

Wandsworth Borough Council
BSF Strategy for Change Part 1

Section 2 Strategic Overview of the Education Strategy

1. Education Outcomes & Areas for Development. Choice Diversity & Access. Where the Authority is now.

- 1.1. Wandsworth is a predominantly residential Inner London Borough with significant contrasts – affluent commuter suburbs in Putney and around Wandsworth Common, yet high levels of deprivation in parts of Battersea, Tooting and Roehampton. Overall 24% of pupils are eligible for free school meals (up to 38% in some schools) and 36% have English as an additional language. Almost two thirds of pupils (64%) are from ethnic minority groups.
- 1.2. There are 11 secondary schools in the Borough, including the Ashcroft Academy. In addition, there are six special schools with secondary age pupils and one secondary Pupil Referral Unit. Three of these schools are residential regional specialist schools for low incidence special educational needs (SEN).
- 1.3. Wandsworth Council's established policy is to promote diversity and thereby choice for parents. As a result, there is already a good mix of schools in terms of size, gender mix, denominational affiliation and governance. All schools draw in pupils from other boroughs. A high proportion of the schools have specialist status (8 of 11), covering a good range of subjects.
- 1.4. In 2007, 60% of pupils attained five or more A*-C grades at GCSE, close to the national average but above statistical neighbours. Results at 'A' level are around the national average. There are strong improvement trends, the recent rate of progress at GCSE being well above the national rate. The lowest attaining schools have improved sharply with no schools below the 30% 5A*-C floor target. There has also been good improvement amongst targeted under-performing groups, particularly Children Looked After and Black Caribbean pupils and increasingly white working class boys.
- 1.5. There are, however, a number of key challenges that the Borough faces.
 - There is a need to raise standards in English, mathematics and science – in 2007, only 47% of pupils achieved 5A*-C including English and mathematics and two schools were below the Key Stage 3 floor target in science.
 - Two schools show well below average contextual value-added and have over 5% of pupils leaving with no GCSEs; one school has until recently been causing concern to the Authority and a further school will need to sustain improvements having recently come out of special measures.
 - Boys particularly white working class perform worse than girls, although at GCSE the gap between girls and boys is only half the gap seen nationally and is closing.
 - Some minority groups continue to under-achieve, notably Somali, Black Caribbean and Latin American.
 - There is a need to improve the achievement of children with special education needs (SEN) in mainstream schools. In 2006-07 secondary mainstream schools identified 40% of pupils with SEN as having Behaviour, Emotional and Social Development needs (BESD), a sharp increase between Key Stages 2 and 3. Most of these pupils also have associated cognition and learning needs.
 - There is a need to reduce reliance on out-borough and local special schools, particularly for pupils with less severe and complex SEN.
 - There is a significant increase in pupils diagnosed with ASD from 40 secondary-aged pupils in 2002, to 116 in 2006, and numbers are projected to rise to 235 in 2013.
 - Whilst the Borough has the lowest proportion (6.3%) of 16-19 year-olds who are not in education, employment or training (NEET) in the London Central LSC area, there is a need to improve outcomes at Level 2 and Level 3 at age 19.
 - The pattern of specialism has evolved in an ad hoc way, leading to some gaps, for example, humanities, mathematics for girls and science for boys. Wandsworth's geography means that some specialisms are only readily accessible to certain parts of the Borough.
 - Attendance is below the national average and two schools have Persistent Absence status.
 - Fixed term exclusions have fallen sharply but overall exclusion rates are still above national average.
 - The buildings and services in two mainstream schools (Elliott and Burntwood) are unsatisfactory, impacting negatively on learning and there is a significant risk of losing education through closure.
 - The accommodation at Oak Lodge School for the Deaf, a regional specialist school is no longer fit for purpose. Accommodation at other two special schools and the PRU also needs significant investment.
 - All schools have learning environments with a number of deficiencies where they have old deteriorating buildings, tired specialist facilities or poorly configured teaching and communal spaces.

3. Adding Value to outcomes with BSF

3.1 The aim of BSF is to achieve a step change in pupil outcomes. Current improvement trajectories suggest that 55% of pupils should achieve 5+ A*-C grades including English and mathematics in line with Fisher Family Trust projections for the top 25% of schools. As a result of the BSF proposals, the Authority's target is that no mainstream school will achieve less than 55% 5+A*-C grades at GCSE including English and mathematics and the Borough average will rise to 67% - a 20 point increase. Contextual value added for each school will rise by at least 20 points against 2006 baselines. Outcomes at age 19 will improve to 80% of young people achieving level 2 and 70% achieving level 3. Attendance will improve to 94% and exclusions will be halved.

