11 additional primary indicator (<i>Enjoy & Achieve</i>)	NI165	2006-07 23.50%	37%	Annual	City Locality/community	Partnership Manager LSC
Narrowing inequality gaps across the City	Inequality gap in achievement of level 3 qualification by age 19	CYPP 2008-11 additional primary indicator (<i>Enjoy & Achieve</i>)	NI81	2007-08 20.6%	10%	Annual	City School across time Across Schools	Assistant Director LLL - PCC
	Achievement gap between pupils eligible for FSM and their peers at KS2	CYPP 2008-11 additional indicator (<i>Achieve Economic Well-being</i>)	NI102a	2007-08 23.10%	10%	Annual	City School across time Across Schools	Assistant Director LLL - PCC
	Achievement gap between pupils eligible for FSM and their peers at KS4	CYPP 2008-11 primary indicator (<i>Be Healthy</i>)	NI102b	2007-08 26.50%	10%	Annual	City School across time Across Schools	Assistant Director LLL - PCC
	Proportion of young people from low income backgrounds progressing to higher education	Linked to CIP6: <i>Widening cultural and leisure opportunities</i>	NI106	TBA	TBA	Annual	City School across time Across Schools	Assistant Director LLL - PCC
Wellbeing of young people	Emotional health of children	Link to Urban Enterprise Programme, Local Development Framework, Economic Strategy	NI50	2008-09 65.9%	85%	Annual	City School across time Across Schools	Director of Health Services for Children and Families
	% of pupils who participate in at least 2 hrs of high-quality PE and out-of-hours school sport in a typical week	Linked to CIP13: <i>Change management and staff development</i>	NI57	91%	100%	Annual	City School across time Across Schools	Assistant Director LLL - PCC
Greater entrepreneurship and enterprise	New business registrations among young people aged under 25	Linked to CIP9: <i>Developing high quality learning environments</i>	N/A	TBA	TBA	Annual	City Locality/community	Assistant Director LLL - PCC
Better equipped children and young people's workforce	More highly skilled workforce attaining further professional qualifications (including masters, HLTA, AST and Diplomas)	Link to Urban Enterprise Programme, Local Development Framework, Economic Strategy, Children and Young People's Trust Workforce Strategy	N/A	TBA	TBA	Annual	City School by School	Assistant Director LLL - PCC
High quality places in which to learn	Reduction of condition liability in Children's Services Estate	Linked to CIP9: <i>Developing high quality learning environments</i>	N/A	2008 73m	2012 59m (at 2009 prices)	Annual	City School by School	BSF Project Director

It is expected therefore that the identified corporate and educational outcomes will be achieved more rapidly, and that children, young people, their families, and the community will benefit from the opportunities that new, refurbished and refreshed schools and multi-agency and community-use sites will bring to their lifelong learning experience. The targets show they have suitable stretch, are long-term and have appropriately agreed monitoring and evaluation processes that are specifically designed to assess impact. The Children's Trust and the Local Strategic Partnership Project Owner (The Chief Executive) have overall ownership of these collective KPIs.

The wider benefits of BSF are to drive economic growth in the city through higher achievement and aspiration. This will promote community cohesion that reduces crime, improves health and above all make the city a top location to enjoy life.

5.4 Standards and intervention

Our approach to challenge, support, standards and intervention is rigorous and well documented in our recently updated policy, *Support, monitoring and intervention strategy for schools, PRUs and settings*, shared with all SIPs and schools. It has stood up well to scrutiny in the High Court during a recent legal action and proves to be an effective mechanism for grading our schools on a yearly basis.

We have developed a group of advanced skills governors who we use to support our intervention work, to strengthen and improve governing bodies and help improve leadership in schools. We have a Governor Services team who have been re-accredited successfully for the Customer Service Excellence award and we support some governing bodies on a pay as you go service beyond our boundaries.

Unique to Plymouth we have the Schools Information Matrix which carries details of key school performance data, accessible to SIPs and schools to enable accurate and consistent performance monitoring. The Council's school intervention team regularly monitor and update this data to assess which schools appear to be vulnerable. This is passed to SIPs for further investigation and if necessary rapid and specific interventions occur to address issues.

National Challenge schools are regularly assessed and risk rated through the Local National Challenge Board meetings. Each school has a National Challenge Adviser and all are on trajectory to achieve 5 x A*-C grades in English and Maths by September 2011. The two new Academies have benefited from National Challenge support and advice. John Kitto Community College (soon to be All Saints Church of England Academy Plymouth) has shown high levels of student progress and gained a place in the top 5% of schools nationally for value added improvements. Tamarside Community College (to be Marine Academy Plymouth) is on trajectory to achieve the benchmark this academic year. As they become academies the placement and management of SIPs is passed over to the Department for Education.

