

Royal Borough of Kingston upon Thames

Building Schools for the Future

Draft

Strategy for Change for Secondary Education

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BSF STRATEGY FOR CHANGE: SECONDARY EDUCATION

Introduction

The BSF Strategy for Change sets out Kingston's plans to transform education, both in terms of improving overall standards and in particular improving the performance of under-achieving groups of pupils and the schools where performance is currently below national expectations. It addresses the need to expand secondary provision, secure more sustainable improvement in future and includes proposals to develop the diversity of Kingston schools and their organisation. There is a commitment to consult more widely with parents so that any proposals reflect parents' views and increase choice of a good school. The Local Authority is committed to this transformation and will use all its powers to bring it about.

With the exception of the City of London, Kingston is the smallest London borough in terms of population, which according to the Office for National Statistics 2004 mid year estimates totalled 151,800. Just over 33,000 people in the borough are aged under 19 and nearly 9,000 of these are aged under 5.

There are 10 secondary schools, three special schools and two pupil referral units. The ten secondary schools comprise two selective schools, two RC voluntary aided schools, three other community schools and three other foundation schools. Two schools, Coombe Girls and Coombe Boys, are federated with combined management and governance. All the secondary schools have sixth forms. There are 9682 pupils aged 11-18 on roll.

The borough's school population is diverse and is changing. The latest school census showed that 40% of children and young people attending our schools are from black and minority ethnic groups. 25% of pupils speak English as an additional language.

Of the 354 local authorities in England, Kingston is ranked 245th (1 = most deprived, 354 = least deprived). In 2004 it was ranked 265th, which means the borough has become more deprived in comparison to other authorities. When comparing the 2004 to 2007 data there is a general increase in deprivation affecting children in the borough. 65% of the borough's SOAs (super output areas) have increased deprivation. The most income deprived area in the borough (relating to children) is among the most deprived 2% in England. The huge differences in deprivation within the borough are more extreme than in any of the neighbouring boroughs; ranging from the 2% most deprived to the 2% least deprived in the country.

The numbers of lone parent households with dependent children in Kingston is 5.1%, lower than the England and Wales average of 6.5%. However, the borough average masks the fact that in a couple of areas the percentage of lone parent households is 30%.

Currently 7.4% of pupils in secondary schools are eligible for free school meals. This changing picture of deprivation and diversity is requiring our schools to become more adaptive and responsive to the changing needs of the local population. At the same time schools and other services are identifying high levels of unmet need as we assess and target support more effectively.

(1) Where is the local authority now in terms of educational outcomes, diversity of provision, fair access and choice?

In Kingston standards of attainment at secondary level, including post 16, are above average and continue to improve. Ofsted judges the performance of the Authority overall as outstanding for learners' enjoyment and achievement. However there are wide gaps in attainment between schools and between different groups of pupils. Our key strategic objective is to improve outcomes for all and narrow these differences.

2007 Results

Standards of Attainment	Fsm pupils	Non fsm pupils	Boys	Girls	All	*School Differences
KS3 English % L5+	61	88	78	89	84	CCC=58% HC/RC=96%
KS3 Maths % L5+	66	87	82	86	84	CCC/CMB = 68% HC/RC=93%
KS3 Science % L5+ *Hollyfield missing	32	64	76	85	82	CCC=60% HC=95%
GCSE % 5 A*-C	55	72	66	75	71	CCC=44% CMB=45% HC=83%
GCSE % 5 A*-C including Eng and Maths	42	64	55	68	62	CMB=27% CCC=29% RC=72%

* The different outcomes for the lowest and highest performing non-selective secondary schools

The quality of secondary education is mostly good and outstanding but once again there are differences between schools so that overall the provision is still too variable. The Strategy will ensure that no school in Kingston performs below 30% of its pupils achieving at least five good GCSEs including English and mathematics.

OFSTED Judgements

School	Category	Overall Effectiveness	Standards	Provision	Leadership
CCC	Community	Satisfactory	Satisfactory	Satisfactory	Satisfactory
Coombe Boys	Foundation	Satisfactory	Satisfactory	Good	Good
Coombe Girls	Community	Outstanding	Outstanding	Outstanding	Outstanding
Hollyfield	Foundation	Good	Good	Good	Good
Holy Cross	RC Voluntary Aided	Outstanding	Outstanding	Outstanding	Outstanding
R Challoner	RC Voluntary Aided	Outstanding	Outstanding	Outstanding	Outstanding

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Southborough	Community	Satisfactory	Satisfactory	Good	Good
Tiffin	Foundation	Outstanding	Outstanding	Outstanding	Outstanding
Tiffin Girls	Community	Outstanding	Outstanding	Outstanding	Outstanding
Tolworth	Foundation	Outstanding	Outstanding	Good	Outstanding

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate

We recognise that variability in provision and outcomes restricts opportunity for learners and limits parental choice. Access to places in most secondary schools in Kingston is highly competitive, depending on the specific admissions criteria of different schools. When parents do not wish to secure a place for their child in one of the selective schools or Roman Catholic schools, their choice is determined by distance from the remaining six Kingston secondary schools or from the nearest schools in adjoining boroughs.

Access

In March 2008, there were 1575 children allocated a place in secondary schools compared to the 1615 places available in Year 7. Overall 87% of parents were allocated a place in one of their first 3 preferred schools, while 64% were allocated their first preference. This is in line with the London average. The range in London varies from 50% being allocated their first preference in one borough compared to 77% in another borough. As an indicator of parental satisfaction there is more to do in Kingston to improve choice and increase the number of parents who can access a place for their child in a school among their top preferences.

Capacity

At present there is sufficient capacity in secondary schools to provide places overall for the number of learners.

Secondary School	PAN	Total 11-16 places	Number On Roll (NOR)	surplus 11-16 places	% surplus
Chessington	150	750	579	171	23
Coombe Girls	210	1050	1043	7	0.6
Coombe Boys	180	900	455	445	49.4
Hollyfield	180	900	893	7	0.4
Holy Cross	143	715	739	-24	
Richard Challoner	132	660	704	-44	
Southborough High	150	750	594	156	21
Tiffin Girls	120	600	610	-10	
Tiffin	140	700	719	-19	
Tolworth Girls	210	1050	1031	19	1.8
Total	1615	8075	7367	708	8.8

Future Projections on Pupil Numbers

At ages 11-16, the pupil place projection is derived from a combination of birth rate projections, roll survival rates, and the estimated Child Yield impact of new housing developments. Projections indicate an increase in the cohort of nearly 8% by 2017.

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The number of places available for Year 7 pupils is 1615. In 2007-08, 1469 pupils were admitted into Year 7 in Kingston Secondary Schools. The projected demand for Year 7 places over the next five years is fairly stable and is expected to range between 1460 and 1493 places.

