



Oxfordshire County Council – Primary Capital Programme - Consultation

**Providing an excellent school in the heart of the
community**

March 2008

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1 Section 1: The local perspective

Oxfordshire County Council places the delivery of high quality primary education in the 21st century at the centre of its response to the Government's Children's Plan and as an integral part of its strategy to deliver the Children and Young People's plan (CYPP) and to tackle underachievement in the primary sector. Our Children and Young People's Board is charged with overseeing the delivery of the Plan and ensuring our high expectations and challenging targets are met. The Plan is the expression of our aim for Oxfordshire to be a place where every child and young person receives the help they need to:

- Enjoy good physical and mental health
- Be protected from harm and neglect and grow up able to look after themselves
- Achieve educational success and enjoyment, have good opportunities for play and leisure and develop self-confidence and life skills for a creative and positive adulthood
- Make a positive contribution to the community and society
- Live free from poverty, achieve their potential and make the most of their lives.

Our Primary Capital Programme is key to our strategy for delivering integrated children's services, the CYPP through the localities. The mission statement for our strategy for change: **Providing an excellent school in the heart of the community** recognises the central role of primary education including the early years foundation stage in achieving excellent standards and narrowing the gap in life chances for children from disadvantaged families. Our key aim is to facilitate change by raising the educational aspiration, achievement and enjoyment of children and their families and communities through joining up funding streams to radically transform the primary school estate and thereby give them access to excellent schools in the heart of the community.

Our Primary Capital Programme will use investment to tackle school underperformance through the replacement of at least 5% of schools in the worst condition. We will join up funding streams to realign school places taking into account different patterns of population growth across the County and to deliver accessible services at local level. In addition, we will upgrade at least a further 45% of primary schools to ensure that all children have access to high quality internal and external environments which facilitate personalised learning and encourage high achievement for all children and young people; and which provide a wide range of services to each local community as part of a wider contribution to the "Every Child Matters" outcomes as embodied in Oxfordshire's Children and Young People's Plan.

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We are committed to promoting the inclusion of all children and young people with SEN/LDD as part of a wider range of policies that recognise and celebrate human diversity. Therefore, our aim is to increase capacity to meet a wider range of special educational needs of vulnerable children and those with learning difficulties and disabilities. In particular, the aim of the Oxfordshire Schools Accessibility Strategy is for greater inclusion of physically disabled pupils and those with sensory impairments, so that where possible their needs can be met effectively in their local schools. The Schools Accessibility Strategy 2006-09 outlines the overall principles for further development and our plan for increasing access over the next 3 years.

We will use the opportunities given through service integration and multi-agency planning to ensure that our Primary Capital Programme is integrated with wider plans to deliver locality services centred on early years foundation stage, children's centres and extended schools in such a way as to be accessible and appropriate to the needs of all our communities both rural and urban.

2 Section 2: Baseline analysis

Oxfordshire County Council is responsible for maintaining 234 primary schools across a range of diverse communities. All of these schools include some level of Foundation Stage provision, in many cases through one of the 345 private, voluntary and independent childcare providers of funded early years education. Oxfordshire has the lowest population density of any county in the South East of England and primary education plays a critical role in community cohesion and supporting both rural and urban communities. Children and young people account for 25% of Oxfordshire's total population.

Oxfordshire is proposed for significant housing growth under the draft South East Plan. (The Panel report recommends 54,600 new dwellings be provided in 2006-26). This new housing will generate demands for school places. Our current pupil projections include the implications of new residential development where sites are known; these show an increase in the primary aged population from 38,253 (years 1-6) in 2008 to 41,060 in 2021. However, these figures are likely to be an under-estimate as they do not take into account the impact of future housing development sites in the growth locations of Bicester, Didcot, and Banbury, Wantage-Grove and Oxford City and elsewhere, which will emerge through the Local Development Frameworks preparation process.

Currently 16.7% of the 0-19 population have special educational needs (SEN) with 1.5% of the 0-19 population having a statement of SEN.

Nationally, there is a predicted increase in pupils diagnosed with Autistic Spectrum Disorders, with Profound & Multiple Difficulties and with Behaviour, Emotional and Social difficulties.

