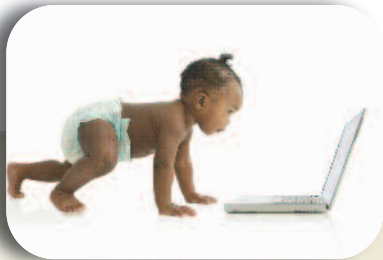# Statement of Readiness to Deliver

for

Building Schools for the Future

September 2009

Working for you

OXFORDSHIRE COUNTY COUNCIL
www.oxfordshire.gov.uk

Oxfordshire County Council's Statement of *Readiness to Deliver*

3.1.1 Context and Vision

Oxfordshire 2030, the county's sustainable community strategy's vision is:

By 2030, we want Oxfordshire to be recognised for its economic success, outstanding environment and quality of life; to be a place where everyone can realise their potential prosperity and where people are actively involved in their local communities.

This is echoed by the Council's Corporate Plan 2009/10 to 2013/14 with priorities of world class economy; healthy and thriving communities; its environment and climate change; and better public service. Our key aims are to deliver low taxes, real choice and value for money in all that we do. Our children and young people are key to ensuring that we will be able to realise the Oxfordshire 2030 vision and deliver the Council's priorities.

We are currently developing a new Children and Young People's Plan (to go live in January 2010). The plan provides the stepping stones for development of the BSF strategy. The priorities in the plan are:

Keeping all children and young people safe

Raising achievement for all children and young people

Narrowing the gap for children and young people from our most disadvantaged and vulnerable groups

Our nascent Strategy for Change sets out our ambition to create a culture of lifelong learning throughout our communities. We want all learners to think "my school is special" and that "my learning is limitless". Schools will become a bigger part of peoples' lives overall.

There are already strategies and plans in place for delivering these objectives. We have integrated children's services fully, reduced the layers between officers and children, and brought services closer to the communities they serve by creating an area-based structure.

This already allows for a much better dialogue with our communities and delivery of earlier interventions to deal with specific problems.

We have improved attainment as a result of significant and continuing investment in the Council's Raising Achievement Service. Partnerships are already well developed, enabling more seamless delivery. We are working hard to narrow the gap through the Success Project which is helping us to define our knowledge base of vulnerable learners and understand and address their needs more fully.

Oxfordshire is a county of stark contrasts: it is the most rural county in the South East of England, with over 50% of the population living in settlements of fewer than 10,000 people but with the urban centre of Oxford City at its geographic and communications centre; household incomes in much of the county are in the top 10% nationally sitting alongside urban wards in the bottom 10%. We have the highest proportion of adults with degrees in the country, yet there are wards where over half the population have no qualifications. In Oxford City, we have a frequent, extensive public transport system, yet many parts of the county experience real isolation and poor access to jobs and services.

In terms of educational achievement, Oxfordshire exceeds the national average for 5+A*-C, yet continues to achieve less than our statistical neighbours. The difference in achieving a level 3 qualification by the age of 19 between those young people in receipt of free school meals and others stands at 31.9% points.

We know that in Oxford City and Banbury more children live in poverty than in other areas of the county and deprivation often has a negative impact on their life chances; where lower levels of aspiration and expectation go hand in hand with under achievement, persistent absence, disengagement, youth crime, teenage conceptions and NEET. We have yet to make impact on child poverty levels in these areas.

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BSF in Oxfordshire

will Remove the physical barriers to more personalised learning; helping to narrow the gap and raise achievement overall;

will Empower students to become leaders of learning through greater personalisation, enhanced by flexible learning spaces and 24/7 technology;

will Put collaboration at the heart of our approach to learning and teaching, and our provision of networks and services;

will Ensure each school provides a distinctive contribution to learning and takes wider responsibility for all learners within their community;

will Provide greater opportunity for remodelling the workforce, aligned to the needs of the vision;

will Promote 21st century learning through environments and ICT infrastructures that are adaptable and sustainable for the future;

will Encourage opportunities to co-locate schools and other services to develop community lifelong learning; and

will Ensure technology is deployed via integrated management systems to support and enhance the achievement of all of the above.

3.1.2 Choice, Diversity and Access

Real Choice is one of the Council's three corporate objectives and it is reflected in the diversity of secondary school provision:

● All of our 34 mainstream secondary schools have at least one specialism and many have a second;

● There are 2 academies (with two more expected in September 2010);

● There is one Trust school (federated with a primary), three Foundation, two Voluntary Aided and 2 Voluntary Controlled;

● There are both 11 – 18 schools and 11 – 16 schools, four of which are linked with a Further Education college; and

● There are 11 special schools, three of which cater for pupils with emotional and social difficulties, and a multi-site PRUIS.

We are moving towards becoming a commissioner of school places rather than a provider and are encouraging diversity of provision so, for example:

● Through the Oxfordshire 14-19 Strategy Group, consortia of schools have been working more closely together to develop new curricula, including diploma courses. We see this leading to some consortia working within a Trust, possibly with a local FE college and employers; and

● We are exploring the use of Federations and Trusts to enable more cost effective provision in small rural primaries linked with a secondary school and also to focus on specific local needs and priorities, as defined by the area Children's Trust Boards, directly integrated with our early intervention and prevention strategies.

As an area identified for substantial housing growth to 2026, Oxfordshire could see the creation of up to six further secondary schools. Any brand new school will afford us the opportunity to run competitions with the intention of creating further diversity, reinforcing our role as commissioner of school places. Whenever new or reorganised provision is proposed, we undertake extensive consultation with the widest range of stakeholders, including parents of current and prospective students.

When the National Challenge was announced, we had four schools below the 30% 5+A*-C (including English & mathematics) floor target. Following the 2008 results we have just one. Of the three others, one became an academy in September 2008 and the other two significantly improved so that they are now sustainably above the floor.

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An Expression of Interest to replace the remaining National Challenge school with an academy was submitted to the DCSF in August 2009.

We have passed through the gateway for 13 of the first 14 Diploma lines, and mapped the delivery venues and are seeking providers for lines where access is currently poor. Colleges are being matched to specialist schools within the consortia to roll out access to their approved lines. We are working with LSC colleagues to increase the number of work based training providers in rural areas.

There is a high volume of extended school activity and we have just undertaken an audit of current provision, with a view to identifying gaps and overlaps.

BSF *in Oxfordshire*

- will Review and promote more sponsors of secondary schools to further increase diversity and promote parental choice;

- will Provide resources to create a collegiate approach to secondary education, multi-agency teams and extended services;

- will In line with demographic needs, expand those schools that are popular and successful or that respond to parental demand; and

- will Enhance diversity through imaginative use of new technologies.

3.1.3 *Underperformance of schools and groups*

We recognise that we must never be complacent in this fast changing world. We will work in partnership with schools to ensure we always deliver the very best outcomes for young people.Our ambition is not only to raise achievement for all, but also to narrow the gap in attainment between the more able and those particular groups of children and young people who underachieve. We have 3 key challenges in underperformance. If BSF is to have an impact it must address:

- ● The needs of young people from our ethnic communities, including those with English as an additional language;

- ● The achievement gap of 8% points at GCSE between boys and girls; and

- ● Specific vulnerable groups including young offenders and children looked after.