Supply of places in year 7, the projected demand for places in Year 7 and surplus places by GLA and RBK historical average projections June 2008

Academic Year	Year 7 places available	GLA projection	Surplus (based on GLA projection)	RBK average projection	Surplus (based on RBK projection)
2007/08	1615	1469	146	1469	146
2008/09	1615	1460	155	1460	155
2009/10	1615	1493	122	1493	122
2010/11	1615	1454	161	1454	161
2011/12	1615	1432	183	1432	183
2012/13	1615	1463	152	1463	152
2013/14	1615	1463	152	1463	152
2014/15	1615	1559	56	1559	56
2015/16	1615	1613	2	1750	-135
2016/17	1615	1614	1	1826	-211
2017/18	1615	1626	-11	1768	-153

On both projections above there are sufficient Year 7 places until 2015. From 2015 there is a shortfall equating to a need for a possible additional 135 places in Year 7. However, as there is no birth data for subsequent years the projections for 2017 and 2018 are highly speculative. There is potentially a need to increase forms of entry into secondary education by between 2 and 5 new Year 7 classes from 2016 onwards.

Overall there are 8075 places available in Kingston secondary schools for 11-16 year olds and 7367 pupils were attending in January 2008. The current surplus capacity is 708 places or 8.8%. Over time, estimates for the projected total numbers of pupils in Kingston secondary schools for 11-16 year olds are as follows:

RBK Projection of Number of 11-16 year olds in secondary schools 20014-18

Year	Projected Number of Boys	Projected Number of Girls	Total Projected Numbers
2008/09	3446	3890	7336
2009/10	3479	3897	7376
2010/11	3515	3915	7430
2011/12	3527	3916	7443
2012/13	3545	3919	7464
2013/14	3559	3919	7478
2014/15	3607	3958	7565
2015/16	3743	4055	7798
2016/17	3926	4253	8179
2017/18	4052	4389	8441

By September 2014 it is estimated that 7565 pupils aged 11-16 may be attending Kingston Secondary Schools, compared to 7376 pupils in 2007-2008. Given the rising trend in Primary School numbers and their possible impact on Secondary School numbers up to 2015, the Local Authority would still have sufficient Secondary places and surplus capacity of 6.3%.

However, by September 2015 secondary school numbers may increase to 7,798 which would reduce surplus capacity to 3.4%. Also current Primary School trends suggest this figure could be greater, based on the possible 1750 children due to enter the Reception year in September 2008. Between 2014 and 2018 there is a potential need to expand secondary education by a minimum of 390 places for 11-16 year olds. This equates to between an additional 2 and 3 forms of entry overall. However, with at least 5% surplus capacity (8863 places) this would equate to approximately 5 forms of entry. This assumes that the projections above for Year 7 were to become the reality.

This requires careful management and increased capacity will clearly be needed. In planning for the future it may result in the need to expand the number of 11-16 places in one or two secondary schools by 2 to 3 forms of entry or to consider the need for a new small secondary school of possible 4 forms of entry which, to be viable and on the advice of the DCSF would need to be federated with another successful school.

Post 16 Attainment, Numbers and Projections

There is sustained improvement in attainment and progression, participation and staying on rates at Key Stage 4 and post 16 which are well above average for similar areas. NEET figures are 3.4%, the second lowest in London and well in excess of agreed targets. There is strong collaboration within the 14-19 Partnership, between the Local Authority, the FE College, schools, the LSC, training providers and Connexions.

However there is a need to ensure more inclusive and flexible provision to meet the needs of all learners, and this will require further collaboration between schools and effective joint planning. We aim to ensure all 14 diplomas are available to learners in Kingston between 2009 and 2013.

The 14-19 reforms are designed to encourage more young people to continue learning for longer and gain the skills and qualifications they need to progress into further and higher education or employment. The 14-19 Diplomas are intended to be a new set of challenging qualifications which prepare young people for higher and further education and the world of work in an innovative and exciting way. Their introduction requires significant collaboration between schools and other settings to ensure we provide the national entitlement in 2013 for every young person to be able to study any one of the 14 lines of Diploma learning.

Good progress has been made in improving the proportion of 19 year olds with 5 GCSE A*-C passes including English and Mathematics. However a key priority is to continue to improve the achievement of level 2 and level 3 qualifications, including English and mathematics, post 16 so that more 19 year olds are qualified to this level. As well as the high performance at 5 A*-C GCSE grades at age 16, we have challenging targets to improve on this for each cohort by age 19, including the narrowing of the gaps that exist for this age group among deprived young people.

There has been sustained improvement in attainment and progression, participation and staying on rates at KS4 and post 16, well above average for similar areas. Good progress has been made in improving the proportion of 19 year olds with 5 GCSE A*-C passes including English and Mathematics. We still need to close attainment gaps evident in data for free school meals, gender, variations within and across post 16 institutions and some issues arising from multiple deprivation indicators. Our new LAA target for Level 2 by age 19, for example, demonstrates a specific commitment to closing the 19% attainment gap between FSM and non-FSM students post 16. The

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greater availability of more personalised, challenging and diverse learning pathways will be central to meeting this aim.

Post 16 Numbers	2004	2005	2006	2007
Kingston Schools numbers post 16	2166	2222	2294	2315
Numbers enrolling in year 12	1156	1242	1287	1324
Stay on rate as a %	78.0	84.3	84.1	88.6

Attainment Level 3	Average points achieved per A level pupil		Average points new measure	Average points new measure
	2004	2005	2006	2007
Kingston Schools	305.1	306.1	772.8	784.3
England	269.2	273.7	721.5	731.2

Attainment Level 2	2004	2005	2006
Total No qualifications achieved	94	112	128

Post 16: Average Total Point Score Per Student by School and College

	2004	2005	2006 New measure	2007 New measure
Chessington	153.8	192.3	569.0	561.9
Coombe Boys	NA	NA	339.0	-
Coombe Girls	242.8	272.8	709.2	703.4
Hollyfield	195.2	213.1	624.2	635.9
Holy Cross	224.0	220.0	666.9	670.3
Richard Challoner	239.1	218.4	600.0	595.2
Southborough High	163.5	129.6	435.8	480.0
Tiffin Boys	382.7	399.8	943.6	974.5
Tiffin Girls	433.0	440.7	1065.5	1074.3
Tolworth Girls	252.5	263.4	651.0	673.9
Kingston College	-	-	597.7	614.0
School Average / LA Target	305.1	306.1	772.8	784.3
LA (Schools and College)	NA	NA	700.1	714.5
LSC (London South)	NA	NA	704.5	714.3
England average	269.2	277.6	721.5	731.2

Challenges for the BSF Programme

Our challenges therefore are to:

- Continue to improve standards of attainment overall and increased inclusion
- Close attainment gaps between different groups of learners and between schools
- Improve the quality of provision in all schools so that it is consistently at least good and preferably outstanding
- Improve the quality and range of 14-19 education so that there is good access to diplomas and other pathways for learners in all schools
- Ensure sufficiency of school places and increase choice and improve access for parents to a good secondary school
- Build sustainable improvement across all schools and subject departments by extending school specialisms and partnerships, and by ensuring there is increased leadership capacity for school transformation
- Ensure all settings provide integrated support and extended services which benefit children and young people with additional needs
- Ensure all schools achieve healthy schools status, provide increased sporting and cultural activities and deliver the requirements for healthy eating, fitness, and physical and emotional health.