Although Oxfordshire is an affluent county with overall educational attainment at the national average, this picture masks pockets of deprivation and underachievement where children and young people struggle to make appropriate progress. Results at Key Stage 1 whilst in line with the national average remain below those of our statistical neighbours. 12 of our Super Output Areas are in the worst 20% in the country which is then reflected in lower levels of education outcomes and significantly worse health outcomes for these areas. There is currently a 19 year difference in life expectancy between our most affluent and our most deprived communities. 36 percent of our population have low or no qualifications.

Oxfordshire County Council is committed to the role of primary education as a key driver to deliver improved school performance and to secure the Every Child Matters agenda. Around 40,000 primary aged children attend Oxfordshire Primary Schools. Of these, around 7,000 children receive some part of their funded early years entitlement through the private and voluntary sector, in many cases on primary school sites.

Given the diverse communities that Oxfordshire represents, and as part of our continual review and commitment to raising standards, Oxfordshire began a primary locality review exercise during 2007. The purpose of the review was to examine each of the 13 localities

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into which the county is divided in terms of school organisation and surplus places, condition and suitability of the estate and deprivation and to develop solutions which raise standards and deliver the key outcomes of the CYPP. The first review of the Banbury locality has been completed. Reviews of North Oxford/Botley/Cumnor, Headington and Wheatley, South East Oxford and Cowley/Iffley localities will be encompassed through an Oxford City Summit as part of the consultation on this primary capital: strategy for change programme. The remaining reviews will take place as part of the rollout of the Primary Capital Programme.

2.1 Analysis of factors

2.1.1 *Progress towards Children's Plan objectives*

The rollout of Oxfordshire's CYPP will enable Oxfordshire County Council to continue to deliver progress against the Children's Plan objectives. A Children's Trust is in place charged with ensuring effective partnership across key stakeholders in children's services.

Regular monitoring and evaluation is in place and the key objectives of the Plan are supported by a performance management framework and initiatives such as the local area agreement. This enables a more effective join up of integrated services and ensures that resources are targeted appropriately. The Programme Review Board has responsibility for the rollout of the Primary Capital Programme and to ensure an effective interface between the programme and the key corporate objectives.

As part of our strategy for early intervention and tackling deprivation, 29 children's centres will be established across the County by April 2008. The first tranche of children's centres have been established in the localities with the highest level of deprivation. A further 17 centres are planned for 2011.

Our baseline assessment shows that all primary schools have some level of Early Years Foundation Stage (EYFS) provision on their site. There is a mixed economy of provision with 345 private, voluntary and independent providers of funded EYFS. Voluntary sector pre-schools are often located on primary schools sites. Oxfordshire has encouraged close partnership working arrangements between schools and pre-school in its drive to raise quality standards for the youngest children. Many children throughout the 0 – 11 age range will also spend time in childcare provision, which is part of the extended services offer. 85 primary schools currently provide the full core offer for extended services.

Of our eight community special schools for pupils with Severe Learning Difficulties, all are either co-located with mainstream primary schools or have some degree of integration with nearby schools. We are developing extended services within some special schools, and also increasing access to extended services in our mainstream schools for all pupils with SEN/LDD.

There is a shortage of after school and holiday play schemes in some areas. Our approach to prioritising investment under the Primary Capital Programme will take account of the need

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to ensure access for families to after school and holiday play schemes and enable an integrated approach to the delivery of local children's services.

2.1.2 *Every Child Matters: Standards*

Primary school and early years performance is mixed. Our Children and Young People's Plan has a target for the early years and foundation stage to increase the number of children that have access to an early years setting rated as good or outstanding. We are well on the way to exceeding this target. We are also placing increasing emphasis on narrowing the gap in achievement at the end of the Foundation Stage as measured through the Early Years Foundation Stage Profile. We are targeting resources at raising standards in the most disadvantaged areas and underachieving groups, as reflected in our Early Years Monitoring Quality Plan.

Oxfordshire schools continue to perform below statistical neighbours at both Key Stage 1 and 2. Our contextual value added analyses show a picture of overall underachievement at Key Stage 2. However, this overall picture 'masks' a range of performance which includes some of the highest attaining primary schools in the country. In addition, in some areas we are experiencing increasing difficulties in recruiting headteachers.

In 2007 at Key Stage 1, 81% of pupils achieved L2 or more in writing. However, at Key Stage 1 L3 writing, 145 schools achieved less than the national average and overall Oxfordshire's performance is lower than our statistical neighbours. Addressing this is a key element of our Primary Capital Programme.