3.2 Wandsworth's key proposals to add value out of BSF are as follows:

- Every school will be a centre of excellence with two specialisms in most cases. Each school, including the two training schools and the leading edge school, will lead in its areas of expertise and collaborate to offer teaching and learning excellence and professional development for the whole borough.
- Wandsworth Schools will be 'human scale', where each young person is well known and effectively supported. Schools will explore different models of management, timetabling, curriculum and building organisation to achieve this as part of the detailed work in SFC2.
- Personalised learning will be underpinned by three core principles: high quality assessment of students' achievements and needs, using the latest ICT to track progress; a diverse range of flexible academic and vocational pathways to match students' aspirations to need; and a commitment to student voice to enable young people to better influence their own learning.
- Student progression will be based on 'stage not age', supported by Individual Learning Plans, and there will be opportunities, for example, to pursue a condensed Key Stage 3, fast tracking to GCSE and A-level or a transition curriculum in Year 7.
- New models of teaching and learning will be promoted, supported by an ICT-rich managed environment, enabling pupils to undertake enquiry based learning more effectively and to have the opportunity to learn 'any time, any where'.
- The Council and the schools will ensure that all pupils do well in the core subjects of English, mathematics and science to facilitate good progression beyond age 16. To balance this, pupils will also have access to a rich curriculum where there are opportunities to progress to a range of specialised courses, both academic and vocational, offered in different schools and colleges with the help of the latest ICT, including access to all 17 diplomas by 2013.
- Timetables will be aligned into broad blocks of time, with common days for collaborative activities to enable pupils to access courses physically and using ICT. A 'third session' will also be developed in the schools to facilitate personalised learning further, with staggered beginning and ends to the day.
- Links with higher education (HE) institutions will be managed collaboratively, building on existing links. Links will be co-ordinated with the key objectives of extending curricular opportunities, raising pupils' aspirations, smoothing the transition to higher education and supporting staff development.
- Links with local businesses will also be managed collaboratively to ensure that the curriculum has real and relevant application for all ages. Post 14, such links will facilitate new opportunities for work-based, as well as work-related, learning and will bring access to apprenticeships and employment.
- Schools will not simply be located in their community but will help to address the needs of the community and be a positive influence on community cohesion and good citizenship. Every school will be a resource for the community, opening from 8am up to 10pm, and providing both a universal core offer of key services, such as child-care and referral, but also other local services and facilities unique to each area, such as co-located PCT services, performing arts opportunities or outstanding sports facilities.
- Every child with special educational needs will have access to a first class education, whatever their needs. There will be three core elements to the Council's provision: first, outstanding special schools, including those serving a regional role, for young people with very specialised needs but also fulfilling an outreach role; second, a range of resource bases, for example for ASD, co-located on mainstream sites, each supporting integration to mainstream and serving an outreach role; and third, high quality inclusive provision and excellent teaching for all pupils with SEN in mainstream schools and subject areas. Each school will specialise in a SEN area.
- The Council is therefore committed to completing the development of all three regional special schools, with Bradstow and Oak Lodge now the key priorities.
- Schools and the Council are also fully committed to developing a satellite site for the Pupil Referral Unit, to provide greater breadth and flexibility. Schools and the PRU will work together in a behaviour and attendance collaborative to minimise exclusion and ensure no child is out of education.
- The Council will develop strategies for recruitment and retention, leadership development and succession planning to secure an excellent workforce. These will be combined with an ambitious but robust change management strategy.

- In building terms, we will create calm, well-organised environments, where children feel secure and willing to take on responsibility and where facilities such as toilets, dining facilities and recreational areas are of first class quality and are well maintained. We will develop buildings that function well, are inspirational as a result of good quality, intelligent, design that provide value within the available budget.
- Functionality, adaptability and flexibility will be the key drivers for the design of new and remodelled spaces. The specification will take full account of the lessons from previous projects in Wandsworth, London wide, nationally and internationally. Sustainability will be a priority and the Council will set a target for carbon footprint reduction arising from the BSF project.
- The BSF investment programme will enable all schools and pupils and other stakeholders to become genuinely involved in establishing a vision for learning and transformation and translating that into investment in buildings, ICT and continuous improvement. ICT will be flexible and well organised, capable of being regularly refreshed and will transform teaching and learning and drive up standards.

4. Future proposals for Choice Diversity and Access

4.1 The key objectives for the Borough are therefore to:

- ensure that there is a diverse range of high performing schools to facilitate parental choice. BSF will thus enhance the mix of schools of different size, type, denominational status and subject specialism;
- ensure schools explore new models of governance and curricula to further widen choice and diversity;
- enable all mainstream and special schools to acquire further appropriate specialisms. Schools will be encouraged to seek additional specialisms in areas where this will further improve the borough offer;
- create though the diverse range of special schools, resource bases and outreach services, inclusive provision within the Borough that will cater for all children, whatever their need;
- ensure access via personalised programmes and curricular and enrichment activities for all learners built around a flexible teaching day, with collaborative timetabling built on the strengths of Wandsworth's two Education Improvement Partnerships, so that every school becomes a resource for the whole borough.
- develop schools as an important resource for the whole community, offering a range of extended services, including adult learning, performance facilities, library facilities, sports provision and links with higher education and business.
- develop an integrated ICT solution that will enable all learners, teachers and parents to access learning resources from any location.

5. Robust support and challenge for low performing schools and pupil groups

5.1. Underperformance has been rigorously tackled in Wandsworth as evidenced by the recent removal of one school from special measures, a reduction in the number of schools below DCSF Key Stage 3 floor targets from seven in 2005 to two in 2007, and an increase in the proportion of pupils attaining five or more A*-C GCSE passes including English and mathematics from 41% in 2006 to 47% in 2007, compared to a 0.5% gain nationally. Nevertheless a number of areas of under-performance remain, as outlined on page 2.

5.2. The Borough strategy to eliminate under-performance has been revised to take account of the introduction of School Improvement Partners, and now includes a two- pronged strategy. In the shorter term there will be:

- better use of data to challenge the performance of individual pupils and more robust target-setting regimes that expects all schools to aspire to the top 25% of similar schools;
- the introduction of transparent, objective criteria for judging schools' effectiveness for use in school self-evaluation and by the Local Authority, linked to clearly defined levels of support;
- a more robust strategy for building schools' capacity for self-improvement, focused on a revised strategy for leadership development, succession planning and recruitment;
- earlier identification of weak performance in any of the Every Child Matters outcomes through a regular 'health check' exercise involving officers across Children's Services, led by the SIP;
- a wide range of brokered support through the SW London School Effectiveness Partnership, using an enlarged pool of Advanced Skills Teachers, specialist schools, Diocesan advice and Council officers;
- intensive support through task groups comprising multi-disciplinary teams of professionals, City Challenge support and direct intervention at Director level for schools causing concern.