Educational improvement in our secondary provision has been incremental rather than transformational, and we are looking to BSF to enable us to deliver a step change. Building on current achievements we will be addressing variance in pupil performance and in different subject areas, both within and across schools, providing high quality support which will transform teaching and learning, broadening the curriculum to secure personalised approaches and providing secure succession planning strategies to ensure consistency and effective transition.

(2) What added value will BSF investment provide to local educational outcomes?

Kingston's aim is for its educational standards to be world class and for learners' progress and achievement to be consistently well above the average for the UK and for similar areas. We aim to ensure that schools become multi-purpose community hubs providing a range of services for the local community. Transforming the secondary school estate through BSF provides us with the opportunity to make a real step change in transforming the lives of all children and young people.

By 2014:

- 80% of pupils will attain five good GCSEs including English and mathematics

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- 70% of pupils eligible for free schools meals will attain five good GCSEs including English and mathematics
- There will be no more than 0.6% of pupils who are not in education or training
- All schools will be rated as good or outstanding
- All schools will provide full access to 14-19 diplomas
- There will be 95% attendance at school
- All schools will provide the extended core offer and access to positive activities and youth support

We will do this by:

- Transforming approaches to teaching and learning, ensuring more personalised support for all pupils, supported by flexible learning environments and innovative ICT solutions. This will include flexible size teaching groups, anywhere anytime learning , “virtual” work from any site including home and immediate access to learner level data and a particular focus on underperforming groups.
- Developing different approaches to meeting the needs of vulnerable and under-achieving pupils by ensuring early identification of their needs and coordinated multi-agency support, rationalising and improving our Pupil Referral Units and expanding the range of alternative provision for 14-16 year olds to provide a rich and full curriculum entitlement with enhanced facilities.
- Ensuring all schools facilitate multi disciplinary team working (the “Team around the Child”) by further developing flexible spaces and resources in all schools which all support services can use and which will enable professionals to share information and data safely and securely, and work in a more joined up way to support children and young people who are vulnerable or at risk.
- Improving outcomes for pupils with SEN and AEN by developing further SEN resourced provision and making more effective use of learning resources and support, including new ICT opportunities.
- Providing more personal study and recreational spaces for young people which can also be used flexibly to facilitate involvement in positive activities, parental engagement and mentoring. We aim to use technology, space and design for increased engagement with parents and carers in their children’s learning, ensuring that improved spaces and ICT systems facilitate information sharing and breaks down the divide between home and learning environments.
- Extending learning into the community by developing stronger partnerships between schools and local employers, Kingston University, voluntary and community groups and our adult learning strategy so that we improve levels of basic skills for young people, parents and other adults. We aim to build capacity for life long learning, employability and community cohesion through all schools opening their doors and responding to the specific needs of the local community as well as schools sharing the use of community facilities with the specific aim of enhancing the educational, cultural, sporting and recreational offer to all young people and their families.

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- Ensuring we have a more diverse curriculum offer with greater access, and choice of sufficient provision to improve outcomes for 11-19 year olds.
- Ensuring sufficiency of places as well as additional choice and diversity by expanding good local provision where necessary and improving school governance arrangements where federation or trust status would benefit local settings.
- Increasing participation and outcomes at 14-19 by offering all diplomas and other vocational opportunities for all those who would benefit across the full range of lines of learning by 2014.
- Ensuring the 14-19 hubs develop so that there is an appropriate offer for all young people underpinned by a shared prospectus and common timetable, so that any student can potentially access any course being offered in the borough regardless of where they are enrolled.
- Reducing the NEET cohort and achieving the aim of 100% participation of all eligible groups by 2014.
- Ensuring more effective transition to secondary school, and better continuity of support for vulnerable pupils in KS3 by developing cross phase learning and independent learning

We have high expectations of improvement in standards and the more effective integration of Children's Services, so that we can guarantee the best universal provision capable of delivering the most effective targeted support.

(3) How does the authority propose to ensure choice, diversity and access for all parents and pupils in local schools?

Kingston's secondary schools offer a highly diverse range of single sex, mixed, selective, VA, foundation and community provision. We ensure fair access by providing a good range of information and advice to parents to make informed decisions, by working with schools to ensure admissions policies are inclusive, clear, fair and objective and by monitoring compliance with School Admissions Code. We aim to further improve access by increasing the number of schools offering a good or outstanding quality of education which meets the aspirations of parents.

Our key priority is to address the issues of currently under-performing and undersubscribed schools and the gender imbalance in schools. Modest growth in our projected pupil numbers offers the flexibility to review school organisation and take opportunities to increase choice, diversity and access in ways that can accelerate school improvement. Our continuing challenge is to ensure all schools are performing to the same high standards to meet parental expectations and to maximise parental and community engagement.

We will explore further the degree to which all schools are in a strong partnership arrangement, including federation, and will develop the Trust model where it can add value to sustaining improvement and enhancing governance.

We are committed to strengthening business partnerships and the developing partnerships with HE providers, and other public and private providers of services. We see new structural options being aligned to the development of community hubs providing a range of services and multi-agency bases. We also plan to further develop school specialisms that provide a wider range of outreach to support other schools.

We recognise that in Kingston it is not necessarily the diversity of provision which matters to parents but the location and capacity of schools. We will explore further the geographical spread of

schools and continue to monitor data on pupil growth and parental preference to assess the need to increase capacity in good schools.

A key priority is to support, advise and work closely with parents and families, as part of our Parenting Strategy. We aim to ensure there is wide consultation and engagement with parents and carers and that BSF will help to transform links with parents and the wider community. The final version of this strategy will be informed by the views of parents on the current provision in Kingston and the changes we need to make for the future.

(4) How will the authority ensure robust challenge to schools including strategies for early intervention in the case of underperforming or failing schools?

Kingston knows its schools very well and has a good track record on school improvement and early intervention to improve under-performance. There is active involvement in all schools by the School Improvement Service and the SIP programme is well managed and monitored. There are robust systems in place to secure school improvement, including an annual review with each school, categorisation of each school for intervention and support and well established early warning systems and the identification and support of schools causing concern. The Director has termly meetings with senior staff and governors of schools requiring additional support to review progress and agree further action. Clear action is taken to address under-performance and at present no school is in an Ofsted category of concern.

There is robust analysis of data, and pupil tracking and monitoring, and support for personalisation and assessment for learning are key features of our school improvement strategy. There is detailed attention to the progress of vulnerable groups and clear priority is given to narrowing gaps. There are comprehensive CDT, leadership and change management programmes including effective work on succession planning.

There is strong partnership working and close collaboration between the Local Authority and Headteachers, senior leadership teams and governors. We actively promote and broker school partnerships, Headteacher mentoring and consultancy, and the secondment of senior leaders to other schools where they are needed to improve individual schools' performance. On occasion, federation or amalgamation is used to secure more sustainable improvement.

School specialisms will also continue to play a part in our strategy for improvement, so that there is a comprehensive spread of specialisms and schools can provide assistance and guidance in raising educational standards in other schools where there are curriculum areas requiring improvement. We aim to ensure most secondary schools will be high performing specialist schools. Our training schools already demonstrate a commitment to innovative practice, offering a wide range of training opportunities and learning programmes and our Special schools provide a good range of outreach support to mainstream schools.