At Key Stage 2, school performance ranged from 13.3% in maths (Level 4 KS2) at the lowest performing school whilst 19 of our schools achieved 100%. Overall 37 schools achieved less than 65% L4 at Key Stage 2 in English or maths in 2007. A further 90 have performed at less than 65% at L4 Key Stage 2 in either English or maths for the last three years. This 'hard to shift' group has been the subject of a range of strategies to improve performance including FreshStart and a range of additional support from the DCSF and Local Authority.

The gap between attainment of children with special educational needs and those without such needs shows a gap at the end of KS2 shows a 53.2% point gap compared with an average for England 51.8% and at end of KS4 it shows a 49.5% pt gap compared with an average for England 44.4%.

Minority ethnic group attainment broadly reflects the national position i.e. those groups where national attainment is below that of the whole cohort or above and consequently with few exceptions *achievement* is statistically in line with national expectations. An exception to this is pupils of Indian heritage which have notably lower levels of attainment than their white peers. This is believed to be because the Indian population in Oxfordshire is atypical in terms of background (an over-representation of pupils from poorer, rural backgrounds).

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Middle ability white pupils, Bangladeshi and Black Caribbean pupils continue to underachieve, whilst Looked After pupils and those for whom English is not their first language perform in line with expectations.

Our pupils from ethnic minority backgrounds tend to be concentrated in the areas of higher deprivation and lower school performance. Ensuring that these pupils and their communities are able to benefit from this investment will be a key aim of our Primary Capital Programme.

2.1.3 Every Child Matters: Being Healthy

Oxfordshire has a significant disparity in life expectancy across the county. In addition, some children do not have access to healthy eating which has an impact on obesity and life expectancy.

Our Children and Young People's Plan highlights the need to ensure children and young people are physically healthy as a key strategy to address this disparity in life expectancies. Oxfordshire is in the process of accrediting its schools under the Healthy Schools scheme. 71 primary schools have Healthy Schools status and our target is to ensure 65% of all schools reach the standard by 2009.

Our local area agreement targets commit the authority to increasing the percentage of 5-16 year olds participating in 2 hours per week sport and PE to 85% by 2009. Some of the smaller primary schools in the county do not have essential facilities such as a hall suitable for PE. This can create a significant barrier to pupils accessing sport, play, leisure, out of school, community, cultural, music and arts activities. Our Primary Capital Programme will target investment to ensure that children have access to appropriate sports, PE and cultural facilities. The use of outdoor learning opportunities will be extended through imaginative development of the schools grounds.

Schools also will play a central role in making available integrated services to the community on a locality basis. Where possible schools will accommodate community health provision as part of extended school provision in partnership with the Oxfordshire Primary Healthcare Trusts.

2.1.4 Every Child Matters: Staying Safe

Child protection and care arrangements in Oxfordshire generally work well and there is good partnership working between agencies. As at March 2007 there are 227 children or young people on the child protection register. However, too many looked after children are placed outside the County. The Primary Capital Programme will ensure that resources are targeted to provide support localities where there are greater concentrations of looked after children to enable targeted intervention and support. Through its Play Strategy, Oxfordshire is committed to working with District Councils and other partners to respond to children's need to learn to manage risk and feel safe in their local community. Oxfordshire has been selected to bid to become a national Play Pathfinder, which will give further opportunities for development of school grounds and other community play spaces.

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2.1.5 Every Child Matters: Making a positive contribution

The vast majority of children and young people in Oxfordshire are making a positive contribution to their schools and communities. The number of exclusions in primary schools in 2007 academic year totalled 3 permanent exclusions and 530 fixed term exclusions.

2.1.6 Every Child Matters: Achieving economic well being

12 of our Super Output Areas are in the worst 20% in the country indicating a level of deprivation masked by areas of affluence. Oxfordshire is the second wealthiest county in south east England. There are pockets of rural alongside urban deprivation. Banbury, South East Oxford and Cowley/Iffley localities have the highest levels of deprivation followed by Abingdon, Headington and Wheatley. Deprivation can have a significant impact on outcomes for children, young people and their families and be a barrier to raising attainment and achieving economic well-being.

2.2 Diversity, choice and responsiveness to Parents

36 primary schools were oversubscribed in September 2007. 22 schools had over 25% surplus places (nursery schools are excluded for the purposes of this calculation). At least one school in each of the localities had over 25% surplus places. The greatest concentrations of surplus places are in the Thames/Watlington and the East Oxford localities.