Although distributed across the whole county, these three challenging groups significantly overlap with those communities where socio-economic deprivation is high and where the majority white population fails to make as much progress or attain as high as their peers in more advantaged areas.

The Council has adopted a multi-agency approach to improving outcomes for these communities and the individuals that make them up so that they can share in success. In addition, the schools' funding formula is being reviewed with the intention of more effectively targeting funding towards pupils from deprived backgrounds.

For schools causing concern, a Team Around the School is set up to coordinate the brokering of additional support and to provide robust challenges to head teachers and governors; regular reporting on progress against specific targets is required. Alternative leadership models for schools are promoted and additional co-ordinated cross-agency intervention and support activities undertaken.

BSF *in Oxfordshire*

- will Create working and learning environments where all professionals and relevant partners with responsibility for improving outcomes for young people can work together most effectively through, for example, co-location, more appropriate physical environments and better use of technology;

- will Improve the quality of data through an integrated management information system which enables accurate and timely needs analysis for individuals, groups, schools and communities coupled with effective tracking of actions taken and their impact;

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will Provide ICT solutions that support access to and engagement in high quality learning matched to individuals' needs, deliver improved achievement and facilitate early intervention when barriers to learning surface;

will Reinforce the expectation that, through removing physical barriers to raising achievement, schools must deliver improved outcomes; and

will Create physical spaces and virtual systems that mutually support raising achievement and true personalisation of learning.

3.1.4 Learning

Young people have already told us that to raise aspirations we need to: bring in people from outside school; make lessons more interesting by having more of them outside school; help them to see the relevance of their learning; make learning more functional; challenge outdated teaching practices and curricula and improve the performance of some providers. These are challenges that we intend to address through BSF.

There is clear and proactive leadership of the National Strategies programmes at Council level and within schools, central to which is further development of assessment for learning and the introduction of the assessing pupils' progress materials. From September 2008, eight schools and one FE college ran pilots in Functional Skills. From September 2009, 11 schools have students studying functional skills in connection with a Diploma. Personal Learning and Thinking Skills (PLTS) are being developed alongside the introduction of Diplomas and specialist courses to deliver PLTS to all learners are being developed in our six outdoor education centres.

Development of the Oxfordshire Learning Platform brings with it significant opportunities for personalisation. To date, all bar two secondary schools have agreed their place in the programme. Our vision is to harness ICT to transform teaching and learning. We have stretched the boundaries of the Learning Platform concept to incorporate e-mail, Virtual Learning Environment, collaboration tools, Management Information Systems and Identity Management.

Multimedia tools are provided via the Learning Platform to support collaborative work, to provide content access and generate e-portfolios. Implementation at school level is closely coupled with the school's own development plan.

There are already a number of schools which have opened access to learning beyond the school day and where parents, staff and governors can engage through a safe learning environment.

BSF in Oxfordshire

will Remove the physical barriers to more personalised learning to help narrow the gap and raise achievement overall;

will Create a lasting, inspirational legacy of environmentally sustainable buildings and integrated learning landscapes that are capable of responding to changing pedagogical requirements and supporting a culture of excellence and success for all;

will Create the facilities needed to deliver a range of services in environments that are not static with a single purpose, but vibrant, dynamic and ICT-enriched in which students and communities can have a wide range of creative experiences;

will Integrate ICT solutions which will make resources for learning more accessible to all and which enable students to learn in a range of settings in different ways and at a pace which suits their personal needs;

will Create connectivity that will allow teachers and learners to find, share and re-use learning resources more readily, wherever they are;

will Further facilitate student progress and provide information on that progress for the teacher, the learners' families and other professionals;

will Create educational spaces that are safe and welcoming and which contribute to an ethos of inclusion;

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will Enable schools to accommodate providers of non- traditional learning experiences (e.g. charities, employers, community and cultural organisations) as well as multi-agency staff who support young people and help mitigate some of the external barriers to personal development and learning; and

will Enable all young people to have real choice at 14-19, that is not compromised by unacceptable travel to learn arrangements through harnessing technology and portable e-learning portfolios.

3.1.5 Curriculum

There is increasing diversity of qualifications offered to and achieved by our young people. In order to add pace to the development of a competency based curriculum, a School Improvement Lead has recently been appointed. The Secondary Achievement Board, which brings together the Director of Children's Services, Head of the Raising Achievement Service and representative headteachers, is currently improving collaborative practice across our specialist schools, with closer liaison with the Specialist Schools and Academies Trust and their national networks.

Many of our secondary schools are reviewing their KS3 curriculum. There are several different examples of stage not age models for both ends of the ability range, such as condensed KS3 to enable greater focus on attainment to level 2 during years 9, 10 and 11 as well as greater opportunity to progress more quickly to work based curricula or level 3 in year 11. All schools have access to the electronic Individual Learning Plan "Plan-it".

Oxfordshire's 14-19 Education Plan was recently revised after extensive consultation and defined our vision. It sets out the roles and responsibilities of Oxfordshire's 14-19 Strategy Group and its Sub Groups which have been set up to monitor the progress of the seven Consortia, shadow the LSC during the transfer of 16-19 Funding and implement the strategy ensuring that all vulnerable groups benefit equally from it.

True partnership is demonstrated through a portion of capital funding being invested in each of the FE college sites. The LSC is represented at every level in the 14-19 structure. All secondary, special schools and FE Colleges are members of a 14-19 Consortium.

We have established clear targets for post-16 participation, which provide realistic stepping stones towards 100% participation of 17 year olds in 2013 and we are reviewing demographic data for each of the seven consortia to better understand the patterns of provision needed.

Oxfordshire's 14-19 Education Plan sets out how Oxfordshire's Minimum Entitlement to learning must grow each year in order to meet the 2013 entitlement. The development of the Foundation Learning Tier is being disseminated through the Success Project, targeted at more vulnerable groups, and includes Foundation Diplomas and Engagement Programmes.

Full collaboration for personalised learning is improving, but still has some way to go. An Area Wide Prospectus is in place and an effective mechanism for tracking of students accessing multiple providers is being procured. We have piloted a Common Application Process and full rollout is about to happen.

Some schools are already thinking innovatively about the curriculum in ways that cut across traditional subject and age boundaries and this is a practice that we will encourage further in order to diversify learning pathways for students according to their individual needs.

BSF in Oxfordshire

will Bring new energy to our well established consortia with the promise of real resource to create inclusive learning facilities that offer a broad, diverse and accessible curriculum;

will Facilitate curriculum innovation and sharing of resources as well as easier dissemination of best practice making use of ICT managed service;

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will Enable us to fully address the entitlement in all our rural settings that will be fully equitable with our urban learners; and

will Enhance our ability to plan strategically for our post 16 provision and encourage greater take-up.

3.1.6 Integrated Children's Services

The new Children & Young People's Plan, sets out the direction, priorities and actions that we will take to deliver all services affecting children and young people and their families within Oxfordshire. It is also our response to national policy, in particular the DCSF's "Building Brighter Futures".

The Children, Young People & Families Directorate has undergone significant reorganisation to improve structural and strategic alignment to ensure that local challenges are addressed by dedicated, experienced multi-agency teams. These teams represent the full service, whilst cross-county strategic colleagues ensure consistent practice and effective use of knowledge, skills and other resources. More significant and deep rooted challenges, such as those identified in Banbury and Oxford City, are being addressed through further integrated work involving wider agencies including the PCT and police. Children's services have developed a core offer to schools outlining the provision from all services across the directorate, as well as identifying more targeted aspects of support available to schools experiencing significant challenges.

