

Hampshire County Council – Building Schools for the Future Phase 1 – Havant and Horndean

Strategy for Change

1. Securing improvement through Building Schools for the Future – the County Council’s aspirations

1.1 Today’s young people will experience change on a scale that has never been witnessed before, face challenges that we hardly understand, and live in an increasingly complex world. Our responsibility is to ensure they all have the ambition, understanding, skills and resilience to be successful leaders.

1.2 The scale of the task has become increasingly clear. The United Kingdom is one of the more unequal societies in the developed world where young people are currently less socially mobile than 50 years ago. Relative deprivation in societies where there are great inequalities in wealth impact on the whole of that society. There is a moral responsibility to ensure that all young people get the best possible start in life and are given the environment to grow and mature into adulthood, with the capacity to make a real difference for themselves, their families, their communities and society overall.

1.3 Hampshire’s Strategy for Change is ambitious, challenging and will deliver for Havant and Horndean (map – Appendix 1). There has been wide consultation on the impact which Building Schools for the Future (BSF) investment will make. More broadly, work is already under way to develop robust, sustainable provision for all learners, their parents/carers and communities. This work will deliver:

- a better understanding of the needs of children and young people from vulnerable and under-achieving groups, to ensure that they have the opportunities and support to make the best possible progress;
- collective accountability for the success of all young people living and learning in a local community;
- effective Local Children’s Partnerships (LCPs) able to meet local needs;
- improved systems for measuring the progress of all learners across all key stages, leading to a better understanding of how we can improve outcomes in attainment, participation, health, welfare and economic security;
- increased diversity of learning provision across a wider range of providers, particularly in arts, culture and cultural learning;

- a joined-up approach to regeneration within local communities to secure the maximum impact possible from the investment across partners and agencies;
- innovative approaches to school organisation, with a strategic planning framework for all learners in a locality, from 0 - 19 and beyond.

1.4 These measures will achieve:

- higher attainment for all young people from 0 - 19 and beyond;
- significantly increased participation in learning and training to Level 3 and 4 qualifications;
- opportunities for all young people to engage in learning, leisure, recreation and culture, which foster the aspiration of some young people to excel at a national level;
- more consistent involvement of parents in learning and recreation alongside their children;
- greater investment in preventative work, faster identification of young people with emerging needs and swifter intervention to provide specialist support;
- improved health, self esteem and welfare across communities;
- significant reductions in young people who are Not in Employment, Education or Training (NEET), youth crime and anti-social behaviour;
- a marked reduction in the number of Leigh Park pupils attending schools outside their home area.

1.5 This Strategy for Change builds on the work in progress to implement Hampshire’s Children and Young Peoples Plan (CYPP) 2009–2012 and sets out the programmes and delivery proposals to be put in place to achieve lasting change in performance and outcomes. Improved life chances for all, and particularly for those who face the greatest barriers to inclusion, is the common goal in each policy area. The Strategy builds on the detailed work undertaken as part of the preparation for BSF investment by:

- all schools in Havant, Horndean and Gosport, in particular, the phase 1 schools which have developed School Strategies for Change (SSfC) giving details of their priorities and proposed actions to achieve them;
- the BSF project workstreams including the stakeholder groups for physical education (PE), sport and culture;
- contributions of young people, parents and communities;
- contributions from partners across Hampshire and beyond, including stakeholder groups for PE, sports and culture.

Establishing, monitoring and evaluating outcomes

- 1.6 To measure the extent to which the BSF programme adds value, a set of Key Performance Indicators (KPIs), aligned with Hampshire's CYPP were established for the Statement of Readiness to Deliver submission. These have been updated in the light of work carried out with schools and are attached as Appendix 2. Targets have now been set for 2015, a milestone five years hence when the first phase of BSF will have been completed, and for 2020, when the full impact of BSF should be measurable. Continuous monitoring by the County Council will allow effective evaluation of the impact of BSF investment.

Securing improvement through Building Schools for the Future - delivery strategy

- 1.7 Investment in change management which will:
- establish LCPs with a shared responsibility and capacity to improve the outcomes for children and young people and their families and communities, through effective needs analysis, targeted resources and services to meet the needs of vulnerable and under-achieving groups and individuals;
 - build on existing capacity and improve commissioning and delivery of multi-agency, community and voluntary services to ensure that young people and the wider community have access to the support they need, including co-location where possible;
 - make every school an excellent school, a learning school, a centre of innovation, a centre of well-being, an inclusive school, a community leader and a sustainable school;
 - create an academy to replace the National Challenge school;
 - support schools in delivering personalised 21st century learning with a challenging, flexible, appropriate curriculum that will meet the needs of all learners and achieve a step-change in educational outcomes;
 - secure from schools and other partners accountability for the performance of all young people in an area, system wide from 0-19;
 - appoint a trained and accredited 'cultural ambassador' for each LCP to ensure universal and targeted provision for arts, culture and cultural learning;
 - build the capacity of young people to be leaders within school and the local community;
 - improve the range and effectiveness of preventative services;
 - expand and rationalise provision to improve support for students with special educational needs;
 - further develop partnerships with post-16 and workplace providers to expand choice and improve progression and retention;

- engage all parents in the learning and recreation of their children;
- ensure that all young people have access to regular participation in at least five hours of cultural activity and five hours of PE or sport each week through expanding provision and ensuring sustained participation. The two specialist schools will be key in supporting this;
- develop the accountability systems and processes which will enable the tracking of progress throughout the system, based on the Performance Management Framework for Hampshire Children's Trust¹.

- 1.8 Investment in design and the school estate will ensure that all learners, parents, carers and communities have access to:

- inspiring, challenging and supportive Information Communications Technology (ICT) rich learning spaces that encourage participation, progression and a love of learning that will last a lifetime;
- schools that parents want their children to attend (and which their children want to attend);
- welcoming, safe and engaging environments that encourage parents/carers and the community to support the learning of young people;
- a focal point in the community for learning, PE, sport and culture which engages all generations and provides a point of access to services and support;
- high quality rehearsal, performance, exhibition and presentation spaces in and around schools to foster excellence in arts, culture and cultural learning;
- stimulating learning environments in school grounds;
- improved sustainability of the school estate which ensures it is fit for purpose by substantially rebuilding two secondary schools and refurbishing other schools, ensuring they complement and enhance their neighbourhoods;
- the most cost effective investment outcomes, secured through linking capital funding streams, particularly with partners such as NHS Hampshire, that will lead to transformational ways of delivering support services, such as the health facility to be provided at Park Community School.

- 1.9 Investment in ICT which will:

- remove inequalities of provision for learners across subjects, schools and the local area;

¹ Performance Management Framework for Hampshire Children's Trust January 2010

- deliver world class content in every curriculum area and across all key stages to ensure that all learners have access to the resources, assignments and tools which make learning more enjoyable and effective;
- ensure that there is expert use of ICT as a tool for learning, leadership and management in every curriculum area, school and across the community;
- provide access to learning and support for learning anytime, anywhere through reliable, fast area-wide communications, simple to use, inspiring hand-held devices and high specification technology capable of handling complex processes;
- ensure all learners have functional skills in ICT and are digitally literate, allowing full access to appropriate learning opportunities;
- develop an integrated Management Information System (MIS) to enable the support and tracking of young people from 0-19 and beyond, particularly at times of transition;
- deliver continuous high quality training for all to keep at the leading edge of developments in technology, learning, and teaching across all subject areas and to support parents'/carers' involvement in their children's learning;
- build an ICT system to support the implementation of the Performance Management Framework for Hampshire Children's Trust enabling communication and the sharing of data and good practice across LCPs.

1.10 **The success of the BSF programme will be measured by the following Key Performance Indicators. By 2020:**

- 85% of 11 year old learners will be functionally literate and numerate by the end of Key Stage (KS) 2;
- 75% of 16 year old learners will achieve 5+ A*-C grades, including English and mathematics by the end of KS4;
- 80% of learners will progress at 19 to higher education or advanced training;
- all learners will have access to anytime, anywhere learning;
- 95% of young people will participate in positive activities, including a programme of arts, culture and cultural learning;
- the health and well-being of all young people in Havant and Horndean will be improved;
- the number of young people not in education, employment or training (NEET) will be reduced to a residual minimum;
- permanent exclusions will be reduced to a residual minimum;
- every secondary school will be the school of choice for its community;
- national carbon reduction targets will be achieved.

2. The current position in Hampshire

- 2.1 Hampshire County Council submitted a Statement of Readiness to Deliver for Building Schools for the Future in May 2009. The County Council has prioritised 10 phases for BSF investment, based on socio-economic deprivation and educational performance. To ensure a coherent approach across the authority while meeting local needs within defined areas, the County Council's strategy is one of developing and maintaining momentum through the roll-out of 10 successive phases. The first phase, and hence top priority, is the Havant and Horndean area in south-east Hampshire. The strategy for the second phase, covering the remainder of the Havant area and Gosport, is well advanced and initial work is being undertaken on the third phase in Rushmoor and Bordon. As a large, consistently four-star authority, Hampshire County Council has the capacity and capability to drive through transformational change over a sustained period.
- 2.2 As the 11th least deprived of 150 local authorities (2007 Tax Credit Deprivation Indicator) and with over 4% more KS4 students achieving 5+ grade C+ GCSEs including English and mathematics than nationally (2009 performance tables), Hampshire has an image of affluence and success. Against this background of general advantage, there are nevertheless areas of high socio-economic deprivation where the consequences of social exclusion and the failing of some vulnerable and under-achieving young people have an enduring impact on communities. To transform this situation and bring about the necessary culture shift requires a single-minded focus of all County Council and partners' services on improving outcomes for young people, their families and their communities and in particular those suffering the most disadvantage.
- 2.3 Hampshire's CYPP has a focus on improving the lives of children and young people in the county by tackling barriers to learning, improving health and breaking cycles of disadvantage. The CYPP underpins the County Council's BSF strategy and identifies six priorities for all those working with children and young people in Hampshire:
- reducing the incidence and impact of poverty on the achievement and life chances of children and young people;
 - securing children and young people's physical, spiritual, social, emotional and mental health, promoting healthy lifestyles and reducing inequalities;
 - providing opportunities to learn that raise children and young people's aspirations, encourage excellence and enable them to enjoy and achieve beyond their expectations;
 - ensuring that children and young people are safe and feel safe, enabling them to build resilience and personal confidence;

- providing vocational, leisure and recreational activities that provide opportunities for children and young people to experience success and make a positive contribution;
 - removing barriers to access, participation and achievement, and not tolerating discrimination and abuse.
- 2.4 The principles embodied in the CYPP underlie the County Council's strategy for the delivery of children's services and are embedded in its approach to transformation. BSF sharpens attention on these priorities and offers enhancements to, and earlier realisation of, what could otherwise be achieved. BSF is not a separate project: it is integral to the future delivery of effective services for children and communities across the county.
- 2.5 Hampshire's secondary estate consists of 71 secondary schools (seven of which cater for 16-19 year olds) and 17 special schools with provision for children of secondary age. In January 2009, this estate had 10% surplus places, with 13 secondary schools having more than 25% surplus places. A key function of the Children's Services Department is securing an appropriate and efficient balance between supply and demand for school places in the context of demographic trends and the need to ensure choice and diversity of provision. The importance of securing a robust and coherent strategy for pupil place planning is a key part of the County Council's BSF strategy. The future pattern of secondary school provision in the Havant area, approved by Hampshire's Cabinet on 27 April 2009, embodies these principles.
- 2.6 Achievement of secondary age students in Hampshire is consistently above national averages. In 2009, average point scores for Level 3 qualifications were 787 per candidate (739 nationally) and 213 per entry (212). In 2009, analysis of progress in the core subjects in Hampshire highlighted that 30% of learners who achieved Level 4 in English at KS2 did not achieve an A* to C grade at GCSE and, in mathematics, 34% did not make expected progress. While performance in Hampshire is above the national average, there is wide variation in the performance of individual schools. However, overall achievement in the Havant and Horndean area is well below Hampshire and national averages. Hampshire's BSF strategy will address this under-achievement.