The Plymouth SIP programme has been graded as outstanding for its leadership and management and good overall. We are currently in the process of introducing new SIPs as we work through a scheduled programme of change. Our SIPs are drawn from serving and retired headteachers and local authority senior advisers. Our programme is undergoing a rigorous quality assurance improvement supported by National Strategy Senior Advisers to make it more effective to apply challenge and

support to our schools. We have developed new models of data monitoring to ensure that SIPs have regular and up to date performance statistics to challenge schools and report on their effectiveness. We have a robust approach to target setting which ensures that all schools are focussed on the highest possible outcome with Fischer Trust level D as the baseline benchmark.

Former National Strategy advisers and the now Department for Education recognise the strength of our SIP programme and NCA work, formally recorded in visit notes and assessments of progress. We have recently agreed to jointly work with Torbay to offer challenge and support to their SIP programme at the behest of the former National Strategy Advisers. We will be sharing SIP CPD and quality assurance processes across our local authorities in the first instance.

We ensure that all schools benefit from the support and intervention programmes and are using ICT as an additional tool to increase and accelerate learning opportunities for all (see section below).

5.5 Learning and Progress

Plymouth has diverse, strong and vibrant secondary schools, and given the early encouragement for schools to develop specialisms each one has at least one recognised specialist curriculum expertise. Our evidence suggests that the how and what learners are learning currently is satisfying the majority of students' needs. The curriculum breadth and balance has been achieved in individual schools and across local networks such as The Tamar Valley Consortium over a number of years and the city-wide 14-19 diploma offer is considered to be a high quality offer.

All of the schools are developing their teaching methods to support the personalised learning approach. Amongst the Phase 1 schools examples include: a co-operative learning pedagogy founded on constructivist theory; developing emotional resilience in learners who have fallen behind in their work or who have some learning difficulties; making more explicit use of independent learning and thinking skills and greater and more targeted use of ICT to support learning.

The learning will look and feel different in terms of individual and group work; class sizes; the length and location of lessons and the age range of students within particular teaching groups. E-literacy will be an integral part of the learning agenda supported through the use of portable devices to access 'any-time any-place' learning.

Good progress across the city has been achieved at all key stages in relation to the percentage of pupils that fail to gain a test outcome. Increasing numbers of pupils are achieving recognised qualifications and national curriculum levels. At key stage 4, Plymouth is the 7th best in the country for the percentage of students that gain at least one GCSE. This increasing inclusivity in the city is positive, however, we need to ensure that all our young people have access to the most appropriate qualification routes. Improving the choice of different accreditations by providing high quality specialist facilities as a resource for the whole city is an important driver for our Strategy for Change.

The BSF investment in ICT will bring us closer to our vision where every learner in Plymouth will have access to a robust and secure ICT system which supports and enhances learning. We have an aspiration that a reliable and flexible service will be available to ALL learners in the city, wherever they are and whatever their needs. Our BSF investment in estate infrastructure will provide a robust backbone of passive and active infrastructure to ensure practicable future flexibility around teaching and learning environments. This estate infrastructure will be matched by hardware which is tailored to the Council's and schools' shared aspiration for a managed service which draws all schools together yet enables them more freedom and specialism than previously experienced. The benefits and aspirations for managed service provision are set out in sections 7.3. In addition to the key pedagogical benefits of such a system, the Council sees the investment in a broad provision of service as being fundamental to achieving the aspirations for a single Plymouth Campus for learning which encompasses the following:

- A common learner record – with a core, shared data set across all schools and learning facilities;
- A single log-in and access structure for all registered learners and practitioners and parents/carers that is spatially and device agnostic;
- Highly integrated services and data flows incorporating non-educational services – e.g. PCT, Adult Social Care, Youth Justice, financial services and Council applications – where multi-agency engagement with and from schools is readily supported; and
- Community access and engagement through simple guest access to a range of applications and services
- A clearly defined engagement roadmap for all educational facilities – primary, secondary, SEN, PRU and HE/FE providers to join the Campus for Learning in a structured and clearly sequenced manner.