Recent work by the Council and Oxfordshire PCT identified a gap in provision for those who did not meet tier 3 services. As a result, a new service has been set up to provide early response to the needs of families. FACEIT is a county wide service, targeted at families whose need cannot be met by existing resources in the locality.

The engagement with student voice is a significant strength in Oxfordshire with the Children and Young People's Involvement Network, the Sounding Board and the Youth Parliament acting as opportunities for the Council to reflect on the effectiveness of practice overall.

There is very good practice in some schools with one in particular featuring in the School Improvement Framework national training DVD. The annual Oxfordshire Children and Young People's Survey also provides significant evidence against the ECM outcomes, from which the Council and schools identify areas for development.

Strategies for healthy schools, healthy eating and healthy lifestyles are best achieved through effective partnership working, good examples of which already include extended service partnerships, 14 -19 consortia and federations. We have also established relatively short term partnerships, where temporary challenges arise.

The infrastructure sustained through the five specialist sports colleges and the associated schools sport partnerships is valued by schools and supports both extended services provision and the healthy schools' strategy. The recently established Physical Education & Sports and Cultural Stakeholder Groups will align key educational links and integrate the views and priorities of the district councils, the PCT, Sport England and the wider community.

BSF in Oxfordshire

will Allow us to integrate children's services fully bringing, for example, FACEIT physically closer to the communities it serves. In turn, this will remove some of the barriers to learning that schools can not do alone;

will Enable us to look at developing further more co-ordinated, accessible and varied school activities via clusters of schools;

will Provide significant opportunities for improved local sports and cultural provision, including physical co-location and more cost effective ways of joint working with district councils, national bodies and local groups;

will Enable us to set more challenging targets in relation to each element of the ECM agenda; and

will Allow for better use of integrated data to support targeted and timely intervention.

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3.1.7 Inclusion

BSF has provided a lens through which to scrutinise our Inclusion and SEN strategies and their impact to date on improving outcomes for our most vulnerable children and their families. We know the gap in outcomes between children in our most vulnerable groups and their peers is too wide; closing that gap is at the heart of our Children and Young People's Plan. Historically, outcomes for some vulnerable groups have been better than for others: attributed to differences in needs identification; working practices; access and protocols; timeliness and availability of provision and services; the processes of monitoring quality; and attitudes to de-commissioning and re-commissioning. We know that earlier intervention and integrated approaches are more likely to secure better outcomes for children from vulnerable groups.

Our newly revised single Inclusion/SEN Strategy Included in Success, champions a more holistic approach involving all partners. It advocates new ways of working together with children, young people and their families through recently restructured area teams, local partnerships and governance through the Children's Trust. It recognises the need to work collaboratively to minimise inequality. We aspire to a culture of innovative practice, intolerant of mediocrity, that maximises resources to ensure that all children achieve the best outcomes.

We know that our most successful inclusive practice takes place, for example, where there is significant involvement from a range of support services working together to form teams working with a child and their family. We use technology and in particular virtual learning to re-engage children in hard to reach groups.

Our evaluation tells us we are less successful where:

- Family circumstances change; risk factors outweigh resilience creating difficulties that require timely interventions. If unaddressed they become longer term and more chronic. Through our analysis of Common Assessment Framework and Team Around the Child (TAC) data we know that some children fail to receive support, whilst others experience duplicated resources; and

- We need to make up ground for children from vulnerable groups moving into the area who have not had the benefit of earlier intervention and local support networks.

In order to improve outcomes we need to:

- Systematically improve approaches to needs identification. We have recently added resources to increase capacity for services to intervene earlier through the FACEIT team. We expect to increase capacity to provide more effective TACs; and

- Act swiftly to identify needs, and provide access to personalised programmes. Ensure we have sufficient provision within communities to quickly integrate new students and families.

BSF in Oxfordshire

will Further develop pupil and parent voice from an already strong base of high quality participation, involvement and promotion of children's rights including all vulnerable groups at every stage;

will Further develop partnerships of schools working together and with other services to deliver our inclusion strategy. This will mean increasing the range, timeliness and effectiveness of services available to support vulnerable and underachieving groups and individuals. We will share accountability for the attainment and progress of all young people in a local community;

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will Create greater opportunities for sharing good and innovative practice and improved use of data to allow for timely interventions; and

will Build on the Success Project which champions the achievement of underperforming groups and, in particular, those 'harder to reach' pupils and families, at risk of exclusion, with poor attendance and challenging behaviour. For example, through ensuring a more flexible continuum of local provision between mainstream, special and alternative, capable of addressing needs and pathways.

3.1.8 SEN

Our most successful inclusive practice takes place where:

● Children with a learning difficulty or disability are identified early and are able to access quickly full packages of care and support. They and their families are involved in decision making with service providers and are allocated appropriate education in a timely manner, in specialist settings or in mainstream with specialist support; their progress is regularly monitored and provision revised to meet changing needs. Oxfordshire has a 100% record of ensuring statements are produced within targets and has a very low number of tribunals where parents are dissatisfied with our services and provision; and

● Oxfordshire has been proactive in ensuring that children with disabilities learn within their home communities and in local schools and colleges with support from specialist staff working in special schools. Through the BSF programme we would wish to continue to develop local provision even further. We are the eighth lowest user of out of county provision for our own children and we aim to improve on this through opportunities provided by BSF.

Our evaluation tells us we are less successful where:

● Learning difficulties and disabilities are diagnosed later and are more complex in nature; for example, we are currently less able to cater well for higher functioning children identified with autistic spectrum conditions within mainstream settings;

● Our mainstream and special school buildings are not fit for purpose to cater for young learners with disabilities. Some of our special schools are listed buildings which restricts access for some children;

● Too many with behavioural difficulties are managed through use of fixed term exclusions, although more children with learning difficulties are included in mainstream schools in Oxfordshire than elsewhere; and

● There is poor access to recreation and leisure opportunities.

In order to improve outcomes we need to:

● Increase capacity of mainstream schools to cater for children with autistic spectrum conditions through intuitive building design, workforce development, improved use of information technology and development of personalised learning pathways. Make schools centres of learning and service delivery at the heart of the local community;

● Increase capacity and skills of the workforce in mainstream schools to manage young people with challenging behaviour. Design curricula and space to reduce stress in the working environment;

● Rationalise and improve existing buildings and re-site some provision. Increase use of technology to improve access; and

● Encourage access through extended services.

BSF in Oxfordshire

will Enable us to accelerate development of a continuum of flexible provision within mainstream, specialist and alternative educational providers, where the needs of all children and young people with learning difficulties & disabilities can be met locally;

will Enable us to improve provision for children and young people with autistic spectrum conditions;

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will Help us plan for greater access to outdoor education, recreation and leisure for children and young people with learning difficulties & disabilities; and

will Enable us to deploy innovative ICT solutions; in particular for children and young people with speech, language and communication difficulties.