The current position in Havant and Horndean

- 2.7 The Havant and Horndean area has been identified by the County Council as the highest priority area for BSF investment based on social and educational need. Using data from the 2007 Tax Credit Deprivation Indicator, Havant and Horndean is the area with the most deprivation in Hampshire, with most of the area falling within the 20% most deprived nationally.

- 2.8 Phase 1 schools in Havant and Horndean include six secondary schools, three special schools and an education centre (Pupil Referral Unit). At KS4, 41.5% (Hampshire 54.7%) achieved 5+ grade C+ GCSEs including English and mathematics. For the six secondary schools, this figure varied between 52.1% and 10.5%. Encouragingly, in 2009, Contextual Value Added (CVA) figures from KS2 to KS4 are above 1000 for four of the six secondary schools with one, Park Community School, in the top 1% nationally, scoring 1084.4. Average point scores for Level 2 qualifications vary between 289 and 589 per student across the six secondary schools (Hampshire 425, nationally 420). It is clear from this data that educational outcomes in the Havant and Horndean area remain well below Hampshire and national averages in 2009. A summary of educational outcomes for schools in phase 1 is attached as Appendix 3, school chart 1.
- 2.9 Across Havant and Horndean, two schools exceeded Hampshire's average for the proportion of pupils making three or more levels of progress in English: five were at or above this average in mathematics and one school was above the Hampshire average in science. Using 2008 data, four schools in the area were above average for the proportion of learners making three or more levels of progress in both English and mathematics. One school is a National Challenge school.
- 2.10 There are 35 primary schools, including 15 infant schools, in the phase 1 Havant and Horndean area. In accordance with the Strategy for Change for the Primary Capital Programme (PCP), approved by the Department for Children Schools and Families (DCSF) in November 2008, a parallel investment programme in Havant and Horndean primary schools is under way. A primary workstream group is contributing to the BSF transformation programme to ensure consistency of approach.
- 2.11 The post-16 provision mix in Havant and Horndean is strong, covering foundation learning, skills provision, and a comprehensive academic programme. There are four LSC commissioned providers delivering post-16 education and training directly in the area; South Downs College, a general further education (FE) college, graded as outstanding by Ofsted (2007), with c. 5440 16-18 learners; Havant College, a sixth form college, graded satisfactory by Ofsted (2009), with c. 1350 16-18 learners; PETA Training Ltd, a Portsmouth-based independent training provider delivering foundation learning programmes in Havant town centre to c. 100 16-18 learners; and Catch 22, also based in Portsmouth, delivering foundation learning programmes across Havant, targeting c. 60 16-18 learners via an outreach delivery model. All providers operate as part of the Havant 14-19 Consortium and are supporting the development and delivery of the diploma programme in the area. Further details of post-16 provision are shown in Appendix 4.

2.12 Against the background of living in the most deprived area of Hampshire, the young people of Havant and Horndean face considerable challenges:

- the proportion of households with lone parents is well above the national average;
- a tradition of low expectations and poor achievement in some households restricting social mobility;
- over 20% of Year 6 children in Havant are considered obese;
- 59% of the students attending the two secondary schools serving the Leigh Park community need additional support for a recognised learning difficulty;
- the highest proportion of young people in the county who are NEET (6% in 2009);
- the under-18 conception rate is amongst the highest nationally;
- more 18-24 year olds claim income support and job seekers' allowance than the national average;
- first time entrants to the youth justice system are rising and amongst the highest in the county;
- alcohol abuse and substance misuse are significantly above county averages.

2.13 Participation in cultural and sporting activities² is lower than the national target in specific areas such as Leigh Park and Wecock. Young people aged 11-15 are less likely to use libraries or participate in performance, team or collaborative activities. Too few young people participate in sustained cultural activities out of school, with an even greater number not engaging in physical activity for the desired hours.

2.14 Overall, in January 2009, there were 23% surplus places in the Havant and Horndean area with two of the secondary schools having more than 25% surplus places. There is some pressure on places at the three special schools and, increasingly, at Park Community School. All three special schools and three of the six secondary schools are community schools, the remainder being foundation schools. The secondary schools offer a choice of six different specialisms between them. One school, Staunton Community Sports College, is currently a National Challenge school and is to be replaced by an academy, opening in September 2010. These issues present a range of change management opportunities which are addressed in this Strategy for Change. A summary of student numbers and surplus places is attached as Appendix 3, school chart 2.

² Taking Part: Survey of culture, leisure and sport, Department for Culture, Media and Sport (DCMS), 29th October 2009

2.15 There is a significant number of parents choosing schools outside their immediate community. In September 2009, 478 young people chose secondary schools in West Sussex. 260 (net) of those living in the eastern part of the Borough of Havant chose schools in the western part. In September 2009, there were 17 West Sussex pupils attending Havant schools and 48 from Portsmouth. The net export to West Sussex was 461.

2.16 The challenge for Hampshire County Council and its partners is to use BSF as a catalyst for change that is already under way and which will transform the lives of young people in the Havant and Horndean area and consequently the quality of life for the community as a whole. A framework of challenging targets and improved outcomes has been agreed and will ensure that by the end of the BSF programme all schools reflect the performance of the best.

3. Every school an excellent school – achieving world class performance

3.1 The overall effectiveness of schools in Havant and Horndean is judged by Ofsted to be good or outstanding. However, with the challenge of high socio-economic deprivation, securing improved outcomes for all young people in the area must be seen as a priority which underlies the BSF programme and which BSF investment will enhance and accelerate.

3.2 The County Council's Cabinet decided in April 2009, after extensive consultation, (see Appendix 5) to close Staunton Community Sports College and replace it with an academy to open in September 2010. This decision was taken in the context of several years of poor GCSE results and a significant number of surplus places. The Expression of Interest (EoI) for the academy details robust plans to achieve a step-change in educational outcomes including, for example, an increase from the current level for 5+ grade C+ GCSEs including English and mathematics of 10% to a target of 51% by 2015. The EoI was approved by the Secretary of State on 8th October 2009.

Tackling under-performance

3.3 Under-performance in schools and other settings is already challenged and significant improvements are achieved where systems and actions are in place to enable early identification and intervention. The strategy for transformation must engage all schools, settings and providers, from early years through to post-16 education, working in partnership, in a programme of action to ensure that every young person's aspirations are high and that they achieve at or above those expectations at every stage in their educational progress.

3.4 As is clear in their SSFCs, and in the context of the extensive consultation and development work involved in BSF, the schools in phase 1 have a good understanding of the ways to identify and tackle the under-performance of individuals and groups and at individual subject level. Using appropriate ICT, the tools applied include monitoring, academic profiling, target-setting and mentoring using appropriate data. Additional school-specific strategies are used to support, for example, the socially excluded, those with poor attendance, learners with a literacy deficit, under-performing, gifted and talented students and those at risk of exclusion. Where appropriate, schools have also identified strategies for addressing under-performing subject areas. The vital contribution of the arts to raising achievements has been recognised in many schools. It is a very powerful tool in raising self-esteem, widening horizons and making young people more ambitious.

3.5 To secure further, significant, improvements the County Council and its partners through BSF investment will:

- improve further, through ICT investment, the processes needed to enable early identification and intervention in under-performing schools, services within schools, groups and communities;
- develop ICT systems to support emerging LCPs which will ensure area-wide accountability for the outcomes for all children, young people and families;
- improve impact and efficiency through effective evaluation, commissioning and re-alignment of services to children and young people;
- align the PCP with BSF to improve learning opportunities in primary schools in the area. Current plans in the Havant and Horndean area include the substantial rebuilding and refurbishment of two primary schools, incorporating the provision of an e-learning centre, the relocation of the Primary Area Assessment Centre and an integrated ICT system for schools in the area.

Ensuring choice, diversity and access

3.6 In April 2009, following extensive consultation, Hampshire County Council agreed revisions to the secondary estate in Havant and Horndean to ensure appropriate choice, diversity and access, to meet local population needs and parental preference and to reduce surplus places to approximately 5%. Appendix 5 shows the process and timescale for the statutory consultation undertaken. Parental choice will be extended further as three secondary schools and two special schools seek additional specialisms and the new academy establishes a principal specialism in English, while retaining its existing specialism in sport. Figures relating to student numbers and surplus places, together with current and proposed specialisms, are included as

Appendix 3 school chart 2. Other than the new academy arrangements, there are no proposals for changes in governance at phase 1 schools.

Partnership

3.7 Partnership working is well-established in Havant and Horndean and these productive and effective relationships between schools have been further enhanced through the BSF process to date. The Havant Federation of Schools, the local 14-19 Consortium, the Community Improvement Partnership in Leigh Park and the School Sports Partnership (SSP) have all successfully improved outcomes for children and young people as a result of collaboration and shared accountability. Good examples of this are the establishment of nurture units for emotionally vulnerable children, temporary secondments of effective teachers to schools with shortages or difficulties and working with health professionals to improve the oral health of primary school children. Stakeholder groups for PE, sport and culture have been established to improve strategic planning and provision in these fields.

3.8 The County Council will support schools and their community partners by taking the lead in establishing LCPs which will take collective responsibility for the commissioning and decommissioning of services within an area. By deploying targeted support, the LCP will become responsible for, among other things:

- reducing the number of young people who are NEET;
- education inclusion (section 7 below);
- improving educational outcomes;
- safeguarding;
- tackling issues of alcohol and substance misuse, obesity and teenage pregnancy.

Achieving world class performance - delivery strategy

3.9 Investment in change management through:

- developing, implementing and monitoring an extended approach to school improvement focusing on progress in learning in addition to achievement at the end of all key stages;
- developing effective non-bureaucratic systems to ensure that performance and progress data are captured, recorded and reported in a way which is meaningful to learners, parents and leaders;
- continuing to develop expertise in Assessment for Learning (AfL) across all subject areas and key stages;
- introducing systems to ensure that participation in culture, arts and sports is encouraged, recorded and rewarded;

- developing new approaches to governance, the work of school improvement partners and the accountability of the County Council within this new approach to school improvement;
- revitalising provision for gifted and talented learners across the formal and informal curriculum and creating pathways to excellence in every field;
- implementing rapid response measures to ensure that children in care get access to the best possible education;
- continuing to develop the expertise needed to improve the performance of boys, particularly those from low socio-economic groups.

3.10 Investment in design and the school estate which will:

- engage learners and school staff in the design process, particularly facilities for arts, culture and cultural learning;
- substantially remodel the Staunton Community Sports College site and buildings to support the vision and delivery strategy for the academy;
- locate a skills centre on the academy site, providing for learners across Havant;
- substantially remodel the Barncroft Junior School site to enable all-through learning for KS1 and KS2;
- develop an ICT innovation centre on the Barncroft site to showcase effective practice throughout the area, and develop exemplar resources to be used across the wider area and county;
- substantially remodel Park Community School, improving specialist provision in the Arts and co-locating NHS provision on the site;
- substantially remodel Warblington School including the co-location of the Havant Hockey Club, a regional centre of sporting excellence;
- ensure flexibility for future developments.