BSF investment will provide an ICT platform at the heart of the learning experience. Two of the KPIs as set out in Plymouth's vision for ICT are the achievement of anytime, anywhere learning and the provision of 'campus-wide' integration and interoperability. Achievement of these targets will enable information to follow the learner, whenever, wherever and at whatever establishment it may be required. The Plymouth campus for learning will be governed by learner-driven applications and data. The platform will achieve these goals in the following ways:

- A lifelong learning portfolio furnished by a single data set/common learner record.
- A Virtual Learning Environment (VLE) hosting a variety of tools that can be tailored to the user, by the user, and which is supported, monitored and challenged by teachers to promote learning goals regardless of age. This environment will be backed up by a core set of pupil data, shared and accessible across all facilities.
- Inclusive 24/7 device-agnostic accessibility for pupils, teachers, parents and carers – a single sign on front end graphical interface, supporting individual school platforms, user applications and user-defined complexity, available beyond the classroom at any time of the day.
- Tailoring of services to match circumstances and target groups – learning solutions will be targeted to offer more support for SEN, Traveller, Gifted and Talented and key hard to reach groups through channelled investment and flexible investment and support models to ensure that the specific requirements are accommodated, and appropriate challenge and support in place.

- Learner focussed dialogue with schools and parents and others – the ICT solution will broker more than “real time” data feeds – it will allow for deeper and more structured dialogue with the team around the child
- Educationalists, social care, primary health and parents, interacting on and off the school site.
- Driving creativity through secure (wireless) connectivity. Secure high bandwidth broadband connectivity, through wireless clouds wherever possible will ensure that a platform to nurture and support the products of creativity is available at all times, where information has been security-cleared before it is at the fingertips.
- Supporting specialisms – the platform will host a variety of applications to enable school and Academy specialism in areas such as the arts, business, and science, and will be sufficiently flexible to deal with content from a variety of sources and operating systems.
- ‘Back-end’ functionality for teaching and non-teaching staff – Curricular assessment, whole-child data, management information, parent consultation will all be supported around a centralised and uniform set of software, easily accessible to all staff so as to appropriately ‘surround’ the learner with resources.

5.6 Curriculum 11-19

The city offers selective education, faith and single sex schools along with high-quality performing comprehensive community colleges. The Council was quick to champion schools to develop specialisms and encouraged these to be aligned with the economic strategy for the city. Plymouth was amongst the first authorities in the country to achieve all schools with a specialism that offered a diverse pattern of specialist education.

Our strategy identifies the benefits that will be derived from supporting the federation of high performing and weaker schools, and we are actively engaged in promoting this. The Council has successfully supported the acquisition of school specialisms, and in partnership with sponsors has strategically selected new areas of expertise to be delivered at the new academies. Excellent cross-phase and school to school support is in place and given the increasing diversity, this position is being further strengthened. All schools are part of the collaborative post 16 consortia, the Tamar Valley Consortium (Work Based Learning providers), and Diploma line partnerships. This level of sophisticated collaboration is being supported by our BSF proposals to adapt buildings to give greater specialism with easier access to students of other schools.

The Council's vision of wanting all children to live, grow, achieve and exceed their hopes for the future was set out in our Readiness to Deliver Submission as a fundamental aspiration, and is also reiterated in the Sustainable Community Strategy 2007-2020. The key points below demonstrate how BSF will respond to this challenge for Plymouth:

- Improved attainment of key skills through improvement of curriculum offerings at KS3, increased variety of offerings, and creating inspiring and flexible environments that support a personalised learning pedagogy.
- Narrowing inequality gaps across the city by targeting changed curriculum offers that give greater personalisation to the most deprived communities
- Improve the wellbeing of young people by widening the opportunity through ICT and access to multi-agency and enrichment working in schools

- Create greater entrepreneurship and enterprise through developed pathways into training and the work force and using the BSF investment to improve the specialist facilities of the schools specialisms.
- Better equipped CYP workforce by using BSF to build in multi-agency and change management into workforce reform and the development of ICT access.
- To create high quality places in which to learn by strategically replacing or refurbishing dated and buildings that will remove the backlog liability of a post war infrastructure in the city.

Underpinning the curriculum design is fair access and increased participation for all A curriculum innovation support group linked to our Higher Education Institutions will act as a think tank, and with supported academic research, momentum for change will be sustained. We want the schools benefiting from the BSF programme to play a lead role in the transformation of teaching and learning across our city wide learning campus.

By September 2010 our new academies will extend the specialist range with marine science and more focus on enterprise and employability skills. We have used BSF to develop an approach of school to school support and challenge which is brokered so that innovative approaches are disseminated amongst schools. As the benefits of BSF are becoming established formal lessons learnt are planned which will further disseminate innovation city-wide to maximum benefit.

Plymouth is the ideal size to enable us to plan our 14-19 curriculum developments such as the diploma entitlement or the Foundation Learning provision city-wide. We are also working with the Sub Regional Group comprising Devon, Plymouth and Torbay to develop a coherent approach to the commissioning of apprenticeships across the Travel to Learn areas.

We will support and challenge the BSF schools to ensure that the capital investment benefits learners, not only in their schools but also in their localities and across the city-wide learning campus. We will build on our experience of allocating funding to diploma partnerships.