3.1.9 Leadership and change management

Using BSF as a lever for change, we want to stand back, to challenge ourselves and to think innovatively about learning and teaching in the 21st century. How can we redefine relationships, leadership models, CPD, the use of technology in learning, the depth and range of the curriculum and all those other elements that make up the learning experience? We recognise the need, therefore, for a complex, multi-faceted and interactive change programme that starts now and extends well beyond the immediate imperatives of the procurement process and into the operational LEP phase. Work on the plan will begin in the New Year and, in the interim, the intention is to undertake a stock-take of all current development initiatives. There will be a clearly designated owner of our change management programme which will be organic and responsive to the needs of the schools and other stakeholders.

We want young people to be in the driving seat. Young People's Voice is very strong in Oxfordshire: for example, we have a unit dedicated to championing the interests of young people through imaginative, creative and regular Sounding Board events. We already have a strategy drafted for engaging young people in the BSF change process and the first events were held this month.

Preparatory BSF work with headteachers began in January 2009 and has included a formal launch conference that focused on change management, drawing in expertise from Charles Leadbeater, Mick Waters and head teachers from a BSF authority .

A conference dedicated to the transformative potential of ICT is set up for December with Stephen Heppell, the outputs of which will feed into our change management workstream.

We are also actively working with schools to explore new models of leadership, particularly collaborative leadership and federations. This strategy aims to address shortages in high quality leadership, the ability of schools to grow and develop new leaders and to further develop strong partnerships, to ensure the effective delivery of extended services and 14-19 provision. Wider collaboration is planned in 2009/10 through the introduction of partnership co-ordinators for governing bodies to ensure that they develop a vision across the partnership.

We have established a new post to lead workforce development and there is a centrally funded programme for continuing reform of the workforce which has established CPD Champions in each school partnership. These champions will be linked into our BSF change management workstream. Early definition of the new skills and competencies needed to lead future learning for both staff and students is one focus for our future work. As an integral part of our BSF strategy we will build upon our existing successful leadership programmes and develop new models that will build capacity to support transformation.

A group of headteachers from 11 secondary schools, including those schools in the initial tranche, are signed up to the NCSL BSF programme.

The intention is to use internal people to lead the programme, but to give them exposure to outside experts and inspirational thinkers as well as new experiences to stimulate and stretch thinking. We are going to set up a learning 'think tank' of leaders from the schools and the Council, as a way of generating ideas more freely. We will harness our VLE as a collective resource-sharing tool and create capacity across school clusters to set up school-run pilots and to maintain and develop good practice.

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3.1.10 ICT

We plan to embed the use of ICT as a key skill, for teachers and students to improve communication, performance and self esteem and provide a 21st century foundation for thorough exploitation of the curriculum. Oxfordshire actively promotes innovation in teaching and learning by encouraging the sharing of best practice and promoting case studies. To support this ambition, ICT infrastructure must be seen as another, always accessible utility. We want teachers and students to treat ICT as part of the gateway to learning anywhere and anytime.

The Oxfordshire vision for ICT, developed through an extensive consultation process, is to encourage students to establish their own personalised learning path and to enable teachers to act much more as facilitators of personalised learning. To help realise that vision, an Oxfordshire Learning Platform is currently being rolled out to all schools – 75% at time of writing. An important benefit so far, and perhaps least appreciated at the outset, has been the very considerable challenge to accepted practice and barriers. For early adopter schools, case studies have demonstrated the tremendous opportunities for teachers and students in more active communication, collaboration and use of content. The process of bringing parents into the platform as active partners, is now underway in a number of schools.

Teachers are empowered through training and evermore intuitive programs to use technology to harness motivation, excitement and enjoyment in learning at all ages and levels. The learning process is enhanced, extended and enriched by shared best practice. Confident students and teachers build on their expertise, making informed choices about accessing ever wider learning opportunities.Teachers increasingly take an enhanced role as coaches and mentors of pupils, observing, guiding and controlling the learning experience where necessary. There will be fewer barriers which prejudice learning especially in areas such as hard to reach children and SEN pupils. As their abilities develop, students increasingly personalise their learning experiences through deciding how, when and where to learn.

BSF in Oxfordshire

will Obtain a fully integrated system to support school management and learning thereby facilitating effective data management to inform decision making and change management;

will Commit to deliver a full managed service solution for all schools within the BSF programme by exploiting the best infrastructure technology available. ICT will truly become another utility like water, gas or electricity;

will Further exploit ICT as a collaboration tool enabling better communication between the various agencies involved in child development; from the outset, fostering a partnership between teachers, students and parents that is based on shared knowledge and understanding of progress and potential for attainment; and

will Provide our students with access to ICT tools, skills and knowledge to learn innovatively, safely and according to personal learning style, but also to prepare them to digest easily new waves of information technology and technical applications that are simply part of everyday life.

3.1.11 Sustainable schools

BREEAM "very good" standards are a minimum target for all our schools' new construction and major refurbishment work. To achieve this target, the process of assessment is considered at every stage of a project from inception, feasibility, design, construction, completion and on to post occupancy evaluation. We have developed strong guidance and milestone gateways for design and construction partners which give them design freedom but do not leave the achievement of these standards to chance.

Schools built over the last two decades include both traditional and new technologies, decided upon by a rigorous assessment of each project identifying what is most appropriate for each particular scheme. Typical traditional technical measures include Building Energy Management Systems, high levels of insulation, good levels of air tightness, night time cooling, brise soleil and passive ventilation to reduce reliance on active heating and cooling as much as possible. Newer technical solutions include green roofs, rain water harvesting, ground source heat pumps (heating and cooling), wind turbines, solar technologies and bio-fuel installations. The Council has two short rotation willow coppices producing bio-mass fuel to complete the cycle of bio-mass use, and is also using bio-fuel technology where some of its oil fired boilers are being replaced.

As well as these technical solutions, we are also supporting the schools' education curricula by providing advice on broader environmental issues via the "Energy Busters" programme. This programme involves taking the Council funded Energy Bus onto individual school sites, and via displays and interactive workshops takes the message of environmental awareness and sustainability direct to both pupils and teachers.

BSF in Oxfordshire

will Enable us to broaden our discussions about sustainability, using all eight sustainability doorways, to inform the development of individual school visions and to help set school KPIs. We are beginning discussions with the education team at the Eden Project to look at how they could work with us to ensure sustainable practice underpins all that we do;

will Ensure that the curricula material and cross-curricular projects relate to sustainability, across all subject areas;

will Allow us to use our rebuilt and remodelled schools as live lessons in sustainability; and

will Enable us to learn lessons from others about what works through, for example, online learner led projects that make use of our existing international links with schools.

3.1.12 KPIs

Delivering a vision for transformational educational change carries with it an imperative to measure the impact of transforming outcomes over time. We expect to evidence our success via new and existing KPIs (which are already aligned to the five themes of the ECM agenda). Our targets will, therefore, include stretch targets for achievement, "narrowing the gap", and for greater community and school partnership working. There are certain principles which we believe hold true to making KPIs work. Not only do they need to be SMART and developed with our partner stakeholders, but it is key that we have an agreed baseline for measurement, that they are reviewed for continuing relevance and realistic timelines, and that they feed directly into action plans and decisions. We also want to improve our approach to target-setting and measurement over time and anticipate that our enhanced information systems will support us in doing this simply and cost-effectively.