3.11 Investment in ICT which will:

- create and develop virtual innovation zones through the Hampshire Learning Portal, in every specialist area and key stage, to stimulate collaborative development and sharing of expertise;
- create *Culturespace* – a virtual world to promote participation and excellence in the arts, culture and cultural learning;
- provide learners with access to a comprehensive body of knowledge;
- develop tools and systems to ensure the collection and reporting of ‘live’ data on progress across all outcomes with appropriate access by learners, parents and educators;
- develop an area-wide MIS which reports on progress to target achievement, provides automatic ‘alerts’ where progress is not on track and enables real-time on-line reporting of progress;

- allow the co-ordinated use of leisure facilities, both on and off school sites to facilitate better access and encourage participation by the community.

3.12 Measuring success. By 2020:

- 85% of 11 year old learners will be functionally literate and numerate by the end of KS2 (i.e. achieve Level 4 or above in English and mathematics);
 - 75% of 5 year old learners achieve 78 points across the Early Years Foundation Stage (EYFS) with 6 in Personal, Social and Emotional Development (PSED) and Communications, Language and Literacy;
 - 85% of learners make two or more levels of progress from KS1 to KS2;
 - achievement gap for learners eligible for free school meals reduced to 8%;
- 75% of 16 year old learners will achieve 5+ A*-C grades, including English and mathematics by the end of KS 4;
 - 80% of learners making three or more levels of progress in English and mathematics from KS2 to KS4;
 - achievement gap for learners eligible for free school meals reduced to 10%;
- 80% of learners will progress at 19 to higher education or advanced training;
 - 70% of learners achieve a Level 3 qualification by age 19;
 - 95% of learners achieve a Level 2 qualification by age 19.

4. Every school a learning school – learning in the 21st century

- 4.1 Successful schools focus on enabling learners to learn more effectively. An understanding of personalised learning and its importance for young people is one of the foundations of this Strategy for Change. The needs assessment for Havant and Horndean confirms that the ability to communicate effectively is a key factor in securing improvements. The progress gap between higher and lower attaining learners across the area is seen most frequently in the speed and quality of language acquisition, use of vocabulary and the ability to read, understand and communicate orally and in writing. The County Council’s approach to personalisation is to ensure that all young people can communicate fluently, including using number, by the time they leave primary school, and that they continue to develop these skills and abilities throughout the remainder of their formal education. Personalisation means that all young

people acquire the skills and achieve the qualifications necessary for them to progress successfully to the next stage of learning. This is a whole system approach: from early years to adulthood.

- 4.2 Learning in the 21st century requires the development of a rapidly expanding matrix of higher order skills and abilities, particularly thinking skills. The role of the County Council and its partners is to prepare young people for successful entry to a knowledge based economy, which requires them to demonstrate skills in research, problem solving, negotiation, and presentation. This approach will be built into curriculum planning, teaching and support for learning and, crucially, AfL. Expertise will be developed across the full range of the curriculum to ensure that skills are transferable from context to context. There is considerable evidence nationally to show the importance of arts, culture and creativity in developing effective learning skills. The County Council and its partners will ensure that all learners have access to a rich and varied programme of creativity within and beyond the formal curriculum.
- 4.3 A wealth of research shows that parental involvement is essential to achieving good progress in learning; this holds true throughout secondary as well as primary education. The County Council will ensure that all parents/carers are helped to understand how they can engage in this task and where they can make a real difference for the children in their care. The necessary information, tools and support will be provided to ensure that all learners can benefit from high quality, sustained support through all stages.
- 4.4 AfL is an equally vital element in the delivery of personalised learning. The real gains made in recent years are being built upon to create a comprehensive, accessible system that enables every learner to know what they have achieved and the next steps in their learning. A simple, unified system is required, which supports parents/carers, learning support assistants, teaching staff and school leaders in tracking and monitoring progress, intervening when needed and celebrating success. AfL will underpin the development of management information systems, enabling swift alerts where performance and progress requires response and intervention and will include the welfare of young people: health, safety, participation and leadership.
- 4.5 This approach to 21st century learning creates opportunities by developing tasks and assignments which are long-term, collaborative and which require the gathering of experience beyond the school. A portfolio of provision, especially across Years 5 to 8, will be developed to ensure that all learners have the range of opportunities they need to acquire a broad and diverse set of skills and the capacity for understanding. These principles permeate the development of physical, social and expressive skills through the PE, sport and cultural offer.

4.6 It is clear from schools' Strategies for Change and the inspiring presentations given at the BSF seminars (see section 10 below), that schools in phase 1 have been considering, developing and, in the best cases, delivering a whole range of innovative learning styles over a number of years. It is the County Council's role to provide the environments for learners to develop the skills and abilities necessary for success and to enjoy inspirational learning and to support and challenge schools in their thinking on learning by promoting and sharing best practice. Examples include:

- ensuring all learners have creative thinking and functional skills for the 21st century;
- improving access to information, advice and guidance with each learner having the support of a personal tutor;
- developing individual learning plans;
- promoting self-esteem and aspirations in all learners;
- encouraging learners to take responsibility for their own learning;
- establishing approaches for learners to develop the range and depth of their thinking skills;
- developing emotional intelligence and resilience;
- introducing flexible approaches to learning and activities, including peer teaching, collaborative enquiry and immersion in real-life learning situations;
- the constructive use of AfL supported by robust data systems;
- encouraging parental involvement in their children's learning;
- using appropriate ICT to facilitate, motivate and support learning;
- developing a culture of life-long learning, anytime, anywhere.

Learning in the 21st century - delivery strategy

4.7 Investment in change management through:

- developing an exemplar AfL strategy which supports all learners in making best progress within a personalised learning framework, 0-19 and beyond;
- securing through appropriate training and development the commitment of the whole workforce to ensuring that all learners make the best possible progress in developing communication skills, collaborative learning skills and progress to develop higher order learning and thinking skills;
- developing and implementing the Hampshire Parents' guarantee: providing the information, guidance and support that all parents need to engage with their children's learning;
- ensuring access to professional artists, writers, performers and others to stimulate creativity and creative learning;
- specialist training for staff undertaking the tutoring/mentoring of learners;

- specialist training and systems to enable learners to make best use of technology for learning;
- support for innovation in all schools and curriculum areas through the Hampshire Teaching and Leadership College (HTLC) programme.

4.8 Investment in design and the school estate delivering:

- design driven by the requirements of 21st century learning, as defined by this and by individual schools' Strategies for Change;
- a multi-functional learning area on each site providing a common baseline for supporting learning, including beyond the school day;
- social spaces fulfilling vital roles through areas that encourage social growth, and which can also be used for rehearsal and performance;
- flexible ICT-enabled spaces for learning, facilitating the use of mobile and handheld devices, especially in English, mathematics, PE, performing arts and humanities subjects;
- variety in learning spaces: individual, small group and large group;
- 'hot desking' classrooms which allow any student to plug and go anywhere in the school (akin to business environments);
- sensory areas to learn from experiences in a virtual world;
- new approaches to specialist provision and facilities to develop learning across the whole site and encourage specialist schools to develop further as centres of excellence through science, technology, visual and performing arts, which create spaces for experimentation, research, making and performing/presenting;
- durability of accommodation, furniture, fittings and equipment to enable extended use.

4.9 Investment in ICT which delivers:

- Management information systems (MIS) to track progress across multiple learning sites and to support transitions between all sites from the earliest years to post-19;
- system design which ensures that assessment information is comprehensive, easy to use, accessible to learners, tutors/mentors, parents/carers and leaders, in order to consolidate the position of assessment at the core of personalised learning;
- access for learners from wherever they choose to a full range of high quality assignments with the resources necessary to complete those assignments;
- access to learning across all sites and contexts, including home-based learning and centres in the community through the Hampshire Learning Portal;

- an innovation zone in every curriculum area to move forward understanding of personalised learning, accessed through a Virtual Learning Environment (VLE);
- a range of devices, communications systems and support at all sites;
- e-learning centre(s) to support professional learning as well as collaboration within and between schools;
- bespoke ICT systems to support delivery and progression throughout the culture, PE and sport offer;
- video-/tele-conferencing with employers and further education, locally, across the country and internationally;
- authentic experiences for all users (particularly disenfranchised learners and those with special needs) through interaction with the latest appropriate technologies e.g. input by gestures, voice or other physical means;
- e-mentors signed up for different times of the day, including evenings and holidays, to support learners in all specialist areas.

4.10 Measuring success. By 2020:

- all learners will have access to anytime, anywhere learning and a trained tutor/mentor:
 - attendance at school or engagement in learning activities increases to 96%;
 - persistent absence at secondary schools reduced to 3%;
 - reduce to 5% children in care who miss at least 25 days of school per year;
 - all parents/carers supporting their child's learning.

5. Every school a centre of innovation - building a 21st century curriculum

- 5.1 Innovative schools are successful schools³. Hampshire County Council's curriculum planning for the 21st century is inclusive, dynamic, challenging and inspirational. It builds on and takes forward the lessons learned from many schools across the county, nationally and internationally. The recommendations of the independent primary review⁴, the Qualifications and Curriculum Authority (QCA) Big Picture⁵, its guidance on developing 14-19

³ Curriculum Innovation in Schools - Ofsted, October 2008

⁴ Independent Review of the Primary Curriculum - Rose et al, DCSF, April 2009

⁵ A Big Picture of the Curriculum - QCA, June 2008

learning, and, David Hargreaves' work on learning, curriculum and the reshaping of schools have all informed work on rethinking the curriculum for all learners. Evidence from successful, innovative schools has challenged thinking further. Through BSF a programme of support will be implemented which encourages and supports innovation and challenge for all learners. The drivers for change are to ensure that all learners are engaged, excited by learning, challenged to improve and rewarded by success.

5.2 Curriculum design and delivery and the continuous development of ICT systems and services that support innovation and change are vital tools in enabling personalisation and achieving the key aims of ensuring that all learners achieve their full potential and of reducing the number of young people who are NEET. BSF investment will build on the existing diversity of curriculum design across all schools in Havant and Horndean. LCPs will ensure that curriculum design is focused on developing the most important and relevant aspects of skills, abilities and knowledge. Innovation will concentrate on extending the range of learning opportunities available to young people and their parents/carers, opening up access to learning throughout the school day and the school year. Every learner will have an entitlement to participation in a programme of PE, sport and culture within and beyond the formal curriculum e.g. Trailblazer and other initiatives using the school grounds to promote and enhance learning, which were used at the launch of the Government's Learning Outside the Classroom Manifesto. Through BSF, development of the grounds as a learning resource will transform these learning environments, with performance spaces, wild areas, woodland areas and growing places, as well as the opportunity to take part in creative outdoor and adventurous activities. The formal curriculum will be supported by a broader range of learning providers, through applied learning locations, community and voluntary groups who are stakeholders in the development and delivery of BSF.

5.3 A shared goal is to develop all young people as engaged, autonomous learners who play a real part in shaping their learning programmes. An inclusive, flexible and increasingly diverse range of provision is being developed and is exemplified in schools' Strategies for Change. This enables a close match of learning programmes to learners' needs and includes as specific examples:

- a curriculum map for Years 5 to 8 and Years 11 to 12 which ensures continuity and progression at transition between schools and colleges;
- a 5 year programme of study with enriched opportunities for engaging in arts, culture and cultural learning across both key stages;
- a personalised curriculum for resilience;
- entitlement to high quality provision across arts, culture and cultural learning;

- increased shared support for curriculum areas through schools' specialisms;
- entry-level certification and access to mainstream courses for learners at special schools;
- opportunities for more real-world learning through visits, residential, etc;
- development of the international dimension;
- cross-curricular and home-based projects, with an immediate emphasis on the 2012 Olympics and its legacy;
- partnership working to maintain the viability of minority subjects at KS4;
- increased use of video-conferencing across all key stages;
- a full menu of opportunities including diplomas and apprenticeships from 14-19;
- extended learning days;
- non-examination enrichment activities and courses;
- accreditation of the learning experiences that young people create for themselves;
- further development of the five hour PE and sport offer by the SSP.