We have developed an e-ilp (www.i-plymouth.co.uk) which has been in operation for the last five years. This e-ilp is accessible across all learning providers. Recent developments include an attendance module and a reporting module. The attendance module has been in operation for the last two years and has resulted in significantly improved achievement for the learners on our WBL programmes. Our ICT strategy will ensure the interoperability between existing data systems and our e-ilp.

The 14-19 team includes an IAG lead seconded 3 days a week from the local Connexions providers, who leads the implementation of the national and local IAG strategies with the support of an inclusive Plymouth IAG network. We are developing a wide range of resources to support the delivery of first class CEAIG by learning providers: a learner journey for learners aged 11-19 which includes a minimum core entitlement for all our learners, training materials to train all staff in schools, LMI booklets etc. Some of the schools who will benefit from the BSF programme will be targeted for the delivery of the IAG training materials, as we have identified that their

learners' destinations are not as positive as that in other schools in the Council. We are developing a quality assurance framework which will enable us to assess whether our learning providers have given appropriate advice and guidance to 14-19 year olds.

We will use the evidence drawn from a variety of sources: Data dashboard/ Framework for Excellence/Learning aims database derived from school census /YPLA strategic data/connexions strategic data etc). Through rigorous analysis of the data provided the 14-19 strategic partnership will acquire the evidence base necessary, both in terms of quantity of provision and quality of provision, to support our commissioning decisions. We will be developing, in partnership with our learning providers, a set of protocols which will ensure that our commissioning decisions are fair and transparent.

The local FE sector is fully integrated into our plans and the principals of our two FE colleges are members of our 14-19 strategic group. Examples of existing collaboration include:

- the development of Jumpstart, a roll-on roll-off programme for Young people at risk of disaffection at KS4
- the development of a wrap-around KS4 Foundation Learning programme which we will pilot next academic year for mainstream learners
- the development of L1 and L2 diplomas for post-16 learners
- the increase in number of places available in the E2E programme (now foundation learning)
- the developments of courses which can be started at more flexible times in order to address the NEETs agenda
- the increase in the range of apprenticeship frameworks available, in the light of employers' feedback.

One of the priorities of our 14-19 Strategic Group is 'To support the work of the Estate teams for schools, FE colleges and Training Providers to ensure that the proposed new learning environments take full account of the transformation of teaching and learning for the 14-19 age range'. The 14-19 strategic partnership has set up clear criteria for the allocation of any capital funding to support 14-19 developments. This is ensuring that we build first class, motivational, industry-standards facilities which support applied and vocational learning, are accessible to all learners across our partnerships and, very importantly, do not duplicate resources already available.

The Council's ICT vision dictates that cross-organisational working should be possible regardless of institution and that seamless integration and ownership of data across the city's education estate is made available. The vision will be realised by the provision of a city-wide administration platform and content delivery system that is device agnostic and is flexible to learning environments of local users. An adaptable Management Information System (MIS), centrally hosted and managed, will support the provision of financial, assessment, attendance and performance information, and specialist (e.g. SENCO) support, parental access. Learner data and user generated 'e-assets' will follow the individual throughout their education experience. SIF (and other standards compliance) will ensure that 14-19/FE providers have no issues inheriting and manipulating a learner portfolio.

Where it is not technically possible or practical to transfer e-assets between systems the learner will be given a workaround. The integrated Management Information System (MIS) will allow secure access and provide the opportunity to gather more key pupil data from one source e.g. to support the use of assessment and attendance data. The MIS may also enable the Council to add other key metrics e.g. we will investigate the use of smartcard systems and biometrics for healthy eating, attendance, library use, travel on local buses. The learners will be supported by multi-centre timetabling to ensure their attendance is personalised and achievable. The service will be wrapped in an 'e-safety blanket', implemented through measures such as the RBC connectivity and acceptable use policy, the managed service provider's own security standards and local settings.

5.7 Integration of education and other services

Locality Based Service Delivery

BSF will significantly enhance the Plymouth approach to locality based delivery of services, which we have identified as a priority to improve. The city is co-locating multi agency staff into six locality based teams where swift and easy access to frontline services will be provided to families and young people. This development through the "lead professional" model will enable effective use of the Common Assessment Framework in a manner that is much closer to the client. It will avoid the likelihood of a parent needing to tell their story on more than one occasion and to more than one professional. This is exemplified by the co-location of a new GP surgery on the campus of a new school in the Southway locality. The Excellence Cluster has pioneered the integrated children's services approach, using principles of collaboration, in the North West and South West areas of the city; areas which face the greatest challenges as recognised in the former DCSF White Paper.