Our KPIs are to be developed for consultation with schools and other partners in the Autumn term, taking due account of the newly released PfS guidance. We intend to review existing LAA targets, those being developed for our new Children and Young People's Plan 2010-2013 and the Collective Partnership Targets as set out in Schedule 14 of the Strategic Partnering Agreement (SPA). Some existing targets will be projected forward to the period when BSF investment will have an impact and we will look to add an additional stretch to appropriate KPIs in the region of 5%. New and additional targets will be developed. Measures for vocational training and employment are to be added for example. Collective Partnership Targets (CPTs) are to be formulated, but they will go through a number of iterations as our thinking around the allocation of roles and responsibilities between the Council, the schools and the LEP develops.

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The KPIs are to take account of all stakeholders with responsibility for transforming educational outcomes. As they are to be broader in scope than just academic attainment and output/impact-based where relevant, we recognise that they may require new ways of measuring performance/impact over time and against relevant benchmarks.

Our proposed KPIs will be mapped against our vision and objectives to ensure comprehensive coverage and will form a golden thread running from corporate KPIs to those relating to individual schools. KPIs and CPTs are to be reported at timely intervals to the Strategic Partnering Board (SPB). The SPB will make recommendations to the Children's Trust, the CYP&F Directorate leadership team meetings and other relevant governance forums as to the actions to be taken.

3.2.1 Pupil place planning

Oxfordshire is experiencing underlying growth in numbers of secondary aged pupils, regardless of any short term economy related migration from the independent to the maintained sector.

The 2015 forecasts are for a net increase of 4% over the 2008 actual numbers. Once the increased numbers of primary aged pupils (up 8% in September 2009 compared with 2008) reach secondary schools in 2016, this rate of growth is likely to increase. With the Special School population representing a fairly consistent 1% of any growth in the overall student population, we will require a concomitant expansion of special provision, although not necessarily in stand- alone special schools.

Using conservative estimates of likely staying-on rates post 16 in schools of between 51% and 52% (i.e. not assuming that raising of the age participation in education and training will be met through expanding school sixth forms) numbers are already forecast to increase by over 5%.

The above forecasts of growth in pupil numbers do not take account of anticipated individual major housing developments which are expected over the period expected up to 2016.These include a major extension to Oxford City of, perhaps, 4,000 dwellings; the 5,000 home Eco-Town at North West Bicester and a further development West (or North) of Didcot. Each of these developments could require the construction of an additional secondary school which will be open to a range of education providers to manage.

We are about to rework pupil projections in light of the new PfS guidance and this exercise is to be completed before any Remit meeting.

3.2.2 Estate planning

Our estate plans have to take account of both considerable growth in pupil numbers and the rural nature of our county. Although Oxfordshire currently does not have a definitive policy on the size of secondary schools it is recognised that there are disadvantages associated with very small schools. Other than the most rural areas, where home to school travel distances and times dictate the need for secondary provision, Oxfordshire will seek to create secondary schools of between six and ten forms of entry.

Oxfordshire has a significant number of schools built in the 1960s and 1970s which have been extended in typically ad hoc ways over the years as needs have dictated. Like all other authorities, we have not had the luxury of being able to take a holistic, whole site approach to needs, driven by a coherent education vision. Many schools are therefore not fit for delivering a genuinely 21st century curriculum and more personalised learning.

The criteria for prioritising schools have been deprivation, attainment levels, condition and suitability. The schools included in the initial tranche were chosen individually as the top scoring schools and not on a geographical area basis. We wanted to put forward those secondary schools in deprived areas with the greatest need for modernisation to help raise levels of achievement and to "narrow the gap". Our top priority schools resulting from this process are Cheney and Iffley Mead (a secondary and special school located in Oxford city); Banbury school and Larkmead school in Abingdon. Originally, Oxford School was included in this grouping as outlined in our Expression of Interest.

3.2 Deliverability

Oxfordshire County Council's Statement of *Readiness to Deliver*

As it has been confirmed by the DCSF that rebuilding the Oxford school will now be under the Academies framework, Larkmead has come into the programme as the school with the most similar asset and educational profile to the priority schools.

For our first tranche of schools, current plans require no section 106 or section 77 approvals, nor are there any existing PFI or ICT contracts which could adversely affect the programme.

Our future 'tranches' of schools are all based upon the active area-based 14-19 partnerships which include schools, colleges and work-based providers. All of the FE Colleges anticipate major redevelopment. Wherever possible, these developments will be phased to take place at the same time as the school 'tranche' with which it is most closely linked to ensure a comprehensive and joined-up transformation of learning environments.

Initial meetings of our Sport and Culture working groups have taken place. We are looking to extend and build on our existing models of provision to encourage healthy lifestyles, combat obesity and to enhance community access.

In preparation for BSF, we are commissioning work based upon the PfS guidance in the Design Process Protocol, where information will be provided for each school in the first tranche. This is expected to be carried out in two stages, the first in advance of notification of any move beyond RtD stage.

3.2.3 Sustainability

The Council has a strong track record over the past three decades in managing environmental and sustainability issues, especially in terms of property management and the design of new and refurbished buildings. It recognises that an environmentally well designed and built school providing functional, adaptable and inspirational facilities can form part of a community hub with other public sector activity. Social and community-focused sustainability is also important.

In May 2006, we secured a place on the Carbon Trust's Local Authority Carbon Management Programme, and committed to the vision of: By April 2012 to achieve an 18% reduction in CO_2 emissions from 2005/6 levels. This amounts to an emissions reduction of 52k tonnes of CO_2 and associated savings estimated at £11m over the period. This commitment is a specific priority in our Corporate Plan, and, of the reduction targets, property accounts for 66%.

Having the UK Climate Impact Programme based locally at the Oxford University Centre for the Environment has helped in developing a strong working relationship (a formal partnering arrangement is in place) to address the impact of climate change. Oxfordshire has developed a Climate Change Adaptation Plan for property services, including those in schools, and this has been endorsed by UKCIP as being robust. They are considering sharing this with other local authorities as an exemplar. We will look to build on this work through BSF.

We have in place our own comprehensive Building Environmental Standards, within which CO_2 emissions is the primary headline target.The standards were set and documented with the assistance of the Building Research Establishment. These are currently being updated to adopt the 60% carbon-emission reduction target (from 2002 Part L) as our standard. We are currently designing three new schools to meet the 60% carbon reductions target and will bring lessons learnt to the benefit of our BSF programme.

Oxfordshire County Council's Statement of Readiness to Deliver

3.2.4 Consultation and communication

BSF will not have the desired impact unless we work in partnership with schools and other key stakeholders. The consultation and engagement workstream will be led jointly by our School Improvement and 14-19 lead officers. A stakeholder forum is to be established as part of the formal governance structure. Schools, particularly those in tranche 1, are very engaged in BSF and are enthusiastic about its potential.

There has already been extensive communication and engagement with our key stakeholders, with our strategy to be formally agreed at the Programme Board's November meeting. Actions to date and those immediately planned are set out below, with contact details available as necessary. There are no statutory consultation requirements required for our tranche 1 schemes.