5.3. In the longer term, the added value of the BSF programme will enable schools to eliminate any remaining under performance by greater innovation in teaching and learning, greatly enhanced use of ICT to support personalisation, better access to higher education to raise aspirations and a more school-centred approach to professional development.

6. How the authority will deliver personalised learning

6.1 All schools share the belief that, to unlock the potential of every child, regardless of socio-economic background, gender or ethnicity, and to enable them to reach the highest possible standards, the curriculum, teaching and learning must be as personalised. All schools are committed to a personalised learning entitlement for all students which will include four elements: high quality assessment of students' achievements and needs, using the latest ICT to track progress; a diverse range of flexible academic and vocational pathways to match aspirations to needs, a commitment to student voice to enable young people to influence their own learning; and exploring new models of teaching and learning to suit student needs.

6.2 These developments will incorporate the following principles, which are essential if students are to become independent learners prepared for the necessary flexibility of the workforce in the coming years.

6.3 Stage not Age.

Schools will develop their own interpretations and ways of delivering this, including:

- A foundation or transition curriculum in Year 7 for those young people who need it.
- A condensed Key Stage 3 where appropriate both for the most able and those requiring an induction year;
- Fast-tracking to GCSE and A level;
- Access to the International Baccalaureate via a partnership between schools and the Sixth Form College.

6.4 Different pathways to success:

- Schools will continue to develop, independently and collaboratively, an even wider range of academic and vocational pathways to suit different aspirations at Key Stages 4 and 5 (see 14-19 section below);
- These will include the 17 Diplomas and alternative provision through enhanced links with local FE and other providers, supported by a robust, collaborative quality assurance framework to ensure high quality

6.5 Learning to Learn and Deep Learning:

Schools will build upon existing practices to ensure that all students develop independent thinking skills to equip them for life-long learning and a flexible working life. Supported by innovative ICT, this will include:

- 'Learning to Learn' days/weeks and Student Review Days
- A creative curriculum; subjects will be taught to enable far greater creativity in learning opportunities
- Flexible teaching to accommodate different learning styles (VAK);
- Enquiry-based learning across the curriculum, using mobile technology
- Planned opportunities to develop independent learning skills, including research, hypothesis-testing, synthesising information, drawing conclusion, reporting and making recommendations.

6.6 ICT

Provision of connected, *personal learning devices* will allow learners to take control of their learning at all times. They will be able to select, access and use engaging and challenging digital media and to choose who they learn with (parents, peers and friends as well as teachers).

6.7 Student Voice

As part of its continuing promotion of student voice, Wandsworth schools will develop new ways of enabling students to take more responsibility for the curriculum as well as their own learning. This will include co-construction of the curriculum with schools and colleges, on-line consultation and Individual Learning Plans.

6.8 Continuing Professional Development

To support all the above, a comprehensive training programme will be put in place. This will be led by the schools, rather than the authority, including the training schools, specialist centres of excellence and research facilities in partnership with universities. This will build on joint work between all the schools which began three years ago, with joint professional days, and will look at best practice both nationally and internationally.

6.9 Summary

Personalisation will develop over the next 10 years to exploit fully, and respond to, the greater freedoms of the new curriculum (2008) and new vocational pathways. Wandsworth is already well advanced in its vocational provision, especially at Key Stage 4, where over 800 students of the cohort of 2,100 take vocational ICT courses, 425 take creative and media courses, 225 take health and social care courses and over 100 take other options. BSF will facilitate further transformation by creating the opportunity for even further flexibility and enhanced business links, addressing current shortages in, for example, retail, customer services and hospitality and catering.

7. 14-19 Entitlement

- 7.1. A priority will be to identify all those pupils and groups of pupils not making good progress at post 14 and put in place appropriate curriculum models to overcome barriers to learning. The aim is for 100% of young people to participate in post 16 education or training and maximise their achievement. Through BSF, all mainstream schools will have strong and viable Sixth Forms of at least 150 pupils. Schools and colleges will provide access to a full range of academic and vocational programmes via an already strong collaborative approach. Retention of post 16 students will be increased by offering personalised curricula and reducing shortages of provision in identified areas. Outcomes will be improved by a robust cross-institutional programme of quality assurance.
- 7.2. All schools will work collaboratively to provide access for all students to the full range of courses including the 17 Diplomas by 2013, building on relevant school specialisms. A summary plan for delivering the diplomas is attached at Appendix A. Schools, colleges and work-based learning providers will offer more level 1 and level 2 courses and more vocational courses to meet local employment demand in sectors such as construction and customer services and exploit the huge potential impact of the Battersea Power station regeneration project. Further collaboration will be developed with the Further Education sector, strengthen existing partnerships with the two borough Centres of Vocational Excellence (COVEs).
- 7.3. With the extended curriculum offer at 14-19, schools and colleges will work with Connexions across both the education improvement partnerships to develop the information, advice and guidance for pupils at pre-14.
- 7.4. By building on existing links we will strengthen our relationships with local universities and business links. For some schools this may mean that these partners may have a school based provision to support this collaboration and will benefit learners (pupils, staff and members of the school community) through access to real and relevant contexts and access to leading edge research in to the curriculum and pedagogy.
- 7.5. Underpinning our unique level of personal technology access and connectivity is the development of a common, partnership-wide Managed Learning Environment (MLE) for all learners and institutions. This will allow learners access to resources from anywhere at anytime. It will allow them to collaborate on projects with students attending different institutions, mirroring industry working practice. It will provide the latest communication tools to access the best teachers and industry professionals, regardless of location. It will enable all students to have an on-line, live Individual Learning Plan integrally linked to their assessments.