Locality working will provide targeted and specialist services for parents, children and young people that can be accessed locally. Over time, the planning and commissioning of some services will be undertaken within localities, informed by and reflecting their local needs. Schools will be at the heart of this development and new locality partnerships that have greater multi-agency representation will begin to shape provision including the delivery of services on school sites. Locality Commissioning Groups in each area include representatives from all partners, the VCS, Police, Health as well as schools and are chaired by senior school leaders.

The Plymouth Local Strategic Partnership has adopted a locality based model for service delivery, building on work already well advanced across the Children's Trust. The Locality Map is a configuration of the 43 neighbourhoods of Plymouth into 6 Localities, recognised by all agencies and used for planning and service organisation. Joint working with partners across the Trust including the PCT, Police and diocesan colleagues enables best use of existing buildings as well as strategic planning for the future.

Networks of practitioners from the agencies have been formed in each locality. Key stakeholders are represented on Locality Commissioning Groups, which influence the allocation of resources according to need. Locality coordinators have been

appointed to develop and manage the networks and deliver integrated early intervention services to families. Services include: educational psychologists, education welfare officers, primary mental health workers, youth workers, social workers, health visitors, school nurses, Connexions, parent support advisers and extended schools coordinators.

The Council, with Children's Trusts partners is building on this intelligence as integrated working across all localities is further developed. Consideration will be given to the design of school buildings to facilitate new ways of working. Space will also be needed within each locality for multi-agency teams to meet and for the co-location of core teams of workers. These spaces will be agreed in partnership, locality by locality, creating one learning community for the city but locally delivered.

The city's recently developed Fair Access policy along with the developing Alternative Complementary Education (ACE) strategy seeks to focus support to students early and while in school. The BSF proposals seeks use investment to build PRU facilities on schools sites allowing the schools in the initial wave of investment to develop three of the six locality based services to all schools.

Children's Centres

The Council is successfully delivering children's centres through the national Sure Start programme and 16 Children's Centres are now in place with every community having a Children's Centre within easy reach, based on the Locality Framework, with Children's Centres as the locality hub for delivering services for Early Years.

The nature and understanding of what constitutes a children's centre has changed as the programme has developed. The first centres provided for the 30% most deprived neighbourhoods and were large scale buildings comprising a range of facilities focused around nursery education and childcare. The second and third phases are being rolled out to the remaining communities. These are Gateway facilities, comprising meeting rooms, multi-agency office space and consulting rooms. There has been a strong drive for the facilities to be linked to schools so that the infrastructure of the school will support the centre. At the same time, all schools have, through extended services and the drive for a multi-agency approach to family support, adapted spaces to deliver integrated services.

In the third phase, the Council has robustly linked school services with those of Children's Centres as part of developing a focus for locality working in each area. The Council is seeking to connect the Primary Capital Programme with the Children's Centre Programme so that new and remodelled schools are adapted to meet these objectives, and will encourage schools using their devolved capital for refurbishment to adapt surplus accommodation to make space available for this purpose.

Extended Services

We currently have 99% of schools delivering the full core offer of extended services. Consultation is ongoing in with young people in schools, youth forums and by Parent Support Advisers.

We have a number of initiatives and projects that are jointly led and funded. Examples of these include:

- Hoops 4 Health - delivered by Plymouth Raiders Basketball Club in schools and is jointly funded by the Council, Police and Health.
- The Kickz project - a targeted football project jointly led and funded by Plymouth Argyle, youth service and police, this project has been very successful in reducing anti-social behaviour.
- The Big Arts Festival – city-wide project to facilitate ‘art in the community’ events across the city, jointly led and funded by VCS, Children’s Services, Leisure and Theatre Royal.

School Sports Coordinators work closely with Extended School Coordinators to support the provision of the 5 hour sport offer and to provide advice on the achievement of Sports Mark.

The Play Ranger Project has been extended for a further 12 months and will cover the whole of the city. It will link closely with the Playbuilder Project which has refurbished/developed 22 play spaces. Five schools will have play pods on site and will open these to the community out of school hours.

Healthy Schools

The development of new facilities will impact positively on both the physical and mental health of children and young people by improved and extended access to sport, play and leisure facilities within and outside of the school day and opportunities to develop greater emotional literacy and resilience through arts and cultural opportunities. Easier access to targeted mental and physical health services at locality level will support young people and their families and reduce the need escalation into specialist services.

Healthy Schools Food

The Council has transformed its School Meals Service, providing nutritionally balanced meals to primary, secondary and special school pupils. It has increased school meal uptake and refurbished 45 kitchens through innovative use of the School Lunch Grant and capital funding for school kitchens. It has been recognised nationally for its work by the School Food Trust and in many schools the kitchen managers are working proactively, alongside teachers with children and parents to help them develop cookery skills for life. Through SfC the Council will develop this proactive approach as part of the Healthy Schools and Health Inequalities priority from the Children and Young People’s Plan.