We have classified stakeholders into three groups:

- the stakeholders who are central to the development of the programme (the "doers")

- those who must have influence as to its direction

- those who have a wider interest in its delivery

This approach is to ensure that stakeholders' time and energies are appropriately deployed through the right sort of communication, consultation and engagement. We will tailor our forms of communication accordingly and recognise that these groups are not static.

Development of a stakeholder matrix and forms of consultation and engagement.

Awareness-raising and improving understanding of BSF

Discussions with school headteachers started early in 2009. Key officers have had briefings, both general and specific, with external advisors brought in to cover the procurement, legal and financial ramifications of BSF. We have also used our advisors on the academy programme to provide an initial briefing on how to translate a vision into an effective design brief.

Visits to all tranche 1 schools and governing bodies

All tranche one schools have fully engaged with the process so far and now have a BSF lead. They have been given resources to help release time for BSF and they are gearing up to start planning work on their individual Strategies for Change in the Autumn. We are encouraging them to work together through the establishment of regular meetings with the Programme Director.

Development of a strategy for working with young people and families

We already have a wealth of data from young people on their experiences of schools and will build on that systematically. We want more than tokenistic involvement of young people in our BSF plans and to ensure that we reach out to those groups that find it difficult to engage in more traditional forms of learning.

Sports & cultural groups

Initial meetings have been held. We have identified all relevant interest groups and the intention now is to determine how to manage representation and to develop clear objectives and terms of reference.

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Consultation on Strategy for Change Development

Our consultative process is extensive and inclusive, reaching out to all Oxfordshire communities. Consultation on our CYPP includes an on-line questionnaire that has specific questions about how we could improve learning under BSF. Major consultation about our SfC is taking place over the next three months.

Media, branding and marketing strategy

We have considerable in-house expertise in all of these areas which will come together in a formalised communication and engagement workstream from October 2009.

3.2.5 Project planning

A comprehensive work programme has been developed to take us through the RTD process and the development of our education vision. We have taken account of the key risks that could materialise now and downstream which would affect our overall procurement timetable, with a view to mitigating them quickly. As a result, we are already commissioning site/ building survey work for our tranche 1 schools and have established site boundaries and legal titles. Our in-house lawyers have undertaken their own due diligence exercise on the standard documentation; PWC has undertaken initial affordability work so that we can plot a route through the key financial decisions that have to be made and mitigate the affordability gap. We have no major interface issues.

With the support of our Corporate Risk Manager, a risk management strategy was devised in May 2009 and a detailed risk register developed in a workshop with our BSF programme team. These risks are reviewed every month and actively revised. Some illustrations of our key risk mitigation strategies are included here.

Clear goals and objectives that are translated into specific, affordable deliverables and KPIs/CPTs that bidders can respond to and be measured against

The marketplace will expect us to be very clear about a) our requirements of a strategic partner and b) how our vision translates into an affordable education design brief and ICT specification. We are going to undertake workshops to determine respective roles and responsibilities within the partnership which will be informed by experiences of authorities already in LEPs, discussions with current LEP general managers, external advisers' views and PfS.

Our experience of new academies and the roll-out of the VLE will be very helpful in terms of lessons learnt and we will supplement our own expertise through, for example, the use of consultants, visits to other schools/authorities and the NCSL programme. Work on reference schemes will begin in the New Year. Because of the introduction of a learning platform, we already have a well established governance structure in place for future ICT developments under BSF.

Feasible timetables of tasks and deliverables

We will be absolutely clear as to who does what and when, ensuring that we are resourced to deliver to time and budget and to make the most of the funding available. We are undertaking a formal skills audit in the Autumn aligned to programme needs and recruiting consultants under the framework agreement, as well as releasing more of our internal resources.

Oxfordshire County Council's Statement of *Readiness to Deliver*

Effective management of work streams

The complexity, multi-disciplinary nature and scale of BSF, combined with the range of stakeholders involved, and the inter-dependencies across works streams require tight programme management. Oxfordshire has its own programme management approach which is based on Prince 2 principles.

Feasible timetables of tasks and deliverables

Work-streams established or in train are: commercial (inc. finance, procurement, legals and FM), ICT, education trans-formation, communications, design and build, sustainability, sports and PE, culture. Headteacher and governor representation is to be discussed with schools in the Autumn term.

Appropriate consultative mechanisms and stakeholder engagement

The scale and range of stakeholders engaged in BSF requires us to dedicate resources to ensuring that we sustain effective communication, consultation and engagement through a formal strategy and plan. A website is to be set up this Autumn. Our main Stakeholder Forum has direct links to the Programme Team within the governance structure. Meetings have been held with headteacher associations and all schools on BSF and there is a very open discussion of all issues. An overall stake-holder map and contact database has been established which has identified other public services and private/ third sector providers.

Appropriate scrutiny and decision-making

Our governance arrangements are part of an integral, county-wide approach to capital programme management. The Programme Board has suitable delegated authority to make decisions in a timely fashion and includes our most senior councillors. Two headteachers will sit on this Board.

A completed PID will be submitted to the November 2009 meeting of the Programme Board. We are keen to learn from other authorities and schools going through the programme and are putting in place an external engagement programme.

3.3 Investment Strategy

This is included as the covering letter.

Oxfordshire County Council's Statement of *Readiness to Deliver*

Affordability — 3.4

3.4.1 Balanced investment proposals

The Council has considered the results of its early benchmarking exercises, comparing the construction costs with the BSF funding criteria and has established the potential level of funding shortfall. PWC has assisted us with this work through the development of an affordability model. There will be further development and costing of the specific sites proposals to build on these early results and to agree the measures to address the shortfall.

We are already considering a range of additional funding proposals and mitigation strategies and are confident that, with further work, the programme will be affordable and a balanced financial strategy will be agreed to support it.

3.4.2 Funding

With the support of PWC, a baseline has now been established for our affordability calculations, in relation to both buildings, ICT investment and LEP costs. Extensive sensitivity analysis has been undertaken to assist us in understanding key cost drivers and their impact on the bottom line. In order to keep on top of our funding position, we will rerun our model at specified milestones as we develop our design and ICT specifications and consider our approach to such issues as the LEP and FM.