Clearly where the range of improvement activity and targeted support does not narrow the gap of achievement sufficiently and bring about the necessary improvement in an under-performing school, the LA would use its full range of intervention options including school closure.

Our BSF strategy will focus improvement in those schools where the needs are greatest in terms of the attainment gap, as well as in accommodation issues, while we would want to ensure that we continue to develop and learn from our most successful and innovative schools. All schools have aspirational pupil performance outcomes and the common ICT platform is helping to improve our use of performance data at every level to track the progress and achievement of individual students.

The development of our 14-19 hubs are a key part of the strategy and all our secondary schools are actively engaged in the 14-19 partnership, where coordination and joint working on the development of the curriculum offer and the roll out of diplomas is another powerful example of a collaborative approach to school improvement and the creation of a more consistently good offer to all young people.

(5) How will the authority deliver personalised learning to ensure that every pupil is fully stretched and can access a broad curriculum that best suits their needs and talents?

BSF provides the opportunity to develop a range of 21st century learning environments and personalised learning experiences for students, school staff and the wider community using flexible spaces, inspirational facilities and high specification ICT.

Our focus is on addressing the individual needs of learners carefully, ensuring the use of assessment informs teaching and learning so that all learners make progress. The wider identification of individual needs through the Common Assessment Framework (CAF) is intended to ensure the range of support for vulnerable pupils will contribute to their learning progress and achievement. A focus on thinking skills, accelerated learning and new applications of ICT are helping to transform pedagogy and the organisation and delivery of the curriculum at KS3 and KS4. BSF provides the opportunity to take these developments on to another level, so that the greater flexibility of new learning environments, new pedagogy and transformational ICT will truly personalise the learning experience for all young people.

We will ensure pupils make good progress between KS2 and KS3 by effective data transfer, detailed planning for pupils and increased understanding of approaches and expectations between primary and secondary schools. There is good support for transition but this can and should improve further, through more cross phase working, flexible groupings for Year 7 in line with the KS3 curriculum review and effective sharing of information and continuity of additional support for the learners who need it.

We will raise attainment and close the gap for underachieving groups, including low income pupils, looked after children and those with special educational needs by ensuring every school uses assessment for learning, targets additional support and engages with parents effectively.

Good personalisation is reliant on a very high percentage of good and outstanding teaching, which is consistent across every school. We will continue to invest in training and support to improve the quality of teaching and learning and spread the influence of the best across all schools.

Effective use of individual pupil level data, responsive assessment for learning and fast tracking through to GCSE or other appropriate vocational pathways will mean that pupils will have the chance to achieve as soon as they are ready. To ensure we meet the needs of all of our students we will revise our approach to the curriculum, pedagogy, and teaching and learning methods, matching them more closely to the needs and aspirations of our students so that they broaden their range of skills and become independent learners.

Better ICT systems will assist in keeping parents and carers regularly informed of progress and engage them further in their children's learning.

Tailored teaching spaces coupled with better ICT and more e-learning content will increase our ability to deliver an extensive and diverse curriculum. The 14-19 Partnership will facilitate provision mapping to ensure that support is available for all levels of need developed through strong links across schools, post 16 providers and HE.

Our aim is to ensure that new learning environments and more flexible curriculum offers at school, college and LA level, coupled with advances in the technologies available to support learning, will genuinely personalise learning and improve choices and outcomes for all learners.

Building Schools for the Future and Primary Capital Programme will ensure we create within Kingston an environment in which all learners (of all ages) can access their learning more flexibly and are encouraged and supported to become more self-reliant and independent in their learning.

Our aim is to ensure that the learning environment in the early years of secondary school allows learners to follow programmes that achieve greater continuity with primary provision, having contact with fewer teachers and studying their “subjects” in a more integrated way. A greater emphasis on project and collaborative work and the enhancement of generic competencies such as presentation skills, critical analysis and teamwork will require the physical environment to be more adaptable, flexible and able to support learning that is multi-sensory and multi media. Assessment of their progress will make the most of the “test when ready” approaches currently in development and will allow for more flexible groupings of pupils by attainment and aptitude rather than by age.

As learners progress towards Key Stage 4 the curriculum will allow them greater flexibility to concentrate on the areas that most interest them. At age 14, greater choice, differentiation and an expanded offer of diploma programmes will help to meet individual needs, so that more young people succeed and stay in education and training at least until age 18. This will allow them to link their previous studies to practical work-based opportunities and so provide a more gradual progression to the world of work while simultaneously making academic studies more meaningful. There will be a focus on all learners acquiring good levels of competency in literacy, numeracy and ICT.

Our aim at post-16 will be to ensure learners can follow more specialist learning programmes or build on their earlier studies through the more clearly defined pathways promised by the diplomas. We will expand further the range of level 2 courses on offer to cater for the wider range of students continuing in education to age 18 and ensure both level 2 and 3 qualifications will offer more work-related learning options and a balance of vocational and academic opportunities. From age 16 to 19 there will be a strong emphasis on core skills for life and work in a learning environment that will be more adult. The boundaries between school, work, leisure and home will be more permeable as learners follow different pathways, in different settings and learn and communicate much more through a range of media.

To achieve greater personalisation and flexibility schools will be making significant changes in the ways in which learning is facilitated, organised and delivered, both with regard to the physical spaces and the pedagogical techniques employed.

Schools will need to be more flexible about grouping learners for courses to suit each individual’s stage of progress rather than being determined primarily by their chronological age. This will require flexibility in group sizes and teaching spaces. In order to accommodate this more complex pattern we aim to ensure our school buildings are more adaptable in providing learning spaces of a wide variety of types and configurations which can be used for a range of purposes at different times of the day and evening.

Our provision of ICT facilities will have a pivotal role in creating the necessary innovations in learning and organisation. Our aim is to ensure all school environments become information rich throughout, so that teachers and other adults can use exciting, media rich materials wherever and whenever they wish and for them to be able to prepare and access these materials over any suitably equipped internet link at any time.

Learners will have relatively unrestrained access to ICT resources both during taught periods and in their private study. The systems will support the use of learners’ own access devices where possible and provision will be made for those learners for whom the cost of a device and/or internet access is prohibitive.

We will ensure learners’ access to resources will be supported via wireless technologies inside each school and will also be provided via internet links from outside. The only restraints on their access will be those resulting from the supervision and monitoring necessary to ensure their safety online.

Teachers will use the “anytime, anywhere” access to engage with learners in ways that suit each individual learner. Learners will be freed from the traditional constraints of time and place and allowed to engage with their learning at times of their own choosing, in locations in which they feel comfortable and with the technologies that they prefer. All ICT developments will recognise that young people access ICT provision readily and without inhibition.

Teaching and learning will be underpinned by the intelligent development and use of a borough-wide, fully-integrated learning platform that provides the tools for meaningful and constructive dialogue between teachers and learners, young people, and any others who can see the benefits of collaboration, regardless of where they work. The fully developed managed learning environment supporting this activity will be common to all schools in the borough to ease pupils’ passage at transition between phases and between schools.