5.4 Building on the work of the Havant and Horndean 14-19 consortium⁶, the range and quality of applied learning programmes will be extended. Learners will have access to all of the diploma lines and tiers of learning by 2014. Partnership with post-16 providers across the area will ensure that high quality 14-19 provision enhances that provided in schools. The academy will include a skills centre, providing further diploma lines for learners across the area. This 14-19 strategy will enable access to all four learning pathways. This programme of development is central to the realisation of the NEET reduction strategy, ensuring that learning continues to be engaging, inspiring and successful for all learners through to 19 and beyond. Significantly improved access to apprenticeships, work experience and artist as mentors will enable young people to pursue training and development to open up opportunities for employment in the creative and media industries.

5.5 Partnerships with local universities are strengthening the capacity to deliver innovative and effective programmes, extending the range of learning, and creating opportunities for learners to understand why study post-19 is compelling. Young people need to be enabled to select appropriate learning routes and courses that meet their needs and abilities and challenge their aspirations. Tutors and mentors will play crucial roles in guiding and challenging learners over the choices they are making, raising aspirations, opening up opportunities, signposting services and commissioning support where it is needed.

⁶ Appendix 4 Havant 14 - 19 strategy and partnership map

5.6 Developing a 21st century curriculum in every specialist area is an essential element of this strategy. Through its schools, the County Council will ensure that challenging, engaging and personalised learning is enabled through the design and organisation of each course, programme and lesson. Programmes will also be inclusive, enabling young people with learning disabilities and difficulties to access assignments and events, develop their skills and understanding, in a mainstream environment wherever possible. Collaborative work with early years providers, primary schools, further education (FE) colleges and training providers in partnership with secondary schools is intended to ensure that curriculum and course planning is effective for all learners.

5.7 Work through stakeholder groups is making a significant improvement in the fields of culture, PE, sport and recreation. The overall strategy is to:

- open up access by bringing opportunities to learners;
- increase participation through providing learning routes matched to needs and abilities;
- improve performance by enabling progression for some through to world class achievement;
- ensure that equality of access and inclusion are integral elements of future developments.

5.8 Schools have responded to this strategy through commitments to:

- ensure students have the opportunity for five hours a week of PE and sport;
- extend current arts provision to fulfil the Youth Cultural Offer;
- seek, extend or endorse Sportsmark, Activemark and Artsmark status;
- seek or enhance international links to improve learners' understanding of the global dimension.

Building a 21st century curriculum - delivery strategy

5.9 Investment in change management which:

- incorporates the strategies of maximising individual potential and reducing the number of young people who are NEET as key drivers for curriculum design and delivery;
- commissions further leading edge development work that embeds personalisation, AfL and parental engagement, supported by anytime, anywhere learning in every curriculum area;
- ensures that every school has a cultural champion, selected from the local community, so that arts, culture and cultural learning are provided to the highest possible standard;

- develops and accredits schools, clusters of schools and wider partnerships as innovation hubs, embedding the evidence and outcomes of successful innovation;
- focuses 14-19 partnership planning on needs analysis, prevention and intervention for learners who do not complete or who make poor progress within chosen courses;
- builds an apprenticeship, work-based learning and applied learning framework to open up access to a wider range of professions and occupations;
- strengthens the delivery of independent, impartial advice and guidance through trained tutors and mentors working to complement Connexions personal advisers;
- blends formal and informal curriculum delivery to ensure that all learners are progressing through a challenging and rewarding programme of PE, sport and culture;
- develops capacity in localities through commissioning voluntary and community based groups and organisations in the design and delivery of learning routes;
- increases access to work-based and applied learning through effective partnerships with all local employers: universities, colleges, health providers, local borough and County Council services, local and regional employers;
- secures the creative employment and deployment of specialist staff to enable anytime, anywhere learning.

5.10 Investment in design and the school estate which:

- delivers a long-term investment programme for the development of specialist, applied learning provision on and off school sites;
- produces exemplar designs to support the delivery of 21st century learning in all specialist areas;
- is derived from a strategic plan for curriculum delivery in external learning spaces;
- delivers ICT-rich learning zones throughout schools and specialist areas of the curriculum;
- provides rehearsal, performance, development and construction space across the creative and cultural curriculum, for example, dance, drama, music, visual, literary, storytelling, electronic and interactive arts, in or close to every school;
- uses local audits of PE, sport and cultural provision to ensure a close match to the needs of all learners;
- ensures that all learners with learning difficulties and disabilities can access learning across the curriculum in mainstream settings where this is appropriate;

- offers a BSF investment programme, building on previous and current capital investment for diplomas⁷.

5.11 Investment in ICT which delivers:

- guaranteed, reliable access to the Hampshire Learning Portal that enables anytime, anywhere learning and world class resources across every key stage and curriculum area to be accessed, shared, and matched to the needs of all learners;
- a common MIS which recognises that learners will access materials from across multiple sites and providers, and therefore enables them and their parents/carers, tutors, mentors, teachers and leaders to keep in touch with progress;
- access to a common information centre providing information, advice and guidance on courses, programmes and events open to some or all learners;
- an alerts system to trigger intervention for individuals and cohorts;
- specialist systems to support the delivery of the creative and cultural offer, including animation, gaming and broadcast media;
- tools and programmes to support learning, competition and recreation in PE and sport, that are needs led;
- tutoring and mentoring and support available at the time and place when learners need it most;
- access to specialist teaching when expertise is not available face to face;
- support for engagement in international, collaborative learning programmes.

5.12 Measuring success. By 2020:

- 95% young people participate in positive activities:
 - 95% participation each week in five or more hours of PE, sport and culture;
 - 14-19 diploma courses viable in every specialism.

6. Every school a centre of well-being for its community

6.1 The County Council is currently creating a framework of LCPs accountable for the delivery of local priorities in the CYPP. LCPs will be the strategic planning, monitoring and accountability group in each locality. Given the very broad remit that will be devolved to LCPs they will take on responsibility for monitoring whether all parents and young people have fair access to learning,

opportunity and progress to the next stages of their education and careers. LCPs will develop a range of provision and will be the first line of commissioning of services, including diversity of provision across an area covering early years, primary, secondary and post-16 provision.

6.2 LCPs will become accountable for the progress and outcomes of all young people within an area. Schools in phases 1 and 2 of BSF are committed to taking on and exercising this responsibility. LCPs will ensure that there is early identification of under-performance, and local intervention to support learners, teachers, support staff and leaders. Reducing the incidence and impact of child poverty on outcomes for young people is a key priority in Hampshire's CYPP. Participation in arts, culture and cultural learning is proven to be a very effective way of improving well-being for all learners. Through BSF, an infrastructure will be created to enable increased participation in these fields, raising self-worth, ambition and achievement.

6.3 Joint planning through stakeholder groups has ensured the development of robust needs analyses across the area and joint plans for long-term investment. In PE and sport, facility development will improve the range of and access to extended opportunities, as well as challenging traditional conventions on design, provision and flexibility of spaces to better facilitate individualised programmes of learning. This will engage young people in positive activities, within and beyond the school day and will ensure that those with the greatest needs are supported through the extended schools programme⁸, the Youth Service, the SSP, the County Sports Partnership and the wide range of community and voluntary groups where engagement is already in place. Warblington School will be the location for Havant Hockey Club, a regional centre of excellence, offering opportunities for young people across the area. Hayling College hosts Hayling Football Club, with extensive facilities on site. The SSPs will further engage with local sports clubs to deliver the five-hour offer for all young people. Through partnership with Havant Borough and East Hampshire District Councils, whose leisure provision will act as hubs, school sites will be developed as complementary community spokes to ensure and promote access for all to quality needs-led provision. In order to achieve this significant change in the local delivery of services, arrangements will be agreed that are consistent, mutually beneficial to all parties and promote community engagement.

6.4 Personalising the learning of physical literacy to individual needs will be key to sustainability and success and will impact on the construction of a transformational curriculum. While reflecting local needs, the development of the PE curriculum will sit within the overall framework which is set out in the Hampshire Strategy for PE and Sport 2009 – 2012 (Appendix 6). This will

⁷ Diploma investment programme to 2011

⁸ Extended schools strategy

provide consistency for the delivery of high quality PE and school sport in all Hampshire schools and support improvements in the delivery of teaching and learning, to promote participation, progress and performance. This strategy has been developed by and in full consultation with the 10 Hampshire SSPs and therefore represents a jointly agreed vision and targets. Progress will be closely monitored by the Hampshire PE curriculum development board. ICT will play a key role in the personalisation and transformational agenda to better communicate with young people, particularly those who are hard to reach. Through partnerships, strategies will be developed to increase significantly the number of young people accessing the five hours offer for PE and sport. Inclusivity and access to all young people to two hours high quality PE and a further three hours beyond the curriculum will be a given, fulfilling the requirements of 'Every Child Matters'.

- 6.5 Following the launch of the Healthy Child Programme (HCP) for 5–19 year olds, the partners will work alongside NHS Hampshire to help establish universal and progressive services to promote optimal health, including mental health, and well-being for all children and young people. All schools in phase 1 are actively engaged in the Healthy Schools programme and most have achieved the award. The ambition to develop life-style coaches for all young people will be achieved through working with key partners, such as the Sport and Physical Activity Alliance (SPAA) group, NHS, the SSP and the local council leisure services. Through co-operation with NHS Hampshire, additional health facilities to those already available at Horndean Technology College will be developed on other school sites. The need to deliver key messages and health-related services to young people in a more effective and accessible way is of paramount importance.
- 6.6 Childhood obesity is a very real issue for the Havant community. The promotion of healthy eating is already a priority in early years provision and in primary schools. Through BSF, the County Council will ensure that these foundations are built upon, through young people making healthy choices about diet and exercise as they mature. The LCP will ensure that schools have preventative programmes in place and that they have access to the services needed where intervention is required. The overall aim is to ensure that young people take responsibility for knowing themselves, building high esteem and making positive choices for their future.
- 6.7 Extended schools provision is well established in Havant and Horndean with all mainstream secondary schools offering Full Core Extended Services. It is proposed to bring this provision within the remit of LCPs and to develop it further, to increase participation and progression for young people and the wider community. Plans from phase 1 schools include:

- one-stop shops for confidential advice and guidance and emotional and physical support;

- entitlement to a rich and varied programme of PE, sport and culture;
- co-location of multi-agency support;
- wrap-around child care from three months plus;
- inter-generational programmes;
- community programmes for those who need support to get back to learning;
- Enterprise Education days;
- parenting support;
- adult and family learning;
- life-skills courses;
- business facilities on school sites and the involvement of local employers in the curriculum;
- dining facilities for the community;
- the Gaining Ground and Aiming High programmes;
- Summer holiday activities for Year 6 pupils.

6.8 The development of the Havant Public Service Village, through the co-location of strategic services and teams in the centre of Havant, will complement the delivery of front-line services through schools. The DCSF co-location fund will also provide locally focused health services, including dentistry on the Park Community School site. Clinics promoting good sexual health advice and intervention to reduce alcohol abuse and substance misuse will be available on all school sites after BSF investment. Evidence shows that young people most in need of these services benefit from them being on school sites. LCPs will ensure the appropriate commissioning and review of integrated services through regular assessment panels.

6.9 Effective and timely information sharing across agencies and providers will be essential if early identification and intervention is to make a difference.