A report is to be submitted to Cabinet setting out the different options for bridging the affordability gap.
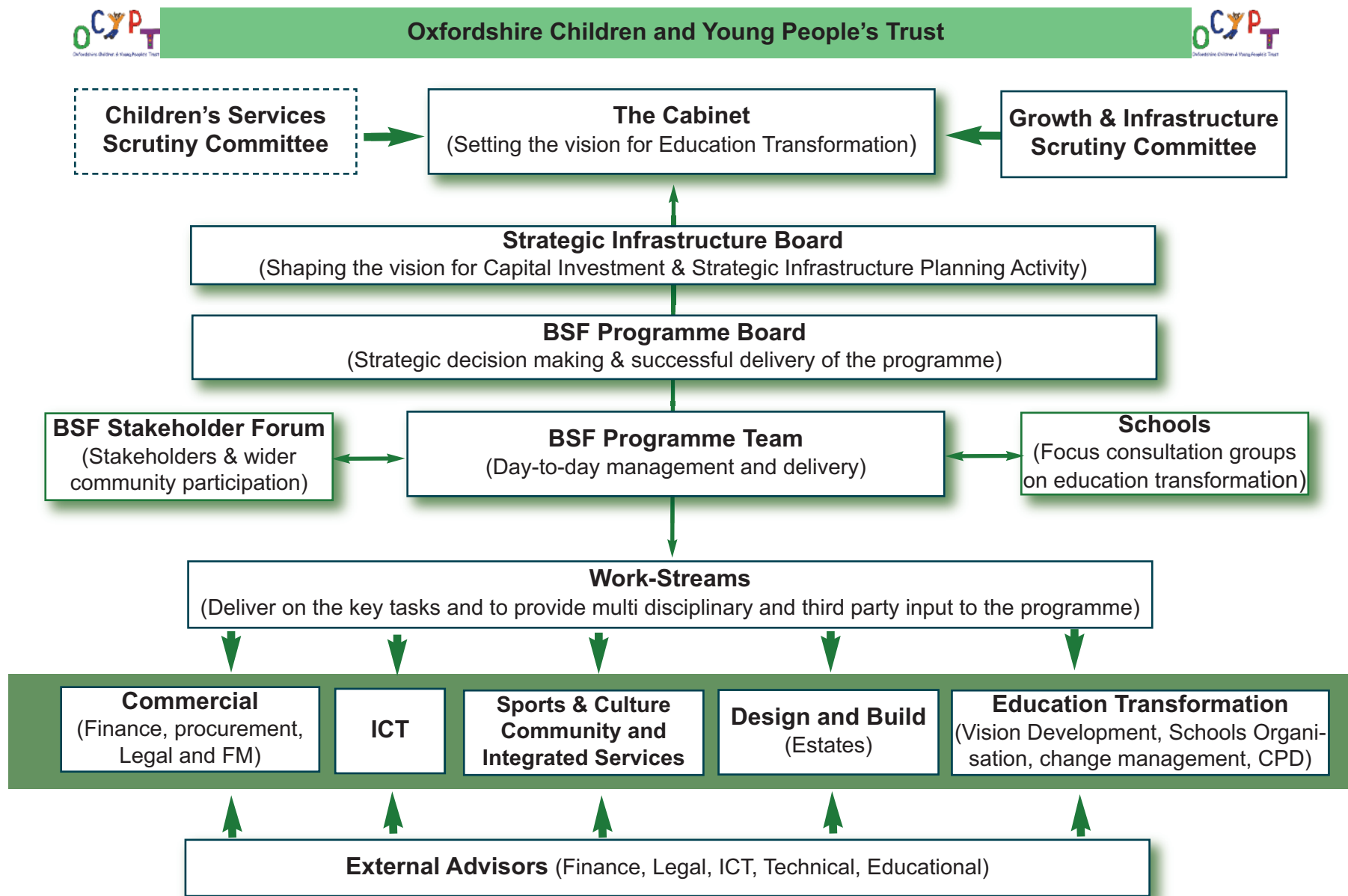
Resources and Capability — 3.5

The Cabinet and the Council Management Team are fully committed to the programme and see it as fundamental to achieving the Council's key priorities. As a well managed authority already working extensively in successful partnerships, we are determined to use BSF as an active catalyst for change. This submission, our covering letter and the counter-signed Memorandum of Understanding by the Leader of the Council and the Chief Executive clearly demonstrate this commitment.

3.5.1 Governance

The BSF governance arrangements, depicted diagrammatically overleaf, were approved in July 2009. At their core is a Programme Board with delegated decision-making power, supported by a Programme Team and a Stakeholder Forum that represents a number of stakeholder groups. The Board brings elected members, senior officers (Director of Children's Services and Head of Service levels) and head teacher representatives together in line with 4Ps guidance. The Chief Financial Officer who is also Assistant Chief Executive is the overall Programme Sponsor. The BSF Board's inception meeting is on 1st October 2009. In the interim, a BSF Steering Group meets at regular intervals under the chairmanship of the Director of Children's Services to progress programme development.

Oxfordshire County Council's Statement of *Readiness to Deliver*

Oxfordshire Children and Young People's Trust

Children's Services Scrutiny Committee → **The Cabinet** (Setting the vision for Education Transformation) ← **Growth & Infrastructure Scrutiny Committee**

Strategic Infrastructure Board
(Shaping the vision for Capital Investment & Strategic Infrastructure Planning Activity)

BSF Programme Board
(Strategic decision making & successful delivery of the programme)

BSF Stakeholder Forum
(Stakeholders & wider community participation) ↔ **BSF Programme Team** (Day-to-day management and delivery) ↔ **Schools** (Focus consultation groups on education transformation)

Work-Streams
(Deliver on the key tasks and to provide multi disciplinary and third party input to the programme)

| **Commercial** (Finance, procurement, Legal and FM) | **ICT** | **Sports & Culture Community and Integrated Services** | **Design and Build** (Estates) | **Education Transformation** (Vision Development, Schools Organisation, change management, CPD) |

External Advisors (Finance, Legal, ICT, Technical, Educational)

Oxfordshire County Council's Statement of *Readiness to Deliver*

3.5.2 *Financial commitment*

In February 2009, a formal meeting of the Council made the largest single revenue allocation (£4.2m) of one-off investments in its medium term financial plan to fund the development of the BSF programme across the next 5 years.

Subsequently, we have also considered a detailed breakdown for the BSF Programme Development Budget. According to initial calculations, it is expected that about:

30% of the total budget will be required to fund the core project team (including dedicated internal finance and legal support and backfilling of posts in schools).

40% of the total budget will be used to fund the external advisory support.

20% of the total budget will be allocated to cover other expenses (including ICT, stakeholder engagement and training).

10% of the total budget will need to be set aside as contingency until after the appointment of external advisors and completion of more detailed works regarding ICT and the change management ramifications of the Strategy for Change.

3.5.3 *Project team and support*

The Cabinet agreed to establish a dedicated project team for the delivery of the BSF Programme and allocated resources for its development in February 2009. Following this approval, many authorities at different stages of the BSF Programme delivery were contacted directly and interviewed to understand the level of capacity that was required for the BSF programme, and to draw on their experiences and lessons learnt. The results of this analysis were used to set up an interim project team and the BSF Steering Group, and to inform the development of the BSF Governance Structure.

The interim project team is composed of experienced predominantly in-house professionals and has been in place since April 2009 to progress programme development and delivery. An experienced interim Programme Director with a great deal of BSF experience is in place and a permanent appointment is expected soon. The team includes work stream leads for education transformation, design and build, commercial, ICT, and sports-culture community and integrated services. The commercial work stream is led by the Assistant Head of Finance who is a qualified accountant with significant experience in local authority finance. The Capital Programme Manager is also providing additional governance support to the programme and acting as the link with the rest of the capital programme. Currently, the design lead for the interim project team, a chartered architect with significant experience in the education sector, is acting as the Design Champion for the programme. This function is also supported by topic-based presentations to the project team by industry specialists. Ahead of procuring consultancy support through the PfS frameworks, the team is also receiving interim quality specialist support from external consultants in construction (Turner and Townsend), education (WSP Edunova) and finance (PWC).

A skills audit is to take place in November 2009. It is expected that the core team will continue to use experienced internal staff where the required skills are available in-house, with backfilling as necessary. Long term external advisory services will be procured in the autumn through the PfS frameworks.