8. Integration of education and other services through Every Child Matters

- 8.1 Wandsworth is already well placed to develop integrated services, building on strong partnership arrangements. A number of pilot projects that are at the leading edge of national practice. These include:
 - An Every Child Matters Pilot in Battersea, where a fully developed Common Assessment Framework (CAF) and Multi-Agency Panels have been established;
 - A multi-agency Behaviour and Education Support Team and Behaviour Improvement Programme (BIP);
 - An Integrated Youth Service and Targeted Youth Support Project (TYST);
 - A multi-agency Children Looked After in Education Support Service (CLAESS).
- 8.2 Work on rolling out extended services throughout the borough is progressing, drawing on the experience of a full service Extended School at Southfields. Extended Services will be developed across geographical clusters of schools and their partner agencies. There are six clusters each including at least one secondary school.
- 8.3 Through BSF, all schools will offer access to the core offer of extended services comprising the following five elements: out of school childcare; out of school activities; parental support and information; swift referral to support; and community access. In addition, each school will address the needs of the community it serves by providing facilities to deliver other local services. In line with individual School Strategies for Change, examples could include:
 - adult learning
 - performance and public library facilities
 - primary health care;
 - sports provision;
 - links with local business, promoting small business enterprise and training
- 8.4 BSF will strengthen the support for parents in engaging with their children's education by:
 - working with the Borough's Adult and Community Learning and Family learning teams to ensure that parents feel confident with the opportunities offered by new facilities and new technology;

- using ICT to improve communication between home and school, thus allowing parents to track and support their children's progress;
- allowing parents to become part of the on line school community, therefore bringing their own expertise into the school and thus enabling a strong parental voice within the school;
- giving families access to new managed learning environments which will allow them to review the content of recorded lessons, thus promoting learning together and improving outcomes for the whole family.

8.5 We will work with partners such as the PCT and employment services to secure the necessary resourcing and will design infrastructure to ensure that co-located partners are adequately supported to enable them to deliver their services effectively. We will ensure safe circulation of a diverse group of users. As a true community resource the school of the future will be used by a variety of ages and types of users in all likelihood at the same time.

8.6 The Borough's Specialist Sports Colleges will be regional focal points to for promoting excellence in physical education and community sport, extending links between families of schools, sports bodies and communities, sharing resources, developing and spreading good practice, helping to provide a structure through which young people can progress to careers in sport and physical education. Sports Colleges will further increase participation in physical education and sport for 14-19 year olds and develop the potential of talented performers.

8.7 The school sports partnership, including 55 primary and 5 special schools, will be further strengthened. Schools Sports Coordinators, based in one of the secondary schools, will concentrate on improving school sport opportunities, including out of hours school learning, intra and inter-school competition and club links, across a family of schools. Primary link teachers, based in primary and special schools, will further improve the quantity and quality of PE and sport in their own schools. Through BSF, this will increase the proportion of pupils taking part in at least two hours of high quality PE and school sport a week from the current 88% to 100%.

9. Championing the needs of pupils with SEN and under performing groups and those who are vulnerable or at a risk

9.1 The Council has a well developed SEN and Inclusion Policy and Strategy which commits to increasing opportunities for pupils with SEN to experience a mainstream education, whilst maintaining a strong and well-resourced special school sector, with both a local and regional profile, in an inclusive educational community.

9.2 The three core elements to the Council's provision will comprise: outstanding special schools for young people with very specialised needs but also fulfilling an outreach role; a range of resource bases, for example for ASD, co-located on mainstream sites, each supporting integration to mainstream and serving an outreach role; and high quality inclusive provision and excellent teaching for all pupils with SEN in mainstream schools and subjects.

9.3 In mainstream secondary schools, the opportunities offered by BSF will enable us to:

- create together with all special schools and resource bases, high quality inclusive provision within the Borough that will cater for the needs of all children whatever their needs including provision for pupils with behavioural, emotional and social difficulties;
- develop a range of teaching environments and resources to meet the different learning needs and styles of all pupils, including those with SEN and ensure that high quality learning and teaching for pupils with SEN is embedded in all departments across schools;
- enable each school to develop a specialist area of expertise in SEN;
- develop the use of ICT to support different learning styles, including those who have additional and different ICT requirements and hard to reach pupils;
- promote effective transition arrangements for pupils into secondary schools by developing existing work on transition planning undertaken by outreach services and promoting effective links, including soft federations and formalised agreements, between secondary and primary schools in their area;
- improve the vocational offer to students, particularly at KS4, and develop the vocational and sporting provision at the BESD School, which will be extended further to mainstream and other special schools;
- use workforce remodelling to make more effective use of staff working with different groups of pupils including those with SEN, and promote the development of specialist skills in the workforce;
- develop existing strategies to identify and improve progress of under-achieving groups through the use of tracking and monitoring, use of targeted approaches, and identifying and disseminating good practice;
- further reduce exclusions and improve behaviour and attendance by a package of measures linking school design, staff training and development, pupil mentoring, and developing a shared and consistent approach to exclusions across schools. This will be supported by a newly formed secondary behaviour and attendance partnership, which will disseminate good practice developed by the multi-agency Behaviour and Education Support Team and Behaviour Improvement Programme;
- work with partner agencies to ensure a broad range of intervention and support to secure a range of additional and complementary provision for pupils, supporting family involvement and access to services.