5.8 Removing the Barriers to Achievement

The Council has a successful track record of narrowing the gaps in attainment related to deprivation, disability, gender and ethnicity and has targeted the proposals for BSF, particularly the initial project, to developments in areas that will ensure that these vulnerable groups receive greater support. The schools identified in phase 1 of BSF investment have amongst their pupil populations a high proportion of the students we know we need to support. The Phase 1 schools will be able to contribute to rapid improvement in student outcomes by the end of the first year of investment. We know this because their plans for improved individual learning opportunities and planned changes to the curriculum offers have been scrutinised and tested by peer professionals and leading edge thinking and pedagogical development (see section

5.10 below). We will expect the phase 1 schools to take a leading role in working with other schools across the city to share their expertise and methodologies that have demonstrably supported the raising of attainment for individuals and identified groups that in the past have found it hard to achieve personal learning goals.

We will keep a sharp eye on monitoring the progress of key groups of vulnerable children and seek the support of our partners to help monitor progress. For example, the Children's Trust is monitoring very carefully progress in teenage conception and harm from substance misuse. In these areas schools are key assets in the local community in providing access to, and signposting of, specialist services that can contribute towards the work on these vulnerable groups.

The Council recognise that there are challenges related to promoting community cohesion, this is some times exacerbated by the poor take up of facilities in schools by the wider community. This is in many cases due to poor access, uninspiring facilities and a stigma of school and an institution with a poor reputation. The BSF proposals are targeted at changing environments that will remove these barriers to community access. In the development of the schools' briefs, the Council is placing a high priority on ensuring that schools' facilities are used to a maximum to promote community cohesion.

Schools inspections consistently judge support for pupil behaviour as good or better and implementation of the SEAL programme across all phases has had an impact. Anti-bullying, particularly e-safety is a key priority in the Children and Young People's Plan and a major focus of children and young people's involvement, and is therefore a key element in the brief setting for BSF.

Persistent absence and overall absence rates continue to reduce, but there is more to do to ensure that pupils who are at risk of becoming disengaged from education are provided with a broader personalised offer. BSF will support schools in offering this and the change management in the workforce described in section 5.10 is critical to ensuring that school staff will make the most of changed environments to prevent disengagement. BSF will therefore enable schools to provide a personalised and creative educational opportunity for every pupil and to "hook them back in" to learning when they are disengaged. The Council seeks to ensure that the building briefs appropriately support pupils' emotional needs and challenging behaviour, allowing schools to provide "wrap around" support for pupils within the school community.

The Council is, with schools, reconsidering its fair access policy and is redefining the PRU provision across the city. The principles of this policy is an Alternative Complementary Education (ACE) strategy which promotes short-stay, locality based centres for pupils in mainstream schools. This is for children who are unable to access mainstream education for emotional or behavioural reasons, but who do not require special educational provision. This will reduce considerably the number of children in a centralised PRU.

ACE incorporates work with other providers to address level of need. The present arrangement with a local treatment agency for young people affected by drug and alcohol issues is being strengthened and formalised.

Virtual provision is presently available via NISAI and NOT School. However, as part of the ACE strategy a more customised virtual provision has been procured called "It's Learning" and will be available in the next academic year. The ICT component of BSF is to be used to ensure this developed area which gives broader access to education for a vulnerable group is rolled out more broadly.

The Council expects all schools in Plymouth to be inclusive and share a collective responsibility for all children and young people. The Council has achieved an interconnected provision that supports inclusion. This includes fully integrated campuses with special schools as part of the mainstream provision, a network of special units in schools and a long established group of Pupil Referral Units, including a Hospital School (which is under restructure). The BSF proposals seek to support and enhance this provision in the following ways:

- By, where they exist, rebuilding support units. These have often been created from refurbished sections of buildings with many inadequacies. Our proposals are to consider their accommodation in the building brief and improve access to these.
- BSF investment will be the means of achieving locality based provision in schools and in the initial project three new PRUs will be built that serve the three most deprived localities. Later waves of BSF will resolve the other localities.

5.9 Special Education Needs

Plymouth is committed to providing for the educational needs of all pupils with SEN in as inclusive a setting as possible and where specialist provision is required, for this to be within a mainstream setting, or colocated with mainstream settings and for children and young people to remain in the city to promote their inclusion in the wider community.

Since developing the inclusion strategy in 2004, we have worked to the principle that all pupils with Special Educational Needs should have the opportunity to begin early years and primary education as part of, or co-located with a mainstream primary school. We are keen to develop special schools as specialist multi-agency resource bases with our partner agencies. Where possible we are seeking opportunities to bring together targeted and specialist support from health, education and social care to support children and young people from vulnerable groups building on a locality model with schools and children's centres at the heart.