Parents will be able to obtain real time access to performance, behaviour and attendance data about their children using secure mechanisms across centrally managed services. All of these facilities will be made available 24 hours a day to support all parents, teachers and learners to engage with the learning process whenever they wish.

Kingston is very well placed to deliver on this ICT vision. Schools in Kingston already collaborate for the provision of a collection of ICT services that is run by and for the schools. This innovative solution – KingsNet – ensures that all schools – primary, secondary and special - enjoy high quality internet access with common solutions to email, e-safety, remote access, learning platforms, information management systems and much more. Further services are being added and the adoption of some borough-wide corporate solutions – trialled for the Chessington pathfinder - is already raising KingsNet to a higher level.

For example a common ICT-based telephony solution linking all schools and the Council offices will support the development of integrated services while also driving down costs. The ground-breaking Kingston card, which provides all learners with a single identifying card to be used both within schools and across Council settings can be used to monitor attendance, grant access to spaces and services, handle charging and possibly integrate with public transport. It is believed that very few authorities have yet achieved this level of integration.

The combination of flexible curriculum combinations and high quality ICT resources to support learning will ensure that all learners are able to enjoy an educational environment in which truly personalised learning can flourish.

(6) How will the authority ensure the effective delivery of the 14-19 entitlement in partnership with local LSCs and local FE providers?

There is an effective 14-19 partnership involving all schools, FE, work-based learning, Connexions, the LA and the LSC, which has succeeded in expanding mainstream and special school provision and has improved outcomes. There are new 14-19 vocational pathways and an expectation that the first diplomas will be delivered from 2009. There has been significant growth in learner numbers post 16, and hence the size of sixth forms, funded by the LSC. NEET figures are very low. There is effective delivery of the September guarantee.

There are good collaborative arrangements on area-wide planning, to ensure the 14-19 offer is designed to meet the diverse needs of every young person. Our aim is to ensure that no young person becomes NEET.

We have identified the expected pattern of diploma delivery across all schools, which will also inform future specialisms and the necessary facilities to be developed at each site through BSF.

Our aim is to ensure full participation by 2015 for every learner; local provision matched to local needs including effective use of video and information technology within and across providers to enhance learning and minimise travel; work-based learning opportunities in local growth sectors; development of access routes through Entry and Level 1 programmes and learning pathways across all 14 lines of learning.

Kingston's planning for BSF places the needs of 14-19 learners at the centre of its strategic vision. It links key themes of lifelong learning, employment opportunities, the local economy and community cohesion while remaining focused on practical issues of delivery and how to ensure value for money.

The strong 14-19 partnership involves all of the Local Authority secondary schools, Kingston FE College and representatives from the LA, Connexions, the Learning and Skills Council, work-based learning providers and Kingston University. Through the work of this group mainstream and special school provision has been successfully expanded and there has been an improvement in outcomes. There has been significant growth in learner numbers post 16 and consequent growth in the size of school sixth forms, recently consolidated by the LSC. NEET figures are very low at 3.4% (the second lowest in London and well in excess of agreed targets) and there is effective delivery of the September guarantee. From this it is clear that there are existing strengths within the 14-19 sector in Kingston. However, the partnership group sees an opportunity, with the advent of the Diploma programme and the possibility of BSF funding, to collaborate further and to be more ambitious. We aim to ensure that young people in Kingston will have access to the full range of high quality learning programmes and that a truly personalised and purposeful curriculum is available to all.

The introduction of the diploma programme and its various lines of learning is central to the development of the flexible pathways we aim to make available to learners in Kingston. Work has already begun on this as the consortium has gained approval for the provision of one line of learning (Creative & Media) from September 2009 with a second (Hair & Beauty) to be offered from 2010 (subject to conditions). A clear timeline for submission of applications for each of the other lines has been agreed by the partnership. Initially these lines will be delivered via collaborations of schools and the Kingston College, building on existing links and programmes.

It is clear that successful delivery of the diploma lines will require first-class specialist facilities and BSF funding will be used to enhance provision on school sites where necessary and possible. Partnerships and collaborations between schools will be encouraged and supported through investment in learning spaces appropriate to the nature of the diplomas available through each of the four 14-19 hubs. Consideration will be given to the geographical spread of these facilities within the borough so that all students are able to access provision appropriate to their learning needs.

Developments on school sites will be necessary to enhance provision. Infrastructure costs involved in setting up sites to deliver, for example, engineering and manufacturing will be high. It might, therefore, be financially inefficient to spread this provision across more than one centre.

For this reason, a possible approach is the creation of a dedicated centre for learning and training across all of the diplomas' vocational areas. This approach could bring many benefits. First and foremost it would concentrate specialist facilities and teaching into one purpose-built centre. Furthermore, by involving local employers in sponsorship and training, the centre would support the local economy and maximise opportunities for genuine work-based learning to develop alongside centre-based training. Employer engagement is a strength in Kingston and remains a high priority. A centre such as this would prove attractive to employers who would be able to benefit directly from its facilities at a number of levels.

It is envisaged that this specialist centre would quickly become a beacon of opportunity for learners across a wide range of needs and disciplines. The same setting could also be used to host a state-of-the-art professional development facility to provide targeted workforce development. The use of the site and its cost effectiveness could be further maximised if a restaurant to cater for its users

also become a training environment for young people on a Hospitality & Catering diploma programme in which they could work alongside the professionals who run it. These facilities would clearly have value and relevance to learners outside the 14-19 sector. It is envisaged that the venue would host adult learning programmes alongside the core offer of diplomas. This would in turn secure behavioural and socialising benefits for young people while promoting the principle of lifelong learning. We anticipate that bringing together in a single purposeful environment young people and adults from across a broad spectrum of Kingston society would contribute significantly to our initiatives for promoting community cohesion.

The partnership already has good and improving links to Kingston University. Access to the specialist teaching and resources that the university has at its disposal would strengthen 14-19 provision. With the university as a more significant strategic partner and sponsor, the 14-19 group will be able to ensure that a significantly enhanced range of pathways is available to students in Kingston. This aims to increase access to university courses not only for students leaving school but also those for whom some university courses may be relevant as part of their 14-19 studies. It should play a significant part in bridging the gap that prevents many young people from making the transition to higher education and thereby extend the potential of existing Aim Higher programmes.

This closer link with our main HE partner would have other benefits. For example, the university already operates a transport system for moving students between its various sites within Kingston. That experience and infrastructure could address a significant practical challenge in diploma provision: the ability to move students from their school bases to delivery centres around the borough in a safe, efficient and affordable manner.

While much of a student's time in KS4 will be spent following more traditional school-based programmes, they will also need to commute for blocks of time to centres equipped with high quality facilities to fully realise the potential of applied learning. Transport, within and across borough boundaries is, therefore, a high priority in delivering fully inclusive and aspirational learner entitlement, with practical barriers to engagement minimised through real partnerships and collaboration.