The local authority values its partnership with the churches in the provision of schooling, and has no wish to adversely affect the proportion of places in denominational schools. Oxfordshire County Council supports the diversity of provision. The local authority will seek to maintain a balance of denominational places and ensure that provision is appropriate and supported by local communities.

The Authority's view on small primary schools is that schools of different sizes can all contribute to raising the standards of pupil performance. Whilst larger schools can have advantages in the areas of recruitment, specialist teaching and peer group, there are significant advantages which stem from smaller, more localised provision.

Our current policy is to review the viability of each school with 60 or fewer pupils whenever the position of Headteacher becomes vacant, including the possibility of joint arrangements. The presumption is against the closure of rural schools.

2.3 Buildings and ICT

Oxfordshire has had an active programme of modernisation for schools in the worst condition. Currently 27 have outstanding conditions work valued at over £200 per square metre. The backlog on maintenance is valued at around £80m. The Council has undertaken to provide £25m over five years through prudential borrowing to reduce the backlog. 17% of our primary schools have over 25% temporary accommodation. Such accommodation may not be suitable for the delivery of high quality learning and for achieving our aims for 21st century schools.

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Many of schools serving areas of high deprivation based on the DCSF deprivation index have benefited from some capital improvements. However, much more can be done. The PCP will allow the scale and scope of projects to increase, enabling for the first time replacement school projects to be undertaken.

Oxfordshire has ensured that new build schools meet the needs of the children's services agenda through the provision of space to deliver extended services inside and outside the school day. Our strategy for the reduction of surplus places includes refurbishing and remodelling 'spare' capacity to meet the need for extended services and community use.

Sustainability is a strategic objective for Oxfordshire County Council and central to the plans for the county's future. Our Education for Sustainable Development programme works with schools to ensure that sustainability is an integral part of the curriculum as well as the building. 21 of our primary schools have been awarded the Green Flag under the Eco-Schools scheme.

Primary schools are being encouraged to look at more innovative uses of ICT to enhance teaching and learning. Pilot programmes have been initiated this year for schools to use mobile computing in the classroom through the loan of a laptop trolley or a class set of thirty PDAs for a term. In return for the loan of this equipment, the schools complete a case study report so other schools can benefit from their experiences. All the participating schools have now decided to invest in mobile technology in the future and not to re-invest in the traditional ICT suite as the mobile technology comes to the learner which greatly increases the impact on their learning.

All primary schools in Oxfordshire are now connected to the Oxfordshire Community Network (OCN) via a broadband connection.

3 Section 3: Long-term aims

3.1 Children's Plan

Our Primary Capital Programme will provide the focus for joined up funding and partnership working to enable maximum value for money and the achievement of our long term aims under the ECM agenda. Primary schools will be central to the delivery of joined up integrated locality services.

Oxfordshire will continue to use the 13 localities as the vehicle to deliver integrated services to all of its communities and to ensure that the key outcomes of the Plan are delivered.

Inclusion has a great impact on the school fabric where inclusion means:

- Education within mainstream schools of an increasing number of children with disabilities
- A broad mix of children – in terms of ability, needs, background in a single school
- Participation of children in the full range of opportunities provided by a school including full access to the curriculum and involvement with social and community activities.

Therefore, investment will be used to enhance facilities in our primary schools to enable them to cater better for their children with SEN/LDD, with facilities to allow greater access to specialist support within the school e.g. therapists, nurses, advisory teachers, outreach from special schools.

We will want to consider enhanced provision for low incidence SEN within a partnership or locality e.g. one school within a partnership to have an especially sensory-sensitive environment for pupils with ASD.

Our aim for Early Years Foundation Stage provision in Oxfordshire is to improve the life chances of all children and young people by developing high quality learning and development opportunities wherever children spend their time in the early years. Our targets are to increase the percentage of children achieving the early learning goals in the EYFS Profile assessment and to narrow the gap between the lowest achieving and the rest.

We will deliver:

Services focused on early intervention which enable communities to access integrated joined up services locally, co-located on primary school sites where possible

3.1.1 Every Child Matters: Standards

Oxfordshire recognises the importance of primary education in raising attainment and contributing to the long term health and stability of our communities.

Our long term aim is to ensure that all our primary schools are successful and that we have

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ambitious targets as part of our Children and Young People's plan and local area agreement to ensure that we deliver.

Our Primary Capital Programme will target disadvantaged children and families and low-achieving groups of pupils. Early investment will be targeted at those schools which are below the national average in Key Stage 1 L3 writing and schools that are below 65% L4 at Key Stage 2.