- 9.4 Through our targeted specialist provision for pupils in mainstream we will:
- develop the specialist unit for pupils with hearing impairment and a further resource base for pupils with language and social communication needs at Southfields Community College;
 - provide a base for pupils with ASD at the Ashcroft Academy from September 2008, complemented by two further bases for pupils with ASD at Graveney School and the new RC school;
 - develop further the role of the PRU in preventing exclusions and supporting pupils with BESD to remain on roll at a mainstream secondary school by developing a new satellite centre and extending outreach work.

Special schools and the Secondary PRU

- 9.5 Following a recent reorganisation of SEN provision the Council maintains six special schools with secondary-aged pupils, three of which have a regional profile. The opportunities offered by BSF will enable us to:
- disseminate specialist expertise through enhanced outreach services and through special schools achieving specialist status, with dissemination of good practice in areas such as personalised learning and assessment;
 - further expand the extended services available from special schools and develop their role in relation to multi-agency services, parental information and support, adult learning and the expansion of extended day, holiday and respite provision;
 - ensure that pupils in special schools have access to the full range of opportunities offered through ICT;
 - ensure that young people in special schools have access to a broad 14 to 19 curriculum, through partnerships with mainstream schools, colleges and work based learning providers.
- 9.6 Three special schools and the PRU face distinct challenges in relation to their current learning environments.
- 9.7 In our secondary school for the deaf, the BSF programme, will enable the school to
- modernise its environment which is no longer suitable for the needs of deaf students using sign as a primary method of communication, and develop the curricular offer;
 - redevelop the hostel which no longer meets minimum standards,
 - improve inadequate facilities for post-16 and adult students, and
 - consolidate and develop the school's role within the London-wide deaf community and as a provider of outreach services to mainstream schools, families, and pre-school hearing impaired children and babies.
- 9.8 In our secondary school for pupils with BESD it is planned to build on its successful provision for KS3 pupils and effective transition programmes with the primary BESD school (with whom it is federated) by:
- Developing a significant vocational offer at KS4 to provide an additional and different curriculum to the existing core skills and GCSE offer, aimed at securing continued improvements to attendance and behaviour, which will also be offered to mainstream schools.
 - Developing post 16 provision, using a community learning team model, enabling pupils to extend their qualifications and providing the intensive support necessary to enable college and work placements to succeed, addressing the current "drop-out" rate once pupils are no longer on roll;
 - Developing sporting provision through different "sports academies" at the school; and
 - Expanding outreach, undertaken in conjunction with the primary BESD school, to the group of very hard to reach families from whom many of its pupils come.
- 9.9 In our residential school for pupils with severe learning difficulties, autism and challenging behaviour we will:
- Redevelop the teaching and residential accommodation to match the school's existing age profile and complex range of SEN, including delivering a fully accessible school;
 - Develop an offer of residential care beyond the standard school year to offer respite and continuity of care;
 - Expand the range of sporting facilities available on site.
- 9.10 The secondary PRU provides for a wide client group with diverse needs across several sites. It is expanding its preventative/intervention role and includes of multi-agency provision. In order to develop further it will:
- Be able to deliver the full national curriculum on both its main and satellite site;
 - Develop its satellite site to further develop its successful dual registration programme and outreach support;
 - Increase capacity to support preventative and multi-agency programmes; and
 - Offer flexible facilities to promote multi-agency work and family support.

10. Change Management Strategy and CPD

- 10.1 The Council and local schools have a proven track record of pioneering initiatives to improve educational outcomes, many of which have been adopted nationally. The Council is currently rolling out the use of a Common Assessment Form and multi-agency panels across the Borough, building on an 'Every Child Matters Pilot' in Battersea, and it has also established a Virtual Health Promotion Team and a Targeted Youth Support

Team for 14-19 year-olds. Such approaches are challenging traditional approaches to supporting young people and are creating the need for flexible spaces, co-located multi-professional teams and virtual working.

10.2 All schools will have a robust and detailed change management strategy to ensure every school becomes a centre of excellence in key specialisms enhancing the professional development of staff across the Borough. Every School will have a BSF Project Team made up of a cross section of teaching staff, support staff, governors, supported by parent and pupil inputs, who will focus on change management for the lifetime of the project. To further support schools the Council is employing educational consultants. Part of their brief will be to ensure schools develop a robust change management plan to deliver their Strategy for Change.

10.3 In establishing strategies to manage the BSF change management programme the Council will focus on:

- Structural and organisational changes that can be brought about in systematic way without disruption
- Behavioural changes in working practices.

10.4 Under the above two headings the actions and timetables are being developed for the following

Structural and organisational

- Reorganisation of Roman Catholic education and the creation of a new school and management structures
- Completion of the Planning for Inclusion Review including the creation of further resource bases
- The creation of soft federations between secondary schools and some neighbouring primary schools
- Roll out of extended services through multi-agency locality working.