Every school a centre of well-being for its community - delivery strategy

6.10 Investment in change management to:

- develop programmes for all professionals to promote resilience for children and families, centred on families and focusing on the development of both cognitive and emotional stability⁹. Prospect School is leading on this work, a steering group has been convened and development work is underway;
- develop and implement accountability systems to ensure that LCPs are enabled to deliver their responsibilities;

⁹ A curriculum for resilience - briefing note Hampshire October 2009

- develop new approaches to leadership across an area with schools as the nucleus of service delivery;
- develop the NEET reduction strategy as a whole system design, with prevention starting in early years, particularly with vulnerable young parents, targeted support for children not making sufficient progress, and intervention to address poor attendance and persistent absence;
- develop further integrated investment programmes through the Havant Public Service Village strategic plan;
- integrate student leadership into the design of LCP services.

6.11 Investment in design and the school estate to provide:

- space and appropriate facilities in schools, school grounds and across the community to enable effective delivery of the PE, sport and culture offer, which will represent innovative design and facilitate flexibility of use;
- kitchen gardens run by learners for the local community;
- space for inter-generational learning activities;
- exemplar design for the facilities required in a school reception: welcoming, outward facing and at the front of the school;
- co-located services, e.g. library, internet cafe, Connexions service, information point;
- one-stop shop in every school providing advice and information across the full range of well-being issues;
- confidential space for the provision of school based clinics, therapies and consultations;
- locations for school based multi-agency teams where appropriate;
- learning and social spaces which actively promote well-being;
- multi-gyms available to students, parents and the community;
- facilities to enable community use 50 weeks per year and 14 hours per day.

6.12 Investment in ICT to deliver:

- an integrated MIS system enabling prevention, early identification and intervention across all ages, stages and communities;
- a system to enable community leadership through a community area within the Hampshire Learning Portal;
- access for all parents to school through text, email, social network site, and education portal;
- use of broadcast media to engage parents in learning;
- systems to enable student leadership/student consultation;
- access to ICT for all parents, carers and learners across Havant and Horndean, available anytime, anywhere;
- access to information and advice on learning for young parents;

- access to applied learning programmes for young parents;
- the development of on-line services which enable young people to get information and access to advice, swiftly and confidentially, about the issues which concern them;
- the commissioning and signposting of formal and informal programmes across all areas of learning and all providers in an area;
- systems that will enable individual health and well-being data collection via the Hampshire learning portal for use by young people to support them in making life-style changes;
- integrated systems via the Hampshire learning portal providing information and booking opportunities for all PE, sport and leisure facilities in the area.

6.13 Measuring success. By 2020:

- The health and well-being of all young people in Havant and Horndean will be improved:
 - emotional health of 75% of young people judged to be good;
 - young people reporting they enjoy school increased to 85%;
 - obesity level of Year 6 children reduced to 12%;
 - reports of bullying reduced to 15%;
 - young people reporting they feel safe in their local community increased to 70%;
 - racist incidents reported in schools reduced to 100 (75% reduction);
 - rate of substance misuse and alcohol abuse reduced to 3.25%;
 - teenage conception rates reduced to 12.6 per 1000;
 - reduce first time entrants to the Youth Justice System to 8 per 1000;

7. Every school an inclusive school – championing the needs of all pupils

7.1 Inclusive schools are successful schools. Research evidence demonstrates that schools that promote high standards for all and provide effectively for children with learning difficulties and disabilities are popular, high performing and meet the needs of all pupils. The social benefits for all young people and their families are unquestioned. Wherever possible within Hampshire, learners will be educated in mainstream schools, supported by specialists.

7.2 The County Council's inclusion programme will continue to ensure that all young people, including those who are gifted and talented, are challenged, supported and enabled to develop their talents and specialist interests. Across all subject areas, special interests and extended provision activities, coaching, support and guidance will be further developed to ensure that learners who are capable can develop world class performance in their

specialist area: sporting, scientific, musical, mathematical, political, literary, dramatic, environmental, artistic and more.

- 7.3 The programme to mitigate the impact of child poverty will build an alerts system which triggers action for individuals, groups, cohorts and institutions. Supported by the new management information system, leaders, teachers, parents and support services will be brought into the conversation over the intervention and support required. Leadership teams in schools will drive the process.
- 7.4 In 2009, young people (6% of that age group in the population) were NEET; there are still too many young people at risk of becoming NEET, particularly at age 17. A strategy for reducing the number of young people who are NEET touches on all of the areas of concern and barriers to progress in learning and individual well-being. It is a common agenda for change, bringing together partners from health, social care, district councils and third sector organisations. Analysis of the risk factors associated with becoming NEET, has led to the development of the reduction strategy. This is at the heart of the County Council's approach to creating schools as centres of well-being.
- 7.5 The NEET reduction strategy requires concerted programmes to ensure that young people receive appropriate and timely advice and guidance so that they remain engaged in education or training. Strategies to deliver personalised learning, early intervention and support, tutoring to enable learners to overcome barriers and blockages to learning, mentoring, coaching and close engagement of parents, will ensure that many more young people will thrive throughout the mainstream system. Multi-agency teams will be increasingly deployed to promote good attendance, good behaviour and participation in a wide range of preventative activities within and beyond school. The County Council will promote best practice, strategies and programmes to support this approach.
- 7.6 Secondary headteachers of schools in the first phase of BSF have agreed to the principle of no further permanent and a reduction in fixed term exclusions. This will enable Education Centres to provide in-school support for learners at risk, training for staff in behaviour for learning, and create space in the centres for short-term preventative and therapeutic work, enabling young people to be re-integrated into mainstream learning. Access will also be improved to a repertoire of applied learning, making good use of one to one and small group placements to re-engage learners where they have lost motivation and purpose. The goal will be reintegration into mainstream learning. Other strategies planned by schools to improve behaviour include:

- support for identified primary school pupils from Year 4;
- intensive programmes for excluded primary school pupils;
- 'subject captains' to lead effective learning behaviours;

- early involvement of parents;
- anger management and esteem building strategies;
- parenting classes.

Special educational needs

- 7.7 The County Council's special educational needs (SEN) strategy reinforces the concept of mainstream provision for most young people wherever possible. Special schools have contracts to provide outreach support for young people in mainstream schools. For example, Prospect School is currently supporting 10 learners in mainstream schools and is developing an intervention programme to identify Year 5 and 6 learners who will be vulnerable at transfer to secondary school. Over the course of the next three years these strategies will be evaluated and implemented in the BSF programme.
- 7.8 Hampshire's special schools make a vital contribution to meeting special needs but could be better integrated into the strategic planning within a locality. Placement of pupils is dependent on space being available and too many vulnerable young people travel long distances to access learning. Consequently they struggle to develop a relationship with a local peer group, neither do they have access to local extended provision. Through BSF, strategic planning will enfranchise special school headteachers and governing bodies to play a vital and valued part within LCPs. The capacity of mainstream schools to provide for a very broad spectrum of special needs will also be improved, through the provision of suitable accommodation, expert teaching and support from the Phase one special schools and specialist services to ensure that many more secondary age learners thrive in mainstream settings.
- 7.9 The extension of resourced provision within mainstream schools is a key element of the BSF programme. Three mainstream schools in the Havant and Horndean area expressed a wish to provide for young people with autistic spectrum disorders (ASD) and a recommendation (currently awaiting decision) has recently been made to site this at Horndean Technology College. This meets the overall ambition of increasing fluidity between specialist and mainstream provision. Nationally, 'learning villages' have demonstrated the value of co-location of special and mainstream provision with clear opportunities for learners to move fluidly across provision. The social benefits are self-evident. BSF will establish a virtual co-location of special provision with mainstream schools in Havant as a first step to achieving closer integration. Co-location offers:
- access to the full curriculum, including a rich and varied culture offer during and beyond the school day;
 - sharing of expertise among teachers and other professionals;

- opportunities for integration between learners in mainstream and special schools.

7.10 Prospect School is already closely paired with Park Community School, developing an arts specialism, locating a new provision for girls with behavioural, emotional and social difficulties (BESD) on the Park campus and exploring other strategies for integrating learners who are ready for mainstream provision for some or part of their programme. The academy (which will have a sports specialism) will support in partnership an integrated learning and participation programme that will enhance work currently taking place and provide a rich and varied menu of opportunities. Glenwood School's pairing with Warblington School, particularly for ASD learners, and plans for Rachel Madocks School to further extend links with local mainstream schools for High Dependency and PMLD students, will provide more opportunities for true integration.

7.11 There is comprehensive provision for post-16 learners with SEN. Local colleges provide programmes which engage learners, most of whom complete a two year programme of study successfully while others progress into employment or vocational training. These learners thrive in a large, busy complex environment, given the right support. Through BSF, the sharing of information, planning for continuity and progression, and access to specialist tools and services which support learning will be improved.

7.12 Learners will have a major role to play in the shaping of LCPs, evaluating impact and developing future programmes. This will happen at all levels of the programme. Through BSF the County Council and its partners will develop their understanding of how young people can contribute effectively to the leadership of services.

Every school an inclusive school - delivery strategy

7.13 Investment in change management to:

- develop an agreed local approach to reduce permanent exclusions to zero by finding alternative ways to modify behaviour, e.g. through a personalised curriculum, earlier multi-agency intervention and improvements to parenting skills;
- engage young people so that they develop the capacity to lead and manage;
- redesign the contribution of Woodlands Education Centre as an agency to support young people in mainstream settings, with staff with the range of expertise to deliver inclusive education and support;
- re-commission all extended services, youth services and commissioning of additional provision to ensure that all young people have access to a programme of informal learning and leisure which meets their needs;

- ensure that LCPs have the capacity to commission services for young people across the age and ability range, particularly an enhanced cultural offer;
- develop systems to ensure that young people are engaged in the specification and evaluation of services delivered through the LCP;
- establish a programme to strengthen the capacity of mainstream schools to provide successfully for all young people, including those with learning difficulties and/or disabilities;
- create a centre of excellence in supporting young people with learning difficulties and/or disabilities in a mainstream setting;
- develop excellence and expertise in student leadership;
- develop systems for providing impartial advice and guidance for all learners in an LCP.

7.14 Investment in design and the school estate to deliver:

- the adaptation of the Education Centre to support the local inclusion strategy;
- space for confidential counselling, mentoring, tutoring and therapy, particularly for learners at risk;
- suitable accommodation for clinics on school premises;
- student support services to be planned and located at the heart of the school, close to the main reception;
- exemplar designs for the provision of behaviour support environments in mainstream settings;
- social areas within school buildings and in the grounds designed to develop young people's social and communication skills
- capacity to support learners with special needs in mainstream schools;
- sensory rooms/areas in school grounds;
- signage throughout all buildings to support all learners, especially those with sensory impairment and those with special learning needs;
- furniture, fixtures and fittings which meet the needs of all learners;
- specialist accommodation and resources on all school sites to support learners with learning difficulties and disabilities;
- an equal right of access to a range of appropriate facilities for young people with SEN to PE and sport and a five hour offer that matches their needs.

7.15 Investment in ICT to deliver:

- systems and processes to promote participation of young people in the design and delivery of services the engagement of young people in strategic planning;
- learning networking to model the best of social networking technology;

- integrated curriculum planning and delivery for mainstream and special schools, accessible across the LCP;
- systems to enable peer mentoring to extend beyond the school day;
- an on-line counselling service to ensure that young people have access to information, advice and guidance and referral for specialist help where needed;
- specialist areas within the Hampshire Learning Portal for learners with learning difficulties and/or disabilities;
- a support zone for parents who have children with learning difficulties and/or disabilities;
- access to specialist tools, software and access devices available anytime, anywhere to improve
- progress for all learners and particularly those who have sensory impairment, communication and/or mobility difficulties, making best use of technology to enhance sensory communication;
- access to confidential systems providing advice on bullying and how to report incidents.
- Integrated MIS that support:
 - strategic planning to meet the needs of all learners and promote the highest levels of progress across all providers and for all young people in an LCP;
 - tracking and alert systems across the LCP to enable analysis of progress for individuals and groups from 0 - 19 and beyond;
 - tracking systems which support formative assessment of progress in the formal and informal curriculum across all areas of learning and all providers, available to learners, parents, tutors and teachers

7.16 Measuring success. By 2020:

- reduce number of young people NEET to a residual minimum;
 - young people with learning difficulties and/or disabilities NEET reduced to 4%;
 - 35% children in care achieve 5+ A*-C grades at GCSE including English and mathematics;
 - care leavers in education, employment or training increased to 85%;
 - reduce SEN gap to 39%.
- permanent exclusions will be reduced to a residual minimum.