We will deliver:

Investment which is targeted to tackling under-performance and plays a significant role in raising standards.

3.1.2 Every Child Matters: Being Healthy

By 2011 every school will be a 'healthy' school with provision and access to indoor and outdoor areas for sports and games and outdoor learning through the provision of play areas and facilities. This will have an impact on levels of obesity and extended life expectancy.

We will deliver:

Schools which have healthy school status and localities which enable communities to have access to community healthcare provision (where appropriate), indoor and outdoor facilities for play, sport and leisure and family learning.

3.1.3 Every Child Matters: Diversity, choice and responsiveness to Parents

We will continue our commitment of working with the Diocesan Boards to maintain the level of diversity of provision that exists across the primary estate. We will build on work on successful primary schools through examining new models of collaborative working. As part of the rollout of our Primary Capital Programme, we will examine new models of school organisation including federation and trust arrangements and greater collaboration between early years, primary, secondary and post-16 providers.

We will deliver:

Access to high achieving schools and provide an excellent school in the heart of the community.

3.2 Buildings and ICT

In working towards this vision it is recognised that the current high levels of surplus places can represent a poor use of resources - resources that can often be used more effectively to support schools in raising standards. Therefore, the reduction of temporary classrooms used for statutory provision is a priority in order to achieve an overall higher standard of primary school environments. Through the PCP and other funding streams an objective will be to remove where feasible and affordable as many temporary buildings as possible through relocation or demolition, where no longer needed, or replacement with permanent build where there is a long term need for accommodation.

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As part of our strategy for integrated services and locality delivery, our approach will include looking at the use of surplus places as a means of delivering extended services and community use. This will build on our approach to children's centres where we have included health provision in the brief and worked closely to join up services with our primary schools.

In order to meet the demand for childcare, new primary developments will include appropriate space for a minimum 16-place out of school club or 10% of school roll whichever is higher. For adaptations to existing provision, where a school may not be able to provide new nursery classes, provision can be made through a partnership arrangement with a voluntary or private sector nursery or playgroup.

Our long term aim of providing an excellent school in the heart of the community will ensure that schools will be places where:

- **resource use and energy efficiency reflect the national and local priorities of sustainability and reduce the negative impact of human activity on the global climate, ensuring the best environment is available for teaching and learning**
- **both indoors and outdoors are used imaginatively so that learning can take place throughout the extended day – from morning breakfast clubs to after-school clubs and other activities**
- **family learning and community use can happen, contributing to the creation of full-service extended schools at the heart of every local community**
- **design in for access, inclusion and designing out bullying are included from the outset – not as later 'add-ons'**
- **children and families can enjoy learning and achieve success in a safe, welcoming and stimulating environment**
- **all learning spaces are ICT rich and communities will be able to ensure opportunities for children and young people to achieve the five key outcomes through active**
- **where possible families with children aged birth to 11 will be able access services on one site including children's centres, extended services, 'campus' models and partnership working arrangements**

4 Section 4: Approach to change

4.1 Capacity building and change management

Oxfordshire County Council has significant experience of managing complex change programmes and capacity building. Our work on reorganising Oxford City schools from a three tier to a two tier system highlights our ability to work in partnership with schools to achieving organisational change and to deliver capital outcomes.

4.2 Planning, monitoring and evaluation

In order to ensure effective implementation of the Primary Capital Programme, the Programme Review Board will continue its monitoring, evaluation and decision making role. The Board has been charged with the strategic oversight of the locality reviews which are at the centre of our approach. The Board includes representatives of all stakeholders including primary schools, diocesan boards, and elected members.

The Board's terms of reference are as follows:

| Group | Terms of Reference |
|------------------------|--|
| Programme Review Board | <p>The programme board is chaired by an Elected Member and will:</p> <ul style="list-style-type: none">• Confirm the vision which will influence the future of Oxfordshire primary school provision.• Agree the overall process, key principles and information to be collected and agree the timescale of the review and order of areas to be reviewed.• Consider the findings of the initial consultation.• Monitor the quality of the base data, i.e. condition, suitability, net capacity and pupil number projections etc.• Oversee the work of area review teams making recommendations and advising on the process. Liaise with the Children's Trust and make recommendations to the Cabinet Member for School Improvement or Cabinet as appropriate.• Oversee the work of Strategic Delivery Team.• Oversee ongoing consultation with schools through regular newsletter/internet.• Agree non-Local Authority representatives to the review/implementation teams.• Oversee the formation of the Strategic Implementation Plan for the Primary Capital Programme for submission to the Department for Schools Children and Families and monitor the Risk Management Plan. |

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Our approach to capacity building and change management is secured through the locality review approach. This approach ensures that working within the parameters of the overall Primary Capital Programme, we will develop solutions which meet local needs and build effective strategies for change. The Programme Review Board's role in monitoring risk will ensure that the ability to take early action to mitigate potential risk to the programme will ensure that effective delivery.