We have a strong corporate procurement team with over twenty full time staff. In addition, a very experienced property team manages the Council's existing property and construction supply chains. These teams have direct experience of running complex and large scale procurement programmes such as the Residual Waste Disposal Contract (NPV £700m) and Highways Maintenance Term Contract programme (NPV £120m).

Oxfordshire County Council's Statement of *Readiness to Deliver*

The Council's strategic lead for School Improvement, who is currently joint education lead on the BSF team, has set up our PE and sports/cultural stakeholder groups. He is currently representing the Association of Physical Education on the Partnership for Schools' PE and Sport Design Steering Group.

3.5.4 Corporate strategy

Oxfordshire already has a history of pursuing co-location and joint-service delivery initiatives for better outcomes for its children and young people. The ambition of the BSF Programme is to bring these together in the most effective way for unlocking the benefits for all and spreading them beyond the boundaries of schools. We have already started to benefit from this approach by securing approval for our Primary Strategy for Change, £4.6m co-location funding and £1.5m Back on Track funding from the DCSF and by achieving pilot status for the Single Conversation Programme from the Homes and Communities Agency.

Our capital strategy will directly link with a Local Investment Plan (LIP) agreed by partners. The LIP will not only align BSF and PCP programmes, but also all other available funding streams to achieve the agreed local vision and desired outcomes for wider communities. We have extensive experience of delivering strategic projects, with one illustration included below.

Oxford Academy

In 2005, Peers school was placed in "special measures". The school served a community where there is significant economic hardship, and, upon entry, pupils had literacy and numeracy skills well below average. The school was replaced by Oxford Academy in 2008. The project received the support of PfS for a complete rebuild to provide a seven form entry secondary school with up to 1,050 pupils; in addition, a sixth form of up to 400 pupils which includes a specific 150 place Sports Academy. The design and delivery of the project has been led by the Council working with a large and very diverse group of partners.

The design has been developed in order to support a transformational approach to educational provision, focusing, in particular, on effective transition through the provision of a year seven home base, opportunities for 'world of work' learning, and the development of the leadership centre which will enable both staff and student leadership to flourish.

In addition, the design has focused upon the integration of the Academy within the community through provision of joint use sports and leisure facilities including artificial pitches, a sports dome, sports hall, performance spaces, learning resource areas and café space. Community engagement such as direct mail drops to 5000 residents, as well as public forums, has contributed towards the eventual design solution. The scheme also includes a Council special school, adult learning provision and a community library.

The project has been designed to achieve a 60% reduction in CO_2 emissions compared to 2002 Building Regulation standards. The project is on time and on budget despite the complexities of delivering within an untried and tested delivery vehicle, working with external partners and integrating additional provisions over and above the core provision of an Academy.

This experience has also taught us invaluable lessons about how to convert educational vision into a design brief and about ICT/design integration. We are mindful of the need for the development of well thought out school strategy for change documents which are known to all stakeholders within each school. In this way, the vision can be linked to the nature of spaces required and an overall change programme.

Oxfordshire County Council's Statement of *Readiness to Deliver*

3.6.1 Benefits Realisation

We will use the BSF process and the partnership to deliver real benefits that can be measured via CPTs and KPIs. We want BSF to make a genuine difference to our communities and will therefore look to measure its success via, for example, our already established Citizens Panels.

We wish to explore the potential to create cost-effective solutions for joining up services and developing schools further as community hubs that engender a strong sense of place and identity for local people. We will undertake a geo-mapping exercise for our tranche 1 schools to identify where the gaps are in local facilities to identify how BSF could address pressing needs. We will also expect our LEP partner commit to a number of KPIs/CPTs in employment and training to meet the needs of industry and business across the County. We will look to include a specific number of apprenticeships as well as short and long term local jobs supported through the supply chain, in construction, ICT, architecture, engineering etc.

We will require our partner to integrate local businesses into the supply chain and to help us assess the number of social enterprises, third sector organisations benefiting from BSF. For example. we are currently working with The Thomas Gifford Trust to build a community centre, low cost affordable housing, library and a learning facility that will be shared between the local 14-19 consortium and adult learners. Plans have been drawn up to create an industrial catering training facility that is integrated with these facilities. This type of model provides an interesting paradigm for our BSF programme and partnership working.

Connectivity via ICT is clearly an invaluable tool in more rural communities, and we want to see imaginative ideas for extending learning, social and employment opportunities via BSF.

We know that we can learn significant lessons about partnership working from existing LEPs and are planning to visit a number of them. We will apply the PfS guidance on operational LEPs in future debates about the allocation of roles and responsibilities between us and the LEP.

Through our Sports and PE stakeholder group, we will identify how to join up plans to make the best use of green space for community benefit, drawing on the experience of CABE Space and Learning through Landscapes to ensure that we think holistically about green space, and what it means for learning, the health of communities, routes to school and work, and recreation through play and sport.

BSF will have an impact on transport and waste. In our site analysis work, we will look at access routes and the impact on local neighbourhoods of increased volumes of traffic and noise. Any highways works required as a result of potentially different access routes to school entrances will be factored into the Council's medium term financial plans. We will also expect our LEP partner to minimise and recycle as much as possible of their construction and demolition waste and to enable the process to be used as a learning tool for students. In the operational phase, we will keep sustainability issues –particularly how our schools will facilitate carbon, energy and water reduction, waste management and biodiversity – high on the agenda.

Our aim is to create a long term BSF legacy that will engender pride amongst young people and their families, with all schools being seen as exceptional and contributing positively to the well-being and success of local communities as part of a wider place-shaping strategy.
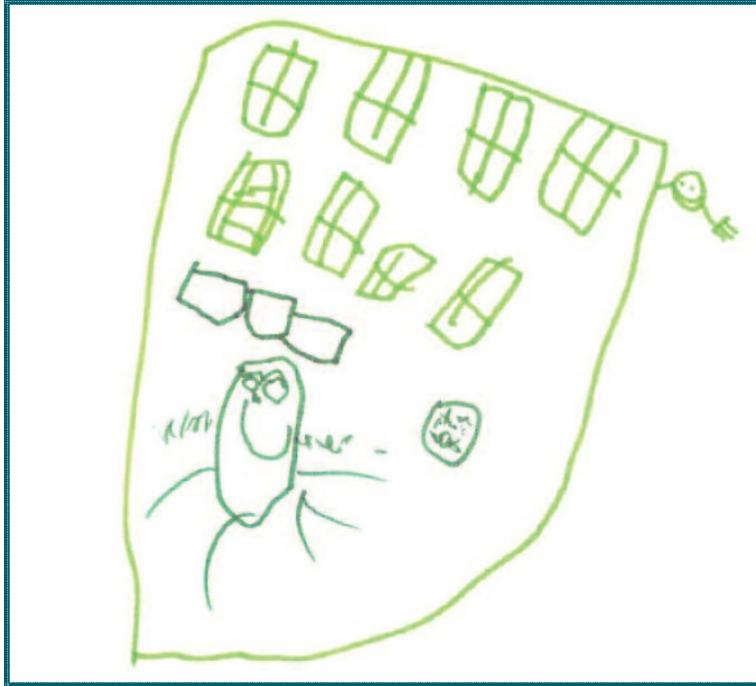
Statement of Readiness to Deliver

for

Building Schools for the Future

September 2009

my school is special

'the future of school' by Molly, aged 4

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