The education system in Kingston enjoys very high quality ICT facilities. It is unusual in the degree to which that facility is now being linked into council systems such as the VoIP telephony and personal smart card. This means that 14-19 provision described here will be underpinned by extensive and robust ICT support. A central feature of this provision is a borough-wide learning platform that will increasingly become a significant component in the raft of delivery mechanisms for teachers, trainers and students. It will allow young people to engage with their learning outside formally appointed, conventional learning times. Instead, they will utilise the power of the connected environment in Kingston to study in the 'anytime, anywhere' manner, strengthening personalisation and consequent student motivation. This facility, together with the ability to video-conference across the borough and beyond will further offset transport issues, allowing students to remain at their school bases while engaging in real time with learning delivered from elsewhere.

There are a number of key aims which will be directly supported by these developments. Significant within these will be the successful reduction to zero of the NEET figure. This will be achieved by ensuring sufficient flexible learning pathways to satisfy all young people. The quality of provision, delivery and outcomes will enable young people to embark on programmes confident that they will find them stimulating, relevant and appropriate to their aspirations.

This will be underpinned by high quality information, advice and guidance delivered at school level and enhanced by the input of members of the Partnership group and the specialists who will be providing training. At KS4 it is intended that this provision will be mainstream and will obviate the need to find alternative provision for those for whom school is currently not motivating.

Kingston is confident that it can deliver a comprehensive, viable and attractive programme covering 14 diploma lines alongside GCSE and A level in schools. The aim is to ensure that all students in this group find pathways that are stimulating, relevant and purposeful.

(7) To what extent is the authority ensuring effective integration of education and other services through Every Child Matters?

Our aim is for schools to be at the heart of the community and to be at the centre of our provision of integrated services for children, young people and families. Schools already operate in clusters to commission and coordinate additional support for under-achieving and vulnerable groups. They play a leading role in identifying children and young people with additional needs and ensuring information is shared through our Information Sharing hub, known as ASKK, (Advancing Services for Kingston Kids). Our strategy of developing community hubs means that children and young people and their families can obtain the full range of support services in welcoming and accessible environments, at the point of need, in school settings. Our aim is to ensure, through BSF, that the services that support young people and their families will be better equipped through proximity, co-location and improved communications to support them to be healthy, safe, and engaged in their communities. BSF will give us the opportunity to achieve greater integration and coordination of support.

We will provide co-located agency services to ensure preventative and early intervention work is embedded through all schools, providing support to all students and families at key risk times including transition to secondary school and to post 16 provision. Integrated service delivery at the point of need is key to our aspiration to narrow the achievement gap. All BSF projects will contain proposals to develop a flexible multi-agency support base to enable professionals from a range of agencies to deliver support and coordinate swift and easy referral. Our ICT solutions will enable professionals to share information and data safely and securely across institutional and organisation boundaries.

We aim to improve all on-site school P.E. and sports facilities to increase participation, and ensure better outcomes in sports for students and the local community to support the health agenda. The BSF strategy will improve further the delivery of the 5 hour offer of sports and physical activity a week for every young person and community access and increased adult participation in sports. We will ensure that all schools achieve Healthy schools status and that health professionals can be co-located in and provide the necessary services in schools for sexual health and reductions in drug and alcohol misuse. .

We also aim to use the BSF programme to improve the learning and recreational spaces available for a high quality music and arts offer in every school, including new performance spaces. We expect to deliver the entitlement of 5 hours of arts and culture every week.

We will ensure that the full core extended offer is available by 2010 (almost achieved in 2008) through our four school clusters and the secondary school collaborative.

Our Integrated Youth Support Services will work closely with schools to ensure there is a wide range of positive activities available for young people, both in and out of school. A key aim therefore is to ensure that school buildings are flexible, welcoming environments where young people themselves have a say in their design and use.

The Integrated Youth Support Service is pioneering new ways of working with secondary schools to identify pupils at risk, delivering in-school support programmes co-ordinated by a lead professional who will aim to link out of school interventions to promote learning, achievement and personal responsibility. This includes direct work with families, who will also be encouraged to take part in family learning projects. BSF design considerations will therefore aim to maximise the potential for good access arrangements for parental involvement.

As schools evolve as community hubs it will be important to maximise their potential use by the wider community. Building design, the use of space to enhance responsible behaviour and social

appreciation, plus the provision of specialist facilities will therefore reflect the expectation of wider community access typically outside of schools hours times, without compromising the integrity of the core educational provision.

In secondary schools the option of including informal areas for young people to meet, relax, take part in a wide variety of sporting and cultural activities, as well as participate in extended learning opportunities, will be important. This will enable key elements of Youth Service provision to be delivered in good quality settings, and flexible use of school grounds and playing fields.

Critical to the successful delivery of this wider usage will be the need to design in safety and security measures that protect key areas, whilst facilitating swift and easy access to common areas. There is good evidence at Devon Way Youth Centre that well planned shared use of space, between two very different client groups, is working well to the mutual benefit of both services.

Our Prevention Strategy: Closing the Gap, identifies key target groups such as young offenders and looked after children whose circumstances often require personalised programmes of learning if they are to achieve their full potential. This may be delivered in a direct teaching setting or alternatively within an 'e-learning' environment. Our BSF programme will enable these learners to access high quality services through the provision of carefully designed discreet spaces within schools that are conducive to calming behaviour, providing a sense of order and scope for learning in new and individual styles.

Where young people are not able to access directly the curriculum for short periods, virtual classroom facilities will be available electronically, with prompt access to online resources and sources of help and advice.

Young offenders and looked after children will have a variety of needs at particular times in their lives and the key to their successful engagement in learning will be access to flexible provision delivered by highly skilled teachers working in partnership with other professionals in a 'team around the child' concept. This means that the physical and electronic resources available should be designed with multi-agency teams in mind.

(8) How does the authority plan to champion the needs of all pupils, including those with SEN?

Kingston has been designated a hub for local authority effective practice to address SEN in our schools. There is an effective SEN Strategy which has expanded local provision, reduced out-borough placements and costs, and improved outcomes for children and young people with SEN and disabilities. We aim to continue the trend of reduction in the number of children with statements and a reduction of the number of children educated out of the borough.

There is a good level of inclusive provision across all schools. BSF will allow us to build on our already high levels of inclusion and develop even stronger links between mainstream and special schools. New well designed resource bases will be developed in secondary schools to improve additional support for children with a variety of SEN needs. Our priorities are to improve provision further for pupils with ASD and emotional and behavioural difficulties. The additional SEN resourced provision in secondary will provide for girls and boys with ASD, in two schools, and for emotional and behavioural needs in a further 3 schools, which will include KS3 and 4 resources for boys and one KS3 and KS4 resource for girls in a mixed school. Our expectation is that through enhanced provision, further training and outreach work behaviour will be rated as good in every secondary school.

Pupils with BESD represent the fullest range of ability and their difficulties span the continuum of severity. Although they do not require adaptation or purpose built environments they will need access to teaching in areas which are flexible enough to enable small group teaching for pupils

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who need distractions minimised. Pupils may need a base class for unstructured times and where they are able to access very small groups or individual teaching.