The Board has a key role in securing corporate buy in and ensuring that the Primary Capital Programme delivers the key corporate objectives for the Council.

The Primary Capital Programme will be managed as a programme with the appropriate project management and governance. The Programme Review Board will take responsibility for ensuring the delivery of the programme.

The analysis of factors starting on page 4 in section 2 will be used to identify the next round of locality reviews. Once a review has been completed, options for investment and for organisational change will be reported to the Programme Review Board. The Board will determine the appropriate solution for each of the localities and will identify individual projects. Such projects will be recommended to Cabinet as part of the corporate capital programme approach.

The Board will have a key role in monitoring the delivery of the programme, assessing its impact and sharing good practice.

Oxfordshire County Council has a specialist Property Services Client Team. This team integrates specialist in-house architectural, education and project management expertise to enhance the traditional Client function. Through innovative strategic procurement initiatives we have established collaborative partnerships with both the professional services and construction services supply chains, these include:

- Core Multi-Disciplinary Consultants, Mouchel Parkman, appointed on 7 – 10 year term capable of delivering the Council's Capital Programme.
- Framework Consultants (3 Multi-Disciplinary and 1 Cost Management) appointed on 4 year terms, selected on their expertise and capability to deliver education projects – Atkins, Jacobs Babbie, Oxford Architects Partnership and Turner Townsend.

The Core and Framework Consultants provide a balance of local and national professional resources to meet and respond to peaks within the Capital Programme. Similar Core and Framework arrangements are in place for construction services. These have been in place for 2-3 years and are delivering up to 50-60% of the Council's Capital Programme, with the remainder procured in the open market.

4.3 Achieving educational transformation

Oxfordshire County Council has significant experience of involving schools and communities in the planning and design of specific projects. Our work on Education for Sustainable Development involves children and young people in the development of sustainable approaches and develops innovative curricular approaches which build in sustainability and future proofing.

We will use the opportunity of the Primary Capital Programme to ensure localised integrated service delivery supported by an ICT infrastructure that creates innovative learning opportunities and enables widening access and includes a learning platform. The introduction of the new Oxfordshire Learning Platform in our schools from April 2008 will provide the opportunity for anytime anywhere learning and increase the focus on the need for flexible learning spaces in schools.

Our approach will ensure that each locality has access to integrated services, extended schools and community services and a range of indoor and outdoor play and sport facilities. By focusing on a locality approach we will be able to ensure that there is greater and more effective collaboration between early years, primary and secondary schools. We are well on track to meet our targets for Phase 2 and Phase 3 Children's centres.

4.4 Every Child Matters

Our mission statement **providing an excellent school in the heart of the community** places primary schools at the centre of our approach to delivering integrated services, raising attainment and creating new and innovative approaches to learning. Part of our strategy for dealing with surplus places is to examine possibilities for using 'spare' space to create community and extended facilities and to ensure that communities continue to benefit from access to local services.

Our design brief for new schools includes provision for childcare and extended services, whilst our locality reviews enable us to take a strategic approach to the co-location of children's centres and community services. Furthermore, our priorities for investment will enable support to tackle obesity through greater provision of indoor and outdoor areas for sport and games and the provision of play areas and facilities.

Our designs will incorporate the needs of our SEN/LDD children by considering

- Flexible classroom space
- Accessible corridors
- Different physical environments i.e. acoustically treated classrooms
- A variety of smaller spaces for meetings, 1:1 work, small group work, nursing support, therapeutic support, counselling, staff training, parental support, multi-agency meetings.

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- Accessible extended service activities
- Spaces for personal care
- Security
- Specialist leisure facilities
- Access to community healthcare where appropriate

4.5 Finance

Oxfordshire is committed to joining up funding to deliver an integrated local response to service delivery. The locality reviews will highlight the local approaches needed to raise standards, deliver on the ECM outcomes and to align demand and supply of places and these reviews will then be used to identify the appropriate funding streams.