8. Every school a community leader - 21st century leadership

8.1 The scale of change needed in the future will require inspirational leaders with vision, who are outward-looking, collaborative, community based and working

across multi-agency teams. Headteachers and senior leadership teams are leading the development of LCPs. Through the process of developing the BSF strategy, a broad consensus has been achieved over the shape of what is required. Governors, headteachers and senior leadership teams are developing School Strategies for Change as part of this overall programme. Through the autumn 2009 seminar programme, evidence of the need for change has been considered and recommendations set out for the direction which should be taken to achieve core objectives.

8.2 With a view to building capacity for the future, schools are considering a range of leadership models including distributed leadership, circular staffing models, the contribution of 'Generation Y' (i.e. those born after 1970), programmes for middle leaders, extending the use of coaching and peer-mentors and the innovative use of non-teaching staff at a senior level. In addition, new leadership opportunities will be presented through the development of new partnerships, and most significantly LCPs. Engaging cultural ambassadors in every LCP and cultural champion in each school is helping to pilot new models of distributed leadership, thus embedding accountability for delivering improved outcomes across the field of culture and cultural learning.

8.3 An essential element of this strategy is to reshape the approach to school improvement. Area wide accountability for the outcomes of all learners requires a shift of focus to enable more refined needs analysis, priority setting, system redesign, programme planning, monitoring, evaluation and reporting. Through the development of LCPs a detailed set of performance indicators will be established which will enable the delivery of these objectives. The function of the school improvement partner will change to have focus and impact on each school's work within the context of the LCP. Area wide indicators, progress data and a longer-term analysis will complement the current tools used to assess school performance. The County Council's support and intervention programmes will focus on performance across an area.

8.4 Focus is also required on the workforce needed to support 21st century learning. School Strategy for Change stress the need for a workforce with a broader range of skills and a multi-disciplinary team to support learners through:

- individual tutors or mentors providing the level of support needed for as many years as possible while a learner is in education;
- improvement of the support available in learning spaces throughout schools and the community, e.g. technicians, librarians, coaches;
- increasing the range of young business and university mentors to raise aspiration and support progression;

- developing work-based learning sites throughout the local community at all levels of the supply chain;
- local artists, sportsmen and women, writers and performers being part of this new framework of support.

8.5 Engagement of all young people in the design and development of their learning, though listening and open communication is also key. A leadership programme is being developed to which all young people will have access. Working with the County Council's Participation Team, Hampshire's Services for Young People, Youth Council, community and voluntary groups and Hampshire Teaching and Leadership College, an accredited programme will be developed, which will offer all young people the opportunity to develop leadership skills in active, problem-solving contexts. Every learner will be able to construct a learning programme which blends informal learning with the programme offered through their host school. Young people will be able to exercise leadership through junior leadership teams, subject leadership, and quality assurance teams. Communities of learners will be established across Havant, Hampshire, nationally and internationally.

8.6 A change programme to deliver system-wide solutions will be developed. The focus will be on system redesign, culture change and shifts in practice and behaviour. The proposals set out in this section demonstrate that schools will become very different in future, operating as gateways for learning. The County Council will work with senior leadership teams, governors and other stakeholders to deliver accountability for outcomes across 0- 19 and beyond. There will be a focus on understanding the progress that learners are making week by week, subject by subject, in school and in the community. Learning spaces are learners' spaces, with access to teaching and support staff throughout the day and beyond where needed. These commitments will require innovative approaches to the recruitment, deployment and leadership of staff, management of resources, time and finance to deliver the necessary outcomes. Examples of changes being actively considered by schools are:

- varied start and finish times for students' learning programmes;
- vertical tutor groups;
- vertical learning groups;
- home tutoring;
- home learning;
- recruiting Higher Level Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs) to support learners;
- deploying Advanced Skills Teachers (ASTs) in primary and secondary schools;
- faculties taking responsibility for a year group for a full day.

8.7 Change management will require investment in training and development which is classroom focussed, school based and designed to impact on behaviours throughout institutions and communities. The modelling of expectations by adults is a potent force for change. Creating the ethos for learning to take place, and the action to embed that ethos across a community, demands focused delivery by all partners.

8.8 The BSF Change Management workstream, involving all Headteachers in phases 1 and 2, will continue to shape this programme of development and innovation. The process will engage lead governors and senior leadership teams through school level programmes, with each school having a designated member of the senior team to lead this work throughout the whole programme. The County Council has a designated member of the BSF project team supporting the development and implementation of schools' Strategies for Change.

21st century leadership - delivery strategy

8.9 Investment in change management which will:

- develop a leadership programme for LCPs through the Hampshire Teaching and Leadership College and the County Council's Governor Training Service; this programme will focus on improving outcomes for all across a community and will incorporate training and accreditation for cultural ambassadors and cultural champions;
- review and revise the school improvement strategy to ensure that it supports LCPs. All partners in the school improvement process will be engaged in the review and the development of changed ways of working, including work-life balance;
- deliver a Graduate Training Programme (GTP) based on the needs of the locality, in partnership with local Initial Teacher Training (ITT) providers;
- strengthen induction and Continuous Development Programmes (CDP);
- ensure that the planning and development of all services through the LCPs is shaped by innovation;
- develop the commissioning arrangements for accessing multi-agency support through LCPs;
- create an innovation exchange to promote effective practice, e.g. in workforce remodelling and deployment, blending formal and informal learning programmes and effective leadership;
- implement a personalised leadership programme which promotes innovation for governors, senior leadership teams, curriculum leaders, student support teams and young people, accredited through local awarding bodies;
- develop integrated leadership programmes across Havant and Horndean, involving all schools, colleges, children's centres and education centres;

- build capacity for leadership in all schools, colleges, children's centres and education centres, including the strategic development of ICT.

8.10 Investment in design and the school estate which will:

- ensure that design implements the concept of the school as a learning gateway;
- develop space planning around the needs of learners: a learning specification for all learning spaces including libraries and resource centres;
- exemplify the school ethos from reception through the whole building;
- create social spaces shared by all within the school, adults and learners, so that effective learning behaviour is modelled by all;
- implement the best thinking about design of the workplace environment;
- explore the concept of design for leadership.

8.11 Investment in ICT which will:

- construct a specification for area-wide leadership and the ICT support required to ensure impact and sustainability;
- reconfigure communications systems and processes to maximise use of leadership time and resources;
- create management information systems to deliver area-wide accountability and school improvement;
- ensure there is whole system design for ICT which keeps innovation in communications, hardware, software, content and training in balance and sequence;
- configure ICT design to support learners, their parents and carers, student support staff, teachers, leaders and governors within a framework of anytime, anywhere learning, personalised learning and personalised leadership.

8.12 Measuring success. By 2020:

- every secondary school will be the school of choice for its community:
 - 'leadership and management' in every school judged by Ofsted to be good or outstanding;
 - 'leadership and management' in every school judged by Ofsted to be good or outstanding;
 - all schools score excellent/good on learner and parent satisfaction surveys;
 - 50% of learners undertake student leadership activities;
 - all learners involved in community programmes.

9. Every school an eco-school - delivering 21st century sustainability

9.1 'Climate change is not just an environmental issue: it is a children's issue...'¹⁰

The Children's Statement on climate change in November 2009 set out concerns on the way in which decision making by adults today will affect young people's lives in future. Their concerns span global issues, community concerns and individual behaviour. There is a weighty responsibility to use the opportunity of BSF to address these concerns. In the current context of financial constraint and uncertainty, investment must have a lasting impact.

9.2 The County Council has adopted the 'eight doorways' (i.e. sustainability themes)¹¹ as a guide to developing sustainability and quality of life across schools and communities. A commitment to care for individuals, for others and for the environment will be embedded in the ethos of LCPs; schools are delivering this commitment through learning, leadership and engagement with the community. The County Council and its partners will work with schools to achieve outstanding practice in each area of the sustainability framework. The priorities for Havant and Horndean include:

- linking a healthy eating programme across communities, with an exercise programme through the five hour offer of PE, sport, culture and cultural learning;
- improving the use of renewable energy sources;
- supporting sustainable travel plans;
- encouraging sustainable behaviours, such as improving waste minimisation and recycling across schools and communities;
- making better use of school buildings and grounds to learn about sustainable living.

9.3 'Every school an inclusive school' (see section 7) confirms the commitment to ensure that all school sites will be models of social inclusion, which will promote community cohesion and enable learners to exercise social responsibility, locally and globally.

9.4 The County Council is developing a rigorous carbon reduction programme based on the cost benefit analysis of using renewable energy sources. Through joint planning with Havant Borough Council and other major energy consumers the potential for a Combined Heat and Power (CHP) scheme

¹⁰ 'Please Listen' The Children's statement on climate change presented to Secretary of State for Children, Schools and Families, November 2009

¹¹ <http://www.dcsf.gov.uk/aboutus/sd/doorways.shtml>

serving the area is being investigated. Smart metering, smart switching and building management systems will be used wherever possible and processes to reduce energy usage will be developed by all schools. Through the procurement process, BSF will ensure that new build and remodelling schemes make a very significant reduction to the carbon and energy targets. Case studies of excellent practice will be developed in partnership with contractors and made available publicly.

- 9.5 'Every school a centre of innovation' (see section 5) sets out the commitment to create innovative, supportive, successful learning spaces. Every school will plan to meet the 2020 KPIs for sustainability.
- 9.6 The County Council is working closely with partners in Planning for Urban South Hampshire (PUSH)¹² on the key aim to develop places of high environmental quality. Through the sustainable Quality Places Delivery Panel, Arts Council England, South East England Development Agency (SEEDA), Sport England, Tourism South East, Commission for Architecture and the Built Environment (CABE), the Museums, Libraries and Archives Council (MLA) and English Heritage are committed to the implementation of a cultural strategy across the region. In line with the Living Places initiative, the County Council is working within this framework to ensure that BSF investment is aligned, collaborative and targeted to meet local needs.
- 9.7 ICT investment will be strategic, selective and sustainable. The ICT Output Specification will be tested to ensure that solutions are affordable, energy efficient and effective in meeting the needs of learners, their families, communities, student support staff, teachers and leaders. It will be tested to ensure affordability and energy efficiency. All equipment will meet the highest energy efficiency standards and ICT will help to reduce energy use, e.g. through reducing printing and travel.

21st century sustainability - delivery strategy

- 9.8 Investment in change management which will:
- promote an understanding within the school community of climate change;
 - enable all schools to assess their carbon footprint using the Carbon Trust methodology to be used as a baseline for planning;
 - ensure all schools engage in a self-assessment of sustainability and implement a sustainability action plan to achieve outstanding practice for staff, students and community users;

- ensure each school can contribute to the County Council's overall carbon reduction targets and obligations under the Carbon Reduction Commitment and Energy Efficiency Scheme (CRC) by providing training and support;
- ensure all schools become members of the cycle to work/cycle to school scheme;
- enable each LCP to develop and implement a travel to work/travel to learn strategy to reduce energy consumption and promote effective practice;
- ensure every school is involved in a global school partnership.