There is excellent support for SENCOs and Inclusion Coordinators, with high quality training and advice and good dissemination of best practice. Our Special schools are all good schools and are centres of excellence. Existing SEN resourced provision in mainstream schools is of a very high quality.

We have already established a range of specialist resource provision (SRP) in our mainstream schools by bringing expertise together into a dedicated setting with additional classroom areas for small group, intensive and specialist teaching.

We plan to adapt and equip some schools for more complex levels of need and ensure clusters of schools, working together have greater capacity through shared expertise and resources.

All schools will continue to make provision for the broadest range of SEN, including BESD, working alongside those schools which are SRP hosts.

Following public and statutory consultation, we plan to develop SRP for girls and boys with autism under the management of Tolworth Girls School. Recent positive discussions with Southborough have highlighted the boys' school's interest in working collaboratively with TGS on this aspect of developing provision.

BSF will be used to enhance current provision. For example, Richard Challoner has an above average level of pupils with SEN & disabilities. The school is a host to SRP for pupils with autism. The current intake includes a number of pupils with physical disabilities for whom ramps and lifts are essential. There are areas of the school which are not currently accessible for pupils who are wheelchair users.

Special Schools

We have made changes to our Special schools so that they are well placed to continue to provide for pupils with cognition and learning difficulties, as well as the increasing number of pupils with autism, communication and interaction difficulties.

In Special Schools we aim to extend the capacity for outreach work with mainstream schools and therefore recognise the need for additional accommodation in secondary schools to facilitate shared training facilities and extended access for special school pupils to mainstream activities and facilities. There are increased levels of complexity of SEN pupils in our Special schools and an expansion of post 16 provision. This will require remodelling of the Special school estate at all three schools to accommodate increased numbers and the need for enhanced specialist facilities, including providing safe and suitable outdoor learning.

Disabled Pupils

We recognise that disability is determined largely by attitudes, the contexts in which children and young people learn and participate in recreation and by the built environment. We use the 'social model of disability' as the basis for our work to challenge discrimination. Our aim is to ensure that barriers are reduced that limit or prevent disabled young people from enjoying the same opportunities as their peers. A priority is to increase access for disabled children & young people, parents and staff. BSF investment will be used to improve the physical features and uses of our buildings to ensure greater access and inclusion by children and young people with SEN and disabilities.

Our aim is to ensure all schools offer a curriculum that is inclusive and welcoming to disabled children and young people. We prioritise parent and carer preferences so that children and young people with SEN and disabilities can be fully included in their local community and school.

Looked After Children

Our approach to supporting the achievement of minority ethnic groups and other vulnerable groups, including Looked After Children (LAC), will be enhanced further through BSF investment and developments. Our aim is to ensure that LAC and their carers will get even more effective support tailored to their individual needs within all schools.

Young Offenders

Enhancements to our virtual learning offer will make it easier for school refusers and young offenders who have found it hard to re-engage with education through more traditional means. Through this enhanced offer we aim to see 100% of young offenders achieving accreditation for their learning through re-engaging in education or participating in training.

PRU Provision

Our aim will be to re-locate the PRUs onto new sites, at or near the schools that have most need to use their services, and to a more central position within the borough, as part of a more comprehensive package of integrated support and alternative provision. This will enable easier and fairer access for all students in need of a PRU placement. Relocation to a purpose designed building will enhance the ability of the PRUs to offer a first class curriculum and support package as students are prepared for reintegration to their mainstream school.

There is already a great deal of good practice to build upon. The PRUs are judged by Ofsted to be outstanding. A diverse range of needs of pupils are addressed in our alternative provision, especially the small number excluded from school or at risk of exclusion and others with medical needs. The BSF programme will ensure better integration with mainstream schools to deliver a more 'broad and balanced' curriculum to these pupils. Our aim is also to strengthen the PRUs' full use of the curriculum for social and emotional skills and resilience and ensure full access to diplomas, apprenticeships and flexible learning pathways. PRU staff require better professional support and a base on a shared campus will facilitate a more integrated approach to supporting pupils with additional needs and will support the workforce in achieving this.

The inclusion of specialist practical teaching areas would enable the PRUs to offer on-site vocational and practical skills based curriculum opportunities as students are encouraged into further education establishments or the world of work and work based training.

The new facilities would include dedicated areas for use by professionals from our multi-agency support services as we seek to offer a complete wraparound provision for the children in our care and their families. The fact that some of our professional agencies would base their activities at the PRU would facilitate rapid response to the needs of our students.

Our plans for our schools are ambitious; we want every disabled child or young person for whom the mainstream curriculum is appropriate, to have the opportunity to be included in their local community school alongside children of the same age and we want every pupil to enjoy and achieve their potential.

(9) What change management strategies – for both the authority and for schools - are in place to achieve the local BSF vision (including Continuous Professional Development and Workforce Reform in schools)?

There is strong Corporate support for the BSF Programme in the Council and clear commitment to fully deliver its intended outcomes by the Leader, the Executive, the Chief Executive, the Director of Learning and Children's Services, the Corporate Development Team, the Children & Young

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People's Trust and schools. The integrated BSF and PCP Strategy has been approved by the Executive, along with a commitment to establish a Programme Board which will be chaired by the Director of Learning and Children's Services.

The programme Board will include the Lead Member for Children's Services, representatives for Headteachers and Chairs of Governors, the Assistant Directors for School Effectiveness and Resources and Commissioning, the BSF Programme Director, the Council's Director of Finance and Head of Property and Asset Management, the Council's Service Director for Planning and Head of Legal Services. The Board will ensure there is good alignment with the Council's Community Strategy and plans for culture, sports and leisure

Regular meetings will take place with the Headteachers and Chairs of Governors of the schools in the programme, and schools are expected to establish BSF working groups to coordinate the project at school level, supported by LA Officers.

The Local Authority has good experience of involving young people in the development of any major strategy and it will be a priority for the change management process to engage the pupils in secondary schools through the work of the Youth Participation team. We aim to ensure the student and local community voice can engage with the programme as a whole and each project as it is brought forward.

The LA will establish a BSF Education Change Management programme team and this will be supported by Strategic Managers from key Council services, including Property and Asset Management, School Improvement, ICT, SEN, the 14-19 Partnership, Resources and Commissioning. There will be strong curriculum direction to ensure building designs support the transformation of learning.

We will also be providing additional capacity to support the development of the BSF Programme by having further dedicated posts as the programme is implemented. The BSF Programme Director post will be supported by team members with responsibility for project management, communications, consultation, and will draw on technical and estates strategy support from the Council's Property and Asset Management Team.

The BSF Strategy for Change has been developed through widespread consultation and has involved all schools developing their own Visions to inform the process. Stakeholder events have been attended by partners from across the Children's Trust, Diocesan representatives and colleagues from within the wider Local Authority. Many schools undertook consultation with their pupils to inform the Vision for their primary schools in the future. This approach to developing the Strategy has ensured good understanding of the change process and its implications.