The Council has a robust system in place for securing S106 developer contributions to improved school facilities from new housing development. We will examine all the funding available to the authority including BSF funding when that is available, to seek a co-ordinated and joined up approach. We will make use of all available funding streams including prudential borrowing, capital receipts, devolved formula capital and other funding streams in a way which maximises our investment and secures high quality delivery. The Council has a fully integrated approach toward its strategy of £25 million prudential investment over 5 years to reduce backlog maintenance by 1.5% per year from an £80m baseline.

Oxfordshire has over £67m available via schools capital funding allocation over the next three years. Of this, nearly £13m has been made available to deliver the Primary Capital Programme. In order to maximise funding, following agreement on the outcome of the locality reviews, an appraisal of the available funding streams and the identification of any funding gaps (including affordability issues related to any PFI funding) will be made. This will enable us to make the best use of funding streams in terms of those already identified and any identified in future years. There is £7m over the next 3 years to improve early years provision and £5.5m to develop Phase 3 children's centres.

Each locality and each school will know its position in the capital programme and the date and size of the investment. Our aim is for the Primary Capital Programme to provide a strategic financial and capital investment framework to shape future investment priorities and to enable effective join up with future funding streams such as Building Schools for the Future.

4.6 Procurement

Oxfordshire has significant experience of procuring major capital investment schemes including schools. Our strategic partnerships enable access to Core and Framework pools

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of professional and contracting resources. As well as our existing frameworks, we will also procure some work by traditional tendering to provide benchmarking to current market conditions

As an integral part of our re-procurement of contractors we will further develop our partnership with South East Centre of Excellence and bring forward opportunities for participation of our public sector partners in Oxfordshire.

The Core and Framework Consultants provide a balance of local and national professional resources to meet and respond to peaks within the Capital Programme.

Similar Core and Framework arrangements are in place for construction services. These have been in place for 2-3 years and are delivering up to 50-60% of the Council's Capital Programme, with the remainder procured in the open market.

Our procurement processes are fully compliant with the Office of Government Commerce (OGC) Common Minimum Standards.

4.7 Design

Oxfordshire has experience of innovative and cost-effective excellent design. We will build on our experience and apply this to the Primary Capital Programme. In particular, to deliver the best design solutions and best value for money we will:

Design Quality

- For Key Schemes hold design competitions on a conceptual level involving our Core and Framework consultants to establish exemplar design solutions
- Encourage high design quality standards by monitoring and evaluating our designers' performance against **Design Quality**, based on Design Quality Indicators developed jointly with end users and stakeholders
- Bring the expertise and experience of partnered procurement gained over the past 4 years with our Core and Framework contractors which are under continuous review to maximise **best value**
- Fully utilise the benefits of Post Occupancy Evaluations carried out to date, monthly seminar sessions held with our partners, through guidance manuals to take forward good ideas and remove those that are less beneficial
- Continue our normal practice of full stakeholder, pupil and contractor involvement in appropriate stages of feasibility, design and value engineering. We will also consider Planning For Real exercises with pupils and parents to gain feedback and full participation.

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- Continue to refine and develop our Primary School Brief to integrate fully the standards and recommendations of BB99 and emerging government guidance in codes for sustainable development
- Where appropriate look toward gaining views of CABE and other appropriate design focus groups upon proposals.
- Establish and develop best practice in developing Outdoor Learning in the schools grounds. Working with Learning through Landscapes.

Buildings and ICT

- Draw on the experience of managing the new Oxford Academy, where creative integration and new ways of working such as thin client technology will give great benefit to delivery and sustainability
- Form creative teaching space through innovative use of colour technology, daylight, covered external classes, flexible spaces etc
- Integrate mobile learning and flexibility in the provision of ICT in all areas of the buildings, including managed wireless networks for school and community areas for anytime, anywhere access to the Internet and the Learning Platform.