Behavioural changes and working practices

- Embarking on an extensive programme of consultation with governing bodies, staff and most importantly pupils, with all schools and the City Learning Centre's Gifted and Talented programme running pupil consultations in off-timetable weeks in the recent summer term (2007).
- Development of new pedagogies and curriculum development as part of each School's Strategy for Change process working with external consultants to help, challenge and innovate.
- Personalisation of the curriculum and the development of individual learning plans for all.
- Developing a model for a centrally managed IT system so that it can be fully exploited, leading to remote learning and assessment anywhere.
- Providing a comprehensive cross-institutional programme of staff development and training to promote new approaches to teaching and learning including teaching styles as led by the two training schools.
- Planning, as part of each School's Strategy for Change, a new model for professional development in which each school will become a centre of excellence in its specialist subjects, as well as 2-3 schools leading generically on teaching, learning and research, in partnership with higher education. This will be supported by purpose-built and innovatively resourced training spaces, utilising the new ICT infrastructure.
- Implementing a joint 3rd session to build on the current 14-19 collaborative provision and professional development in the South Wandsworth Area Network of secondary schools and on the two common time-tabled days and flexible sharing of staff in the North West Wandsworth Education Improvement Partnership.
- Revising the authority's Leadership Development Strategy to include innovative approaches to succession planning, management models, building leadership capacity, coaching and staff retention.
- The development of multi-disciplinary teaching and teams in schools, including use of the primary model.
- Setting up good practice links in schools to identify knowledge and successful practice within schools that will be shared with other schools using existing and new networks and partnerships.

11. Sustainable environment and behaviours

11.1. The Council has made sustainability a priority of its BSF project, underpinned by its Environmental Policy, which aims to address climate change by investing in energy efficient measures in all new premises, wise energy management, educating young people and adults and investigating low carbon energy sources.

11.2. The Council is currently working with GOL on a 'Mapping London Sustainable Schools' project and is proposing the development of specific policy areas as part of BSF including:

- Setting a carbon footprint reduction target arising from the implementation of the BSF project
- Implementing eight doorways for sustainable schools; food and drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, inclusion and both global dimensions and local well-being.
- Undertaking an analysis of these eight doorways as part of the Schools SFC work on Curriculum, Campus and Community and making this a pupil led project in every school
- Implementing an Energy Code to ensure that energy efficiency improvements and opportunities for low carbon solutions are investigated in every scheme and that new build or remodelled sites are carbon neutral.
- Using small scale energy technologies, such as solar water heating, photo voltaics and combined heat and power and purchasing energy from low carbon resources, where feasible and cost effective to do so.

- Looking at the potential to link combined heat and power to other areas of regeneration where economic;
- Every BREEAM assessment is very satisfactory.
- Applying saving techniques such as those for water usage and power including the use of grey water and renewable sources such as solar power and wind.
- Developing school grounds to enhance the environment for plants and wildlife

Section 3 Proposals for the Schools and FE Estate

12. Key Priorities for the School Estate

- 12.1. The Council is committed to raising standards of attainment in all of its schools. The provision of high quality school premises that are welcoming, secure and fit for purpose is a key element in achieving this.
- 12.2. The Council's Education Asset Management Plan (AMP) prioritises the investment needs of all schools, taking into account agreed priorities including those in the CYPP, school organization proposals, SEN plans and surplus places plans. The Council has invested more than £80million of capital in its schools over the last six years by effectively mixing resources, including the Single Capital pot, capital receipts, Devolved formula funding, Big Lottery Fund grant and DfES grant, including successful Targeted Capital bids whilst the current capital programme exceeds £48 million for a three year period funded from the same sources..
- 12.3. The AMP shows that the greatest need for investment is in the secondary sector. High level estate strategies have been completed for every secondary school and proposals will be developed in conjunction with the development of School's SFCs. The Council will follow a series of stages as recommended by PFS including full option appraisal and development of the preferred solution for inclusion in the Outline Business Case. All information will be assignable and the Council will assess the affordability of the project at SFC2.

Sample Schemes and Packages

- 12.4. The Council has assembled the elements of the BSF project and is currently planning two or three sample schemes and two subsequent packages reflecting priorities for action. Specific proposals are set out below but the Council will determine the final make up of phases in its SFC2 submission and this could therefore be subject to review. The two 'sample' schemes currently chosen both for their priority and because of the mix of new build and complex remodelling. These will be the new Roman Catholic School and the remodelled Elliott School.
- 12.5. The remaining schools will be split into two further packages. This does not mean that there will be a time difference from a procurement point of view but it will enable the bidder to separate the packages by type.
- 12.6. Package 1 will consist of all the remaining mainstream schools where significant investment is required. These include the Battersea, Southfields, Burntwood, Ernest Bevin, Chestnut Grove and Graveney. All these schools have condition and suitability priorities that are directly impacting on teaching and learning.
- 12.7. Package 2 is a distinct package by type, including Oak Lodge, Bradstow, Nightingale, Francis Barber PRU, Paddock, Garratt park and St Cecilia's. In the past, the Council has successfully argued that the regional resource special schools should be treated differently reflecting their strategic positions serving numerous local authorities. The Council will wish to negotiate the financial allocation for the regional special schools. By contrast, St Cecilia's is a newly built school that opened in 2003 and most of its development will relate to the enlargement of the sixth form.
- 12.8. Nightingale School, the Council's secondary EBD school, mainly serves the needs of pupils from Wandsworth and has strong links with other Wandsworth secondary schools and the PRU. There is significant synergy therefore with the ambitions of the whole secondary phase and it is proposed to remodel the school and improve the PRU accommodation as part of the second BSF package.
- 12.9. The Council has a distinct series of objectives for the built environment. These include:
- good quality design that will complement the teaching and learning process and be ICT rich;
 - well thought out buildings and grounds that function well and are inspirational;
 - designs that make intelligent use of the budget and represent added value for money;
 - accommodation that supports established and new methods of learning, specific to the individual school;
 - adaptable buildings that have a structural and servicing strategy to allow for change in the future;
 - taking account of the fact that school premises will be in use most evenings, weekends and holidays
 - pleasant environmental conditions that are sustainable, with emphasis on natural ventilation and lighting;

- low energy designs that get the basics right - layout, orientation, day lighting, acoustics, ventilation, thermal efficiency - supplemented by the latest technology where proven to be sustainable and affordable;
- materials chosen for their sustainability, robustness, longevity and ease of maintenance;
- enhanced development of external areas that are integrated with the buildings;
- schools that are secure with an emphasis on passive security through natural surveillance from good design;
- fully accessible throughout;
- environments that pupils, staff and the wider community take pride in, want to maintain and take care for;
- take full account of CABE guidance for a well designed school;
- decisions about new build, remodelling or refurbishment as appropriate made on the basis of the Council's and school priorities for raising educational achievement and transforming learning.