The Council is committed to providing a broader 16+ offer for children and young people with disabilities as part of the city-wide 14-19 campus, working with partners in further education, mainstream and special schools, and local private voluntary and community sector providers. Opportunities arising from the incorporation of the LSC into the Council from 1st April 2010 are already been considered.

Virtual provision is presently available via NISAI and NOT School. However, as part of the ACE Strategy, a more customised virtual provision has been procured called "It's Learning" and will be available in the next academic year."

5.10 Workforce Reform

The leadership and management of change at school level is critical to realising the benefits of this programme. School leaders are very aware that they need to ensure effective transition arrangements during the development and implementation of building works. The understanding and inspiration that has been a part of the National College's BSF Leadership Programme has proved to be pivotal, and 'away teams' have shared their learning with 'home teams' that include the wider workforce in schools.

The Council's change management programme has been strengthened by the inclusion of specific BSF Modules into the following CPD:

- The Student Associates Scheme raises awareness of the need for improved pedagogy at undergraduate level.
- NQTs in schools in the first wave of the BSF programme have had opportunities to reflect on developing pedagogy as part of the 'home team' offering in relation to the National College's BSF Leadership Programme, and our NQT Induction programme is developing a BSF input from this experience.
- Middle leader development programmes (accredited at 60 Masters level points) raise the issue of the need to lead pedagogical development curricula wise through specific input on BSF. Also specifically adding a module on the awareness of management of buildings for sustainability.
- The Internship Exchange Programme has a specific BSF input - with aspirant headteacher delegates being required to bring about a small scale school pedagogy development project as part of their internship;
- Leadership teams from the first five schools involved in the initial Wave BSF programme have completed the National College's BSF Leadership Programme.
- The NCSL BSF Leadership helped Council and school leaders create their vision and realise the opportunities that BSF provides.

The variety of new staff roles that have evolved as part of the workforce remodelling agenda in schools has freed teachers to focus on the teaching and learning. Plymouth now has a high proportion of teaching assistants trained as Higher Level Teaching Assistants which is providing quality support to teachers to manage change processes.

Developing pedagogy and environment are key issues in their training. Plymouth has recruited to capacity the number of 1:1 Tutors, and each Plymouth school has a Parent Support Adviser. Thus schools have been supported to deliver more effectively the personalised teaching and learning that pupils and parents are entitled to and expect.

Accommodation will increasingly need to reflect the implications of more adults in new and different roles in schools; flexible teaching spaces will be required for different models of curriculum delivery, and spaces that enable teachers to get the most out of the time that they are contractually guaranteed for PPA. Indeed, the quality of the working environment is essential for the whole of the school workforce; the impact of the environment on workers (and learners') self-esteem and motivation is well documented, and supported by the experienced of those already in new / partial builds in Plymouth and across the city.

Recruitment and retention of pivotal roles in the city is critical to the over all objectives of raising aspirations and attainment. It is incredibly encouraging the effects that investment in our Wood View all through Learning Campus has recently had boost a large number of applications for its 14 - 19 Leader post. The two proposed academies also had larger than usual numbers of applicants for the Principal Designate posts which has widened the choice of good candidates to lead and promote change. The numbers of NQTs in the city has reduced significantly (171 in 2003, 93 in 2010) and the objective of BSF to attract experienced staff will reduce this further.

The Council is ensuring that school design will reflect the specific implications of the workforce reform agenda and the contractual elements of the National Agreement on Raising Standards and Tackling Workload, and using BSF to engage with all schools in considering their environments. One of the schools not in Wave 1 of the BSF programme is actively engaged with the University School of Architecture on a school environment design and is using learning transformational to redefine its attitude and perception to it existing environments.

5.11 Harnessing the Opportunity of BSF to Drive Sustainability

The Council has committed to increase the profile and impact of actions to make Plymouth a greener city. The city has adopted its Environment Policy 2009/13, its Carbon Management Plan 2008/13, and its Climate Change Action Plan 2009/11 which clearly state an intention to achieve reductions in energy of 20% by 2013, 60% by 2020 and 80% by 2050. As an integral member of the Local Strategic Partnership, the Council is also committed to the NI 185 and 186 targets in the Local Area Agreement (LAA). This is now one of the 14 Corporate Improvement Priorities (CIP's).

Plymouth's BSF project is actively involved in this process with significant evidence of good practice and cooperation already evident across the city with Sustainability Forums, pupil engagement and eco awards as well as capital investment in assets to replace building fabric that support energy efficient such as services plant, heating systems, roofs, etc. Through the Premises and Building Committee of the Schools Forum a joint funded scheme to install Automated Meter Readers to schools in Plymouth has been achieved.