Collaborative Working

- Establish long term programme / project teams including client officers, project managers, designers, constructors plus project specific pupil and staff representation

Sustainability

- Assess and take account of whole life costs and environmental impact of our design solutions using the Councils emerging **Whole Life Appraisal** toolkits
- Design our buildings to achieve **BREEAM** 'very good' standards (and 'excellent' where site constraints permit) and **CO₂ emission targets** of at least 10% better than the current Building Regulations.
- Integrate the Council Building Environmental Standards developed with advice of the BRE which currently look toward a 40% reduction of Carbon Emissions compared to 2002 Building Regulations. This will be developed through access to new initiatives such as the Carbon Calculator Toolkit.
- Emphasise the Council's commitment to reducing its carbon footprint through membership of the **Local Authority Carbon Management Programme**

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- Include credible and deliverable **sustainable technical solutions** including: grey water recovery and re-use, biomass boilers (we produce our own biomass fuel), solar DHW, ground source heat pumps/under floor heating systems, on-site electricity generation, consumption monitoring linked to curriculum needs as well as simple solutions such as provision of appropriate cycle storage and school travel plans

5 Initial investment priorities

Our initial investment priorities reflect our commitment to providing an excellent school at the heart of the community and builds on our locality approach to delivering integrated services and supporting our communities.

The investment priorities will shape the capital funding for the primary estate for the next 14 years and will enable long term strategic investment to meet our aspirations and long term targets. The Programme Review Board will have a role in regularly reviewing these priorities to ensure that they continue to meet the County's strategic needs.

The investment priorities have been developed on the basis of our long term objectives for raising standards, tackling condition and suitability, ensuring an integrated approach to service delivery and tackling deprivation. This will enable us to join up existing funding streams and provide a structure for prioritising any future funding streams.

Our priorities are:

- To ensure all our primary schools are successful by raising achievement at KS1 to improve Oxfordshire's performance in relation to our statistical neighbours, and where necessary to increase improvements in attainment at KS2.
- To ensure that all schools achieve healthy school status
- Provide a high quality foundation stage provision
- To provide localities which enable communities to have access to indoor and outdoor facilities for play, sport and leisure
- To provide access to high achieving schools and provide an excellent school in the heart of the community.
- To provide an estate of exciting, innovative, flexible and, above all, 'future facing' learning spaces where the dynamic curricula of the 21st Century can be delivered.

It is proposed that the Primary Capital Programme is targeted using criteria for each of the five ECM outcomes which measure the gap between the current position and our long term aim to provide excellent schools in the heart of the community. The criteria were chosen to measure the level of need experienced by children and families for each school based on the following indicators:

1. **Enjoy and Achieve:** *Maximum score 3*

- Schools which did not reach 65% L4KS2 in English and Maths in 2007
- Schools which have not reached the base targets in either English or maths during any of the last three years

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- Schools with KS1 L3 writing scores at below national average in 2007
- 2. Being Healthy: *Maximum score 1***
 - Schools without the Healthy Schools status **or**
 - Schools in localities identified by the Primary Care Trust as having higher levels of obesity
- 3. Staying Safe: *Maximum score 1***
 - Schools with a significant child protection work load **or**
 - Schools with Looked After Children on roll
- 4. Making a Positive Contribution: *Maximum score 1***
 - Schools with higher than 2% of school roll level of exclusion
- 5. Achieving Economic Well Being: *Maximum score 1***
 - Schools with higher than 50% score on the DCSF deprivation index.

In addition, criteria have been used to measure asset management issues including the overall performance of the premises and matching demand for places with provision.

Physical buildings: *Maximum score 3*

- Condition: Schools with outstanding condition work equal to £200 per square metre or above
- Suitability: Schools with more than 25% of their classrooms in temporary accommodation
- Appropriateness of buildings: Schools without access to a school hall

Strategic asset issues - Matching demand to provision: *Maximum score 2*

- Schools with over 25% surplus capacity in localities with over 12% surplus places (8% in urban areas)
- Schools which will need additional places to meet future growth requirements.

The overall maximum score attainable is 12.

These criteria will enable the prioritisation of each locality in terms of its ability to deliver our key outcomes in the Children and Young People's Plan taking into account the need to match demand and supply (given areas of housing and population growth) and the condition and suitability of our primary capital estate.

6 Conclusion

Oxfordshire County Council is committed to ensure the highest quality service delivery to children, young people and their families. The Council has a track record of delivery of large infrastructure and capital projects and will bring this experience and commitment to our rollout of the Primary Capital Programme.

Our Primary Capital Programme is an ambitious approach to refocus service delivery within localities which serve communities. Our Strategy for Change is focused on addressing school standards through innovative investment, which provides new ways of working and joined up services. Through a process of locality review and joining up funding streams, we will provide **an excellent primary school in the heart of the community.**