13. School Place Planning

Commentary on 10 year projections

- 13.1. In 2006, the Council commissioned Cambridge Education (CEA) to assess demand for secondary school places from 2006 to 2016. CEA were then reappointed in 2007 to update the projections and undertake more research on cross borough boundary movement. In addition, the Council has held direct discussions with the London Borough of Lambeth but remains concerned that Lambeth's estimates could lead to additional unfilled capacity. Wandsworth has nevertheless included assumptions for 'clawback' for Lambeth pupils who would have previously sought places in Wandsworth schools. Copies of the CE reports are available and further information on the methodology is attached as Appendix B.
- 13.2. Wandsworth's projections until 2017 are for 10,172 pupils aged 11 to 15 and 2,391 for 16-19. The 16-19 estimates have been discussed and agreed with the LSC. The planned capacity for 11-15 and 16-19 gives scope for parental choice and increased participation in post 16 courses, whilst ensuring that there is not over capacity.
- 13.3. The Council's proposals for 11 to 16 envisage a net overall reduction of 1FE by the creation of a new 7FE Roman Catholic School, the closure of two existing Roman Catholic Schools and the addition of a further 1FE at Battersea Technology College. There would be scope to add a further 1FE at another school should recent increases in birth rate be sustained or if the clawback from Lambeth is less than predicted.
- 13.4. Establishing changes in demand at post 16 is more complex given the non-statutory nature of participation and choices between college and 6th form provision. The Council estimates that a 6% increase in participation, combined with population growth envisaged by the GLA and allowing for claw back to developments in other boroughs and cross sector completion with FE colleges, would increase demand by approximately 420 16 to 19 year olds over the next ten years.

14. Headline Vision for ICT

How the LA will support the development of innovative approaches to learning including the use of ICT.

- 14.1. ICT is one of the key enablers that will support our transformation of teaching and learning. We will
- Provide continuous professional development and Change Management support to ensure our workforce can exploit the opportunities that new technologies can bring. This will include new 'blended' learning models of training, utilising technology to offer training and support at a distance as well as face to face.
 - Complement learning spaces with ICT facilities that are flexible, modern, well organised and capable of being regularly refreshed.
 - Develop on-line communication and publishing channels to ensure that the whole community has access to resources and 'masterclass' material, either guided by a teacher or as part of independent learning.
 - Enable quick interactive assessment for example using voting technology.
 - Increase motivation by extending learners choice on what they learn and when they learn it, offering even absentees the opportunity to learn remotely.
 - Increase the links between children's experience of school and the world outside, by listening to the pupil 'e' voice and ensure they contribute to the development of a wide range of technologies, including home access to the Internet, digital cameras, Personal Digital Assistants and mobile devices.
 - Enhance collaboration with peers through the building of local, national and international learning networks and on-line learning communities.
 - Improve transition from primary to secondary schools, promoting close knit learning communities and by making use of ICT to track pupils' progress to ensure that each child is known and effectively supported;
 - Ensure ICT supports the full range of school specialisms, including the more recent specialisms for high-performing schools, of Teaching and Learning, Vocational and Special Educational Needs;
 - Use ICT to support the development of schools as the hub of the community that they serve, offering on-line and ever-ready access to the full range of extended services on offer.

- 14.2. Procurement of a common borough-wide Managed Learning Environment in partnership with Regional Broadband Consortia, LGfL, three years ahead of target date is a key tool for this transformational agenda and will allow schools to develop a personalised approach to learning at an increasingly rapid rate.
- 14.3. Via new school design, mobile technologies and flexible organisation, traditional classrooms will change to incorporate a much wider range of physical and virtual environments. Students will work off site for some courses and a blend of face-to-face and virtual inputs to a learner's programme of study will be the norm.
- 14.4. Support will be provided for parents by linking with the Council's Adult and Community Learning and Family Learning teams to ensure parents are confident to take the opportunities that new technologies brings. New technology will allow flexible communication between home and school, allowing parents to track punctuality, attendance and behaviour and to be aware of assignments set and choices offered. Technology will enable parents to be part of an online school community, bringing their own expertise into the school and ensuring that they have a stronger voice. Families will watch, review and learn together.