The Council has developed its technical expertise and understanding of the performance of new buildings through its pathfinder building, Brook Green Centre for Learning, which continues to provide invaluable evidence of value for money and 'lessons learnt from a sustainable building. Currently the school achieves the BSF target of 27 kg /CO₂/m² per annum and through further management is moving closer to 20 kg /CO₂/m² per annum. There are number of other examples of innovative development within the city including Biomass boilers, voltage optimisers and Wind turbines.

Those schools that are to be completely rebuilt will be delivered as 'low carbon schools', as the advice we have received is that, this is achievable from the additional low carbon funding available from the DfE.

The Council will achieve a BREEAM 'Very Good' assessment for all refurbished buildings and 'Excellent' for all new buildings and already has a significant pedigree in achieving 'Very Good' results which are close to Excellent, through out a series of new build school projects across the city. The Council will achieve this with support from our BSF Technical Advisors who are already involved in analysing long term life cycle costs, reviewing maintenance management systems, condition and suitability surveys and building control systems to achieve efficiency and economy in energy and taking some basic steps to reduce overall consumption. They are also involved in conducting feasibility studies for renewable energy provision at the various sites including the ability to link to District Heating systems and the completion of ecology surveys in order to lessen the impact on the biodiversity of the sites.

Whilst the BSF construction and design process will be used as a valuable learning opportunity for pupils it is intended that the grounds and site micro climates encourage biodiversity and achieve the principles of sustainable environmentally conscious design that provide learning opportunities for all curriculum subjects and encourage the school and local communities to develop better social behaviours towards a sustainable culture. BSF is being used to deliver specific modules in CPD courses that are designed to raise awareness and improve the management of buildings to enhance energy efficiency. BSF is also designed to allow the buildings to be used for extracurricular activities after core school hours, thus benefiting the community by bringing in activity under a sustainability envelope.

BSF Linkages with Culture

Culture will contribute to the direct delivery of the BSF programme to offer a positive legacy for the city's culture, and cultural providers, as well as increasing engagement in the arts and attendance at theatres, museums, galleries, and library services.

Our aspirations are raised by the diversity and quality of experiences young people and communities are exposed to. The physical, material environment we live work and study in and the recreational and cultural experiences we engage with.

Our duty to all our young people is to ensure that they are exposed to and have equal access to initial experiences of the widest range of creative and cultural participation. It is equally important that should this exposure lead to further participation and or study, that there is access to the highest quality of cultural output and to highly specialist education training and facilities.

BSF engages Culture with through three strands:

Culture Providers: Active learning

BSF offers new opportunities to creatively challenge methods for learning, share good practice, access superior facilities and extend 'out of school' activities. Cultural providers can offer opportunities to engage with young people in innovative, creative and exciting ways, which inspire, raise aspirations, and remove barriers to learning.

Cultural Learning: A framework for partnerships

Partnerships with key stakeholders in the city, such as businesses and large organisations, offer increased specialism and skill base, as well as choice in growing a sustainable creative learning experience. Developing creative vocational industry supported learning, provides for further learning and study and increases employment opportunities.

Cultural Influence: Public Art, Public Realm and Community Engagement

Public art plays a part in creating successful places and helping to establish successful and vibrant communities. Public art is a concept whereby the involvement and activities of Culture, including individual artists, contribute to the identity, understanding, appreciation, and enhancement of public places.

BSF Linkages with Sport

The promotion of sport in schools has been a strong link in the city for many years. However, the prospect of BSF investment in secondary's schools has been a key driver to align strategies. As a consequence the cities sports strategy, due to be published in summer 2010 describes a central specialist and high level central facilities with public access to well managed community facilities based using school infrastructure. The delivery of the central specialist facility is well under way with the erection of the Life Centre located centrally in the city at Central Park. The £46.5m investment will provide facilities at the very highest level for the sub region. BSF proposals dovetail into this pattern of provision providing a good level of community facilities locality based across the city.

As identified in section 5.5, white working class boys remains the most major group identified to narrow the achievement gap. The promotion of high quality sporting facilities is a significant means to raise aspiration with this specific group and is therefore essential to the benefits sought in the initial wave. This combined with the identified Hot spots in health inequalities; see section 5.2, and the very low sports participation levels in the districts where the initial wave investment will be made, mean that the sporting provision in these schools is very important.

In the BSF initial wave the provision of land and agencies to land used for city-wide sporting provision is good. However the community take up of this provision is not good. The identified reason for this is that the quality of provision is not adequate. The closeness to central facilities also fragments local perception of services. BSF investment will improve the quality of provision while retaining its general nature to ensure that .community access is wide and universal.