9.9 Investment in design and the school estate which will:

- ensure that all new builds will achieve at least a 'very good' on BREEAM standards;
- ensure all new build, major refurbishment and extensions comply with the forthcoming revision to Approved Document Part L (conservation of Fuel and Power) and Part F of the Building Regulations, noting that these are expected to see an aggregated 25% reduction in the CO2 emissions target over present standards;
- secure design for sustainability as a feature of every scheme within BSF;
- deliver a sustainability plan for every site to enable the best use of the grounds for learning, play, biodiversity and management;
- develop school grounds to meet the requirements of the 'eight doorways'.
- deliver smart design to address the impact of climate variation, reduce energy usage and maximise the use of natural light and ventilation and protect the local environment from the possible impact of extreme weather events;
- develop renewable energy projects to promote learning from evidence on school sites including AMR and linking with the ECO Schools programme;
- use construction materials to be found from local, recycled or sustainable sources, with contractors being expected to demonstrate the ability to meet waste reduction targets in construction;
- use dynamic thermal simulation for predictive energy consumption and overheating performance. Formal predictive energy consumption calculations will be based on Part L NCM methodology (for EPC's where appropriate) with scope for user defined calculations based on ICT and small power loads. Overheating performance criteria will be based on BREEAM Health and Wellbeing Thermal Comfort credit criteria of less than 60 hours per year above 28°C (between 1st May and 31st September) which HCC considers to be Good Practice beyond that of BB101. Future proof and robustness of natural ventilation schemes will be determined using CIBSE UKCIP02 Projections of Climate Change.

¹² http://www.push.gov.uk/what_we_do/culture/intro.aspx

- 9.10 Investment in ICT which will:
- enable learners to participate in a global classroom;
 - deliver ICT solutions to reduce energy usage and minimise on-site server needs;
 - deliver an area-wide learning platform to link learners across sites, thereby reducing travel;
 - increase the proportion of electronic resources available through hand held devices;
 - deliver e-portfolios and digital lockers to ensure secure storage of learners' work and achievements;
 - incorporate email and text messaging as the primary means of written communication;
 - deliver learning networking to model the best of social networking technology;
 - incorporate building management systems to promote learning about sustainability;
 - allow users to monitor their own energy use.

- 9.11 Measuring success:
- national carbon reduction targets achieved;
 - travel to work/learn carbon costs reduced by 20%;
 - carbon emissions of 15 kgCO₂ /m² for all new build and 30 kgCO₂ /m² for refurbished accommodation achieved;
 - through the deployment of biomass heating, CHP and other low carbon renewable technologies, schools' carbon footprints reduced by 50%.

10. Key estate proposals and project planning: investment strategy

10.1 In collaboration with Partnership for Schools (Pfs), Hampshire County Council and Improvement and Efficiency South East (IESE) are developing a complementary route for BSF programme procurement that can also be adopted by other authorities – the Regional Education Partnership (REP). As far as possible, the proposals will adopt standard BSF practice, procurement and contractual terms. The REP framework includes Education Transformation at its core and, following detailed consultation with local authorities (LAs) in the south-east region, a specification has been developed which ensures the delivery of a change management programme to improve outcomes for children and young people through BSF investment. Education

transformation will inform and permeate the procurement frameworks for ICT, design and build, PFI, and facilities management (FM).

10.2 There are a number of parallel capital projects planned in Hampshire's first area of BSF investment. DCSF co-location funding has been received for the new Havant Public Service Village, a joint initiative between Hampshire County Council and Havant Borough Council, and for a new health and community facility at Park Community School. There will also be a County Council and privately funded sports development at Warblington School. There are no specific FE capital projects at the nearby colleges, although South Downs College (which is also the lead sponsor for the academy in Havant) has a programme of building works which it carries out in conjunction with the County Council's Design Services. Proposals for the development of skills centres in phases 1 and 2 of the programme have been developed with FE partners and the support of the Learning and Skills Council (LSC). In terms of enabling the REP to carry out services for other authorities, as noted in 10.1 above, the REP procurement route will be available to all authorities across London and the south. Interest has already been shown by authorities who have recently entered the programme.

Rationale for the specification of an ICT Managed Service

10.3 This Strategy for Change demonstrates how investment in ICT will underpin the delivery of education transformation. The development of LCPs as the commissioning framework for children and young people requires systems which support the requirement for collective accountability for improved outcomes across an area. All schools will require access to common management information to enable effective needs assessment, tracking, monitoring and evaluation of impact. Learners will require a 'learning portfolio' - a secure, mobile, interactive record of their work, presentations and achievements. The 'learning portal' must provide access to information, resources, assignments, advice and guidance for learners, teachers, mentors, parents, cultural ambassadors and champions - sharing the best practice internationally and promoting enquiry, creativity, engagement and excellence. Communications must enable parents and carers, mobile learners, anytime anywhere learning through high-speed broadband networks. Data must be held securely and interface with the Integrated Children's System (ICS) eCAF, and Contactpoint. Access control is essential to balance integrated working with children and young people, safeguarding and confidentiality of data. Learners, teachers and parents will require safe, guaranteed and secure access to systems through reliable hand-held devices and more sophisticated machines for complex applications. (Appendix 8, Hampshire County Council ICT Strategy)

10.4 The managed service will implement the core area wide functions as a priority: MIS, learning platform (including *Culturespace*), and access for parents. Every learner, teacher, parents support staff member, mentor and

members of integrated services teams will have their own secure, unique log-on, home page and access permissions. School's existing learning platforms and information systems will sit beneath and feed into these area wide applications. An option for full integration will be available. Legacy equipment will be integrated into the area wide systems where possible. The managed service will be procured through the complementary route, using a newly commissioned IESE framework.

- 10.5 The managed service will be a powerful and essential tool for the delivery of LCP. The area wide functions will be made available from the outset, with the option for local commissioning of the systems. All LCPs and all schools in Hampshire will have the option to 'buy-into' the managed service, using delegated funding. An innovation fund will be available to each LCP to support the design and development of bespoke applications.
- 10.6 Implementation will be piloted in the Phase 1 area - Havant and Horndean. The requirement for TUPE transfer would be expected to take place at full service commencement, or at a stage agreed in advance. If, for example, a school had three quarters of its site receiving services from the ICT Managed Service Provider (MSP) it may be sensible for service commencement and TUPE transfer to occur at that point. The market will be asked to set down their terms for accepting the current technical workforce in phase 1 schools and this will be used in evaluating bids.
- 10.7 The high-speed network HPSN 2 has just been commissioned and will be used to deliver access to all levels of the system; existing data systems for safeguarding will be linked into and draw from the MIS; filtering and e-safety systems will be delivered by the MSP who will also be accountable for the availability of systems and devices for individuals, schools and other partners.
- 10.8 Hampshire's Learning Portal will support partnership working primarily through LCPs. Voluntary and community organisations are essential in the delivery of integrated services to children and young people and will be required to operate case management and information sharing protocols. Arts and culture organisations across the region will be networked through *Culturespace* the dedicated area within the portal. PE and sport networks will similarly be integrated into the system. Local district councils, the Primary Care Trust (PCT), local colleges and other providers of learning and training will be linked into the system to ensure that learning portfolios and records of progress are comprehensive and communicated.

Facilities Management

- 10.9 The Hampshire County Council and IESE procurement model embraces the principles within the Local Education Partnership (LEP) model whereby there

is a stated desire to ensure no design and build schools have a second rate or weaker service when it comes to FM services.

- 10.10 In Hampshire, 98% of schools return their Fair Funding to the County Council in return for a comprehensive Service Level Agreement (SLA) for building and engineering repairs and maintenance and asset management services. The SLA is also an important gateway for schools to gain access to a full range of technical and professional support including health and safety services, fire safety, asbestos management, architectural and landscape design.
- 10.11 It is not anticipated that any of the schools in the first two phases of the County Council's BSF programme will be funded as Private Finance Initiative (PFI) projects. At the moment, there are 14 schools across the county that are identified as needing to be fully rebuilt and, thus, eligible for PFI investment. It is anticipated that FM services to these schools would be delivered through the PFI provider.
- 10.12 Most sites are likely to receive investment through capital grant and may therefore remain outside PFI FM arrangements. It is proposed that FM services to these will build on the current SLA for building and engineering repairs and maintenance and asset management.

Existing contractual arrangements

- 10.13 In terms of existing contractual arrangements, the County Council has no current contractual arrangements that may impact on BSF procurement in terms of PFI, ICT and FM. Moreover, it is intending to positively harness its leadership of the buildings workstream within IESE, and its experience of delivering complex programmes of work through collaborative framework arrangements with large national contractors, to ensure value for money solutions for its BSF programme.

11. Key estate proposals and project planning: deliverability

- 11.1 An assessment of the condition, sufficiency and suitability of the secondary school estate, including school grounds in the first phase of BSF, based on existing Asset Management Plan (AMP) data and/or desk-top calculations, and a high level assessment of the FE estate in relation to 14 - 19 delivery based on local LSC data is attached as Appendix 10.
- 11.2 An assessment of the number of 11-16 and 11-19 pupils that will be expected for each school in 10 years time, particularly within the context of raising the participation age, have been entered into the Funding Allocation Model (FAM)

at Appendix 11.

- 11.3 The plan for the county-wide BSF programme for Hampshire is attached as Appendix 12. The phases of schools have been selected as being in coherent local groups, lying within the cost limits for follow-on projects as set by PFS in 2008 and prioritised in accordance with the DCSF's criteria of educational and social need (based on GCSE results and tax credit take-up). The creation of LCPs as the commissioning and delivery framework for integrated services will involve all schools in planning facilities to deliver those services. The involvement of LCPs is central to the design and planning process and the specification of services is being used to scope a facilities matrix, including the multifunctional use of space on school sites. Through the 14 - 19 strategy; inclusion strategy and the PE, sport and culture stakeholder groups, there are detailed programmes in development to expand the range of sites of learning across the region. Partnerships with employers, libraries, museums, Discovery Centres, theatre, music and dance companies have been forged to deliver a broader range of high quality learning, teaching and training. Through the Hampshire Learning Portal, all schools and all learners will have access to the facilities and services available.
- 11.4 In terms of the first phase of BSF and to avoid possible 'blighting', the complementary procurement route will allow work at all schools to move forward together, by removing the need for sample and follow-on projects. For later phases, capital investment will continue where possible. Hampshire's Property Services Department's established and ongoing relationships with secondary schools will allow the County Council to plan strategically across the authority and to take advantage of regular Management Partnership meetings and other briefings to ensure schools and governing bodies are informed and reassured.
- 11.5 Work at all sites will be planned in such a way as to minimise decant requirements. The County Council manages a framework for the supply and installation of temporary accommodation and will plan the most economic and appropriate provision if required. The opportunities to increase and deploy the stock of county-owned temporary buildings across the programme of work to ensure value for money is also being investigated. The ICT investment will benefit all schools in the first phase and will be implemented concurrently with the building programme. Schools in later phases will have the opportunity to 'buy-in' to some or all of the services available through the MSP.
- 11.6 Initial project proposals are shown in Appendix 12. There are three projects within the first phase which contain co-located facilities, one of which will be funded through the DCSF co-location fund (Park Community School), and two from capital receipts from land or building sales (The Hayling College and Warblington School). There is one school in the top priority project and one in the follow-on project that have identified disposal sites. The capital receipt from the disposal at Warblington School will be reinvested to provide enhanced sports facilities in the joint project with a Havant Hockey Club to create a regional centre of excellence. Section 77 approval has been received for the disposal and negotiations with prospective purchasers are well advanced.
- 11.7 At this stage and after an initial check of records there appear to be no restrictions on title which would prevent the likely projects from proceeding. There are a number of easements for public utilities on several of the sites and some activities carried out under licence or community partnerships or agreements. Much of the planning work carried out to date has taken these into account and it is not anticipated that any of these will create major difficulties.
- 11.8 Options summaries, preliminary drawings and an updated school chart are attached as Appendix 13.
- 11.9 The County Council's BSF communication and consultation strategy is attached as Appendix 14. It is intended that communications and consultation will enable stakeholders to:
- shape vision, design and detail of schools and community facilities;
 - receive more services and best educational opportunities;
 - have a voice and be listened to;
 - receive a seamless education/transition throughout the BSF process;
 - deliver better outcomes and raise achievements for students;
 - develop an extended community role;
 - see value for money and effective delivery;
 - determine how the programme can meet child and health targets;
 - ensure they can champion BSF across Hampshire;
 - increase their understanding of and become supporters for the impact and benefits of BSF.
- 11.10 Extensive public consultation on changes to school organisation in the first BSF phase has already been carried out and the preferred option to set up an 11-16 academy on the Staunton Community Sports College site was approved on 27 April 2009 by the County Council's Cabinet. This is covered in detail in section 3.2 above and Appendix 5. Detailed consultations on these proposals have been undertaken through the BSF stakeholder groups, FE colleges, the LSC, PCT, Havant and East Hampshire District Councils, as well as with all schools and their communities.