15. Existing and Planned Consultations

- 16.1 Given the scale of the BSF project, the fullest consultation is vital. A detailed consultation strategy has been drafted and will now be implemented as the project develops. The key proposals and the draft SFC1 have been subject to consultation with head-teachers and their senior teams in the summer and autumn terms 2007. The SFC1 was presented to Governors at a special briefing on 6th November 2007.
- 16.2 The proposals for the new Roman Catholic school have been the subject of an informal two stage public consultation in two stages. Consultation is continuing, before the proposers publish statutory notices in 2008. Work will be undertaken to engage primary school children, parents, and local communities in the plans for the new school.
- 16.3 Consultation on the Council's detailed proposals will be extended during the development of SFC2 and will enable wider stakeholders, including parents, primary school heads, pupils, the Council's partners such as the police and PCT, to be involved in the project. In February 2008, it is proposed to undertake a project in partnership with the Sorrel Foundation to involve pupils in design. The BSF proposals will be summarised in a leaflet and there will be articles in 'BSF Brightside' regular updates on the new BSF web site and then more specific consultations on the individual school proposals. Given the scale of the investment the Council wishes to ensure that consultation is as full and as comprehensive as possible and that all stakeholders are engaged in a meaningful way that will influence decisions on educational transformation and investment priorities. The Project Team now includes a BSF Project Officer leading on Communication and Logistics. A web site was established in April 2007 and is being developed as the core of the communication strategy.
- 16.4 The Council has been fully engaged in the NCSL BSF programme as a pilot LA. Each school undertook detailed Visioning work All schools have held meetings with staff and governors and a number have involved pupils in different and innovative ways including special BSF events. The BSF Project Team have held workshops with every school during April to June 2007. Schools have also been involved in the drafting of the SFC. A series of Working Groups were established to review key areas and the conclusions of these groups have both informed SFC1 and will be a basis for SFC2. Schools and their BSF senior management teams will continue to meet regularly with the LA.
- 16.5 A School SFC and Outline Design Brief will be established for every school. A series of structured workshops are in progress in November 2008 to March 2008, under the headline of 'Vision to Reality' with the support of WSP Edunova Ltd, education consultants, which will develop the Visions into Schools Strategy for Change documents and then Outline Design briefs. The Council believes that clearly defined briefs (educational and technical) are key to the success of the project and that this will enable private sectors bidders to bring innovation, whilst knowing that the risks and options have been properly addressed in the development of the SFC and OBC.
- 16.6 A PE and Sport Stakeholder Group has been established and includes representation from the Children's Services Department including the Extended Services Manager, Head of Leisure and Sports Services, representatives from the Specialist Sports Colleges and, BSF Project Team under the chairmanship of the Assistant Director Children's Services. The role of this group is to ensure wide consultation amongst all stakeholders to inform the strategic mapping exercise that is currently on-going.

16.7 Headline KPIs

- 15.1. The following are the headline KPIs for the Project

- Educational attainment
- Increase from 47% of pupils attaining 5+GCSE A*-C including English and mathematics to 67% by 2016.
- Ensure that 100% of young people achieve a recognised qualification in literacy, numeracy and ICT.
- Improved staying on rates – 100% of young people in education, employment or training.
- Improve the proportion of 19 year-olds attaining Level 2 and Level 3 to 80% and 70% respectively
- Year 7 pupils performance improved in their first year of secondary school
- Effective collaboration in place including delivery of a range of 14-19 specialised diplomas
- Improved range of Specialisms in places offering collaborative provision
- Improved progress and achievements for children with SEN and other vulnerable groups

Choice, Diversity and Access

- Reduction in out of Authority placements for SEN
- Pupils in PRU accessing a wider range of courses
- Improved match of pupil places to projected numbers for each school
- Introduction of a range additional courses including all 17 diplomas by 2013, with improved outcomes.

Change Management

- Enhanced recruitment and retention of staff
- CPD/workforce reform part of all schools change management programmes in line with Schools' SFC
- Improved arrangements for student leadership and involvement in the delivery of Schools' SFC
- Improved and innovative approaches to teaching and learning; and more flexible learning spaces
- Increased access to sporting facilities, out-of-school learning and participation
- Community engagement increased

Buildings, Sustainability and Finance

- Meeting a carbon footprint reduction target by 2015
- Reduction in maintenance costs from % to % as a percentage of school's budget
- Reduced energy costs from % to % as a percentage school's budget
- Reduction in reported instances of security breaches
- Pupil satisfaction with building facilities
- Improved behaviour and reductions of incidents of reported bullying

16. Project Governance and management arrangements

- 16.1. The Project Board and the Project team are well established and meet, respectively, every 6 weeks and every fortnight. The Board includes the Director of Children's Services, the Deputy Chief Executive and Director of Finance, and the Assistant Director (Planning and Resources) and the Head of ICT. The Head of ICT is leading on the development of the ICT proposals with his other responsibilities being backfilled and with consultancy support The Project Team includes the Head of Treasury and Assistant Director (Standards and Schools).
- 16.2. The Project Director, appointed in April 2007, has over 20 years experience in design and procurement of new school development, contract services, PFI procurement and school place planning. The Project team includes two Project Managers, a Communications and Logistics officer and a School Place Planning Officer. Both Project managers are experienced in their fields and a third post will be filled as the project progresses to Outline Business Case. A Procurement officer will also be appointed in 2008 or will be procured through the TA consultancy. The core Project Team is supported by approximately 20 officers working across the Council on different aspects of the project, including significant input from the Quality and Evaluation Team working on BSF transformation, which is linked with existing school improvement work.
- 16.3. The Council has set a budget for the development of the project to financial close. This is tightly monitored and reported to each project Board. Appropriate resources will be allocated to ensure that the project progresses to programme and that good value for money is being achieved. A detailed project programme provides the basis the various work streams including the detail of the work to SFC2 and OBC.
- 16.4. The Council believes in strong management by an experienced and informed client within the Project Team supported by consultants as required. Consultants WSP Edunova Ltd have been appointed to support the education transformation and the Schools Strategy for Change programme. In addition, advisors are being appointed for ICT and legal advice. The Council has appointed Technical Advisors who are helping the Council develop the project to SFC2 stage. They are presently carrying out option appraisals and surveys and this information will be further developed from the School's SFCs and will be assignable to the permanent Technical Advisor.