Our Participation Strategy places children and young people at the heart of improving all services, and pupils will be involved in the design of each project along with school staff and governors. The opportunity to incorporate learning from the building project into the curriculum will be encouraged, and wherever possible sustainable design aspects will be incorporated in a way that provides a learning tool for the future.

The LA is developing a corporate property management team for first time, bringing together all of the related capacity from across the authority. This team will support the current authority-wide review of assets and work alongside the BSF/PCP team which is about to be established.

Lessons have been learnt following recent rebuilding and remodelling projects in schools regarding the amount of time that the headteacher and senior management team will need to spend on both the planning and implementation phases of major building projects. Their input is vital to derive maximum potential from the investment, but it can be to the detriment of the running of the school in the interim.

The LA therefore recognises that it is preferable to provide some additional support to the school during the project, enabling a member of staff to be released to be involved in the core project team with some back-filling of their substantive post. This approach will be progressed, building on the benefit that has been evidenced in our One School Pathfinder BSF project, and linking the potential to do this with our succession planning for Headteachers of the future project and CPD programme in general. The NCSL programme for schools entering the BSF programme will be used, and the lessons learnt transferred as appropriate to the Primary sector. The Schools Forum will be requested to indicate their support for some of the Schools Budget to be top-sliced to contribute towards this approach.

A priority therefore will be to build leadership and management capacity for transformation in schools and the LA, including pro active succession planning for school leaders at both LA and school level. The LA has a well developed workforce development strategy to ensure that the workforce has the appropriate skills, knowledge and attitude to support change and new working practices. We are actively integrating relevant CPD and training into our broader children's workforce development strategy including exploring the use of alternative models of headship as new types of school leader are increasingly needed through the BSF programme and our Strategy for Change.

Our aim is to rationalise school buildings to incorporate space for staff training and CPD with easy access to ICT and the school curriculum systems and administration. Kingston's commitment to workforce development includes:

- Providing high quality CPD on teaching, learning and leadership
- Reflecting multi-disciplinary work in Kingston's CPD offer
- The CPD offer reflects our audit of needs, including for 14-19 education
- Supporting leaders to meet new challenges – for example in Children's Centres, Extended Schools, Integrated Working, Headship, Middle Leadership
- Succession planning: for Deputies to become Headteachers
- Providing CPD for teaching assistants
- Supporting further accredited training for leaders of SEN specialist resource bases and unqualified Early Years staff
- Improving school workforce data collection and analysis
- Developing school CPD leaders' understanding of their role
- Working with LA training schools to support CPD
- Developing the use of Advanced Skills Teachers

Our close working relationship with the national strategies, NCSL, and the TDA, with whom we are developing a number of innovative projects to support improvement and innovation, will add additional capacity.

It is recognised that ICT is a key driver to transforming education, particularly in it's potential to personalise the learning approach, expand the range of different learning styles and maximise potential learning locations. It is recognised however that the full potential of the new virtual and managed learning environments will only be achieved if all teaching and support staff are confident in the use of ICT and embed its use into all aspects of the curriculum. This will require some general CPD in all schools, but will also require some more targeted training for staff who are less confident in the use of ICT.

A clear priority will be given to enhancing pedagogical understanding particularly around personalised and meta learning skills. Our holistic ICT infrastructure will be well supported by training and review so that the needs of children, families and the wider community remain the key focus of the programme. The Authority's ICT Strategy Group is well placed to support the BSF programme and includes representative heads, children's services professionals and educational leads from schools, wider services and representatives from other partners including the PCT. We

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will ensure that building and services design take into account the ICT Strategy and be sufficiently flexible so that current investments are future proofed against rapidly changing ICT developments.

We will develop a joint LEP with a partner local authority in south London, in order to increase capacity and share costs. Our intention is to use the LEP as the procurement vehicle for all aspects of the Council's property and asset management priorities. This will ensure the LEP can bring added value and enhanced knowledge to the change management approach.

Key Performance Indicators

In developing the Strategy for Change, and in consultation with schools, the following key performance indicators have been agreed.

Objectives	KPI	Target	Date
1. Supporting Pupils and Parents through Community Hubs	Development of Extended Schools and more targeted support through the Secondary Collaborative. Better targeting of preventative services for young people. Improved number of young people achieving at least one GCSE or equivalent	<ul style="list-style-type: none"> ▪ All schools to offer extended services ▪ Increased involvement of schools with the Integrated Youth Support Services. ▪ 100% pupils will achieve 1 GCSE or other qualification at age 16 	All by 2014
2. ECM: Be Healthy	Improve diet and increase physical activity. Improve the emotional wellbeing and mental health of children and young people by increasing the focus on early intervention and improving access to mental health services for vulnerable groups.	<ul style="list-style-type: none"> ▪ All schools to have achieved Healthy School status. ▪ All schools will provide 2 hours physical activity a week ▪ Increase by 10% per annum the number of young people under 18 accessing substance misuse treatment. ▪ Achieve 40% reduction in teenage pregnancy by 2010 	All by 2014
3. ECM: Enjoy & Achieve	Extend the opportunities for all children, including those with disabilities. Accelerate improvements in attainment, improve behaviour and attendance and reduce exclusions from school. Narrow attainment gaps Improve the quality of secondary education	<p>Increase the percentage of pupils achieving KS3 level 5 in English to 93% and mathematics to 93%.</p> <ul style="list-style-type: none"> ▪ Increase the percentage of all pupils achieving 5 GCSE A*-C grades including English and mathematics from 61.7% to 74%. ▪ Increase attendance at school to 96% at secondary schools. ▪ Reduce permanent exclusions from schools to below 0.6 in 1,000. Reduce number of days lost to schooling through fixed term exclusion to 1300. ▪ All secondary schools are at least good schools 	All by 2014
4. ECM: Achieve Economic Well being	Increase participation 14-19 Reduce NEET Improve qualifications at age 19	<ul style="list-style-type: none"> ▪ 99.4% participation in learning, training, and employment to 18. ▪ NEET, currently at 3.2% in 2008 will be 0.6% by 2014 ▪ Increase the average AS/A Level points score to from 784 to 795 for schools and 715 to 735 for schools and FE college. • Increase A Level points score to 740 per pupil. ▪ 85% of young people will attain 	All by 2016

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		level 2 qualifications by age 19 compared to 77% in 2007	
5. Teaching & Learning	Improved and more flexible use of learning environments, including outdoor learning Improved use of ICT and personalised learning in and out of school	<ul style="list-style-type: none"> ▪ All BSF schools are judged as good or better through self-evaluation and Ofsted- overall, for teaching and learning and for inclusion. ▪ Provide the diploma entitlement, increased range of apprenticeship ▪ Opportunities and new routes to level 2 achievements for 19 year olds. ▪ All schools using ICT to innovate in learning 	2016 2013

Estates Strategy and Prioritisation (To Be Completed)

Schools	Key Aspects of Vision	Building Plans
Chessington		
Coombe Boys		
Coombe Girls		
Hollyfield		
Holy Cross		
Richard Challoner		
Southborough		
Tiffin Boys		
Tiffin Girls		
Tolworth Girls		
Dysart		
Bedelsford		

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St Philip's		
PRUs		