12. Key estate proposals and project planning: affordability

12.1 A number of potential co-location projects, including a public library and district council facilities are being developed. These would be funded from a variety of sources including the DCSF co-location fund (approved July 2009), sites or assets disposals (Sec 77 approvals for disposal sites are already secured) and contributions from the Borough Council and other third parties.

12.2 Detailed consultation on the funding for ICT has been undertaken with schools to identify resources currently being used to deliver ICT provision. This work is contributing to the preparation of the BSF ICT output specification, which will be delivered through BSF, delegated funds and Hampshire funded programmes. All phase 1 schools have undertaken the BECTA self review and Total Cost of Ownership exercises and the average per pupil per year cost from this work is currently £238 per pupil per year. This amount is an average of current spend across a range of very different schools and, while it is useful as a starting point, will not determine the final agreed revenue charge.

Schools are aware of the range of revenue costs and the decisions to be taken on final scope of services. A range for the revenue charge for delivery of the managed service of £200 - £300 per pupil per year is currently considered realistic.

12.3 As noted in 11.4 above, it is proposed that FM services for the first schools will be provided through existing County Council arrangements. Schools in Hampshire are in receipt of significant elements of Fair Funding (under local management arrangements) and Devolved Formula Capital funding which they use for a range of facilities management services including repairs, engineering maintenance and asset management priorities, which include building improvements, alterations and refurbishment.

12.4 Hampshire County Council has built up a vast amount of experience over the last 10 years in working with schools and supporting them to develop best value purchasing and support services, including bulk purchase energy contracts, the schools meals service through its HC3S business unit, a full range of supplies and facilities for consumables and commodities. In addition, the County Council has developed an SLA for building and engineering repairs and maintenance and asset management services. The SLA is also an important gateway for schools to access a full range of technical and professional support including fire safety, asbestos management, architectural and interior design. The SLA acts as a vehicle for the County Council to influence schools both individually and collectively in making sound investment decisions that have a positive impact on the estate as a whole and within individual communities. The SLA is available to all schools in Hampshire and, in total, 520 out of 530 Hampshire schools choose to return

their Fair Funding to the County Council in return for this comprehensive service. All the schools in the first BSF project purchase FM services through these arrangements.

12.5 The County Council has long considered that students should have access to well designed and maintained grounds as an essential part of their experience of school. In the affordability and options analyses, appropriate budgets have been identified for the development of these areas.

12.6 A completed FAM is attached as Appendix 11.

12.7 The overall affordability has been assessed and a strategy for delivering the first project has been identified that deals with a potential level of funding shortfall, through:

- additional funding support from the core County Council's Children's Services capital programme and from repairs and maintenance budgets;
- taking the best opportunities that arise from the IESE innovative procurement arrangements based on collaborative working, with early contractor involvement;
- release of sites to generate capital receipts which will be fed back into the programme to contribute to closing the funding gap;
- appropriate use of prudential borrowing where receipts are likely to be delayed and where opportunities for revenue savings can be identified;
- contribution of participating school's devolved capital;
- continuous scrutiny of the project scope to manage remodel/refurbishment to the level of the funding allocation.

12.8 Evidence of in principle agreement at Member level is attached as Appendix 15.

13. Key estate proposals and project planning: resources and capability

13.1 Hampshire County Council has a proven commitment to the built environment. One of the three corporate aims of the council is: "*Enhancing our Quality of Place*", a priority that is directed towards making the county a good place to be by protecting local distinctiveness and diversity, ensuring excellent facilities, respecting Hampshire's heritage and planning proactively for the future. The wish of the County Council to provide high quality learning environments and the proven ability of its design teams to deliver them will be harnessed to ensure that the ambitions for improvement associated with BSF will be achieved.

- 13.2 The proposed procurement strategy for this first project anticipates that the County Council's architectural teams will carry out designs up to Stage D and act as Employer's Agent thereafter. It is accepted and welcomed that the projects will be subject to review under the minimum design standard set by CABE and administered by their schools design panel. The intention is that the proposals will achieve a design quality rating of "very good" against the ten established criteria.
- 13.4 In terms of performing arts and sports provision, the county council's design practice has considerable experience of the design of specialised facilities including four sports halls delivered between 2003 and 2004 under the New Opportunities Fund (NOF), and a significant number of performing arts spaces – especially in schools and other environments for young people. A current project is a new 300-seat theatre as an innovative joint venture between Hampshire County Council and Eastleigh Borough Council at Wildern Secondary School, part funded through the DCSF co-location fund. At the recently completed Winchester Discovery Centre, a conversion of and additions to a Grade II* listed building, there is a 180-seat adaptable performance space and at Petersfield School, a 175-seat venue that has become a focus for school and community events and attracts such national performers as John Hegley and Hull Truck Theatre Company.
- 13.5 The indicative project plan is attached as Appendix 16 and the project team budget is attached as Appendix 17. The latter is monitored at the Project Board meetings and the latest version received Board approval on 25th February 2010.
- 13.6 The County Council has considerable in-house resource to develop its BSF programme and deliver the first and subsequent phases. A dedicated Children's Services BSF team is in place, under the direction of the Project Director, supported by many other corporate departments including, notably, the County Council's Property Services. A high degree of stakeholder commitment is evident and voiced through the Board and the Stakeholder Group. Organisational diagrams recording governance, management structures, roles and responsibilities are attached as Appendix 18.
- 13.7 The County Council has engaged an education and ICT transformation consultant, through the PfS framework, who is supporting the development of the project through to Outline Business Case (OBC). In addition, commercial, legal and other technical consultant support is in place to support both Hampshire's own programme and the development of the REP.
- 13.8 A number of risks that may have an impact on effective delivery of the BSF proposals have been formulated into a risk register (Appendix 19). The highest rated risks include affordability, agreeing the procurement strategy with PfS, sustaining school engagement and transformational impact through to the later projects and the potential impact on central government investment of national political changes.
- 13.9 Change Management is at the core of Hampshire's BSF programme. The development of this Strategy for Change is the culmination of 18 months work to establish and test the scale of ambition and the scope of the changes in practice needed. The resources to deliver the ambitions set out in this Strategy for Change are provided in the strengthening partnerships between schools, the County and District Councils and local community groups and organisations. The development of the LCP is a radical change in itself and will be supported through the work of Hampshire's School Improvement and Inclusion Division, School Improvement Partners and the Hampshire Leadership Centre. These are leading edge services regionally and nationally. The culture strategy is supported by all of the teams within the Culture, Communities and Rural Affairs Department - bring a wide range of knowledge and expertise to the benefit of schools and LCPs. The development of School Strategies for Change has commenced the programme of school-wide engagement in the programme. Further support from the whole BSF team will ensure that the momentum and success of this process is maintained through out the design, procurement, building and post occupancy phases of the programme. Considerable progress will be made in advance of the building programme with the BSF website as the core of the communications strategy. Using Sharepoint, it provides access to all of the documents, news, events, blogs and conversations in and around the project and combined with a continuing series of conferences, network meetings, design events, news releases and articles is keeping BSF centre stage.
- 13.10 A BSF strategy for arts, culture and cultural learning has been established in partnership with a very wide group of stakeholders, including the Arts Council and regional organisations. It will deliver the major objectives of improving access, increasing participation and delivering excellence.
- 13.11 The County Council's Primary Capital Programme (PCP) is being rolled out in parallel with BSF, with the same area priorities (except for an initial primary special school project in New Forest district). This is enabling planning for the two programmes to be linked and has been facilitated by involvement of primary school headteachers in the Havant area in a series of planning seminars for this SfC and schools' SfCs, which took place in autumn 2008. Following consultation with schools, the opportunity is being taken in Leigh Park, as part of an amalgamation, to incorporate an e-learning centre, which will provide facilities and expertise across a wider area. Similar provision in the west of Havant is also being investigated. It is anticipated that these facilities will be delivered as part of the BSF Managed Service for ICT and that a key focus will be on the improvement of attainment in primary schools, particularly those in the areas of highest deprivation. Community use is also envisaged.

13.12 Section 6 of this document refers to the planned Havant Public Service

Village, which the County Council is developing jointly with Havant Borough Council to improve the delivery of local public services. As well as being a good example of inter-authority collaboration and innovation, this project is combining funding streams from the County and Borough Councils, combined with an allocation from the DCSF's Co-location Capital Fund. Funding from this source is also making a significant contribution to the community project at Park Community School (also referred to in section 6), with financial contributions from the County Council and the school. At Warblington School the development with Havant Hockey Club will recycle funding from a land receipt to improve substantially the sports facilities available to the school and the wider community.

14. Key estate proposals and project planning: benefits realisation

14.1 Hampshire County Council understands that BSF can bring benefits wider than those that will be immediately derived from the capital investment and is actively pursuing such initiatives.

14.2 Specific KPIs that will be supported by the estate proposals include:

- young people reporting they enjoy school increased to 85%;
- young people reporting they feel safe in their local community increased to 70%;
- 95% young people participate in positive activities;
- attendance at school or engagement in learning activities increases to 96%.

14.3 As noted above (11.6) there are a number of co-location projects that will be completed before or at the same time as the main works at the schools. These aim to offer improved access to advice and information, closer involvement of community and third sector partners, increased access to professional community staff, better participation in sports activities and lead to improved quality of life.

14.4 The County Council is the largest single employer in Hampshire and thus has an important role to play in, and benefits to derive from, practical local skills development. This, combined with the apprenticeship schemes already running within the IESE regional construction framework and the REP procurement strategy, will provide the opportunity to align employment and training directly with the BSF programme.

14.5 In addition, the REP has set itself the goal of providing local and regional school improvement services and intends to develop:

- toolkits that can be applied in a wide variety of contexts, facilitating the development of effective local partnerships;
- frameworks for the procurement of additional expertise and capacity to implement school engagement and improvement programmes;
- a register of expertise across the region and nationally supporting procurement frameworks;
- an innovation exchange - commissioned case studies of effective development;
- a regional leadership forum - developing leadership capacity across communities;
- new technologies for school improvement - an output specification to support leadership and development.

14.6 Although capital investment through BSF is an important catalyst for change, many of these initiatives and components are required in advance of and beyond the life of a BSF programme. In Hampshire, the preparation for BSF has concentrated the focus on the medium and long-term future and has sharpened an understanding of the LAs requirements to deliver leadership and to realise benefits in a local community context. This work underpins the proposals for the development of the REP.