

Royal Borough of Kingston upon Thames

Primary Capital Programme

Primary Strategy for Change

For Approval by Executive 24 June 2008

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Section One - The Local Perspective

Our Children and Young People's Plan sets out an ambitious agenda to improve outcomes for all children, close attainment gaps, work in more integrated ways across services and embed early intervention and prevention in the work of schools and all partner agencies.

Schools are the core front line service for improving all aspects of childrens' health, education and well being. The cluster model, whereby all schools are organised in four clusters, is integral to the way we work in providing coordinated universal and targeted services for children and young people. The Primary Strategy for Change is designed to support this collaborative way of delivering services through partnership in each local area.

Our vision is that

All children, young people and families, especially those at risk, are able to access appropriate support from a range of services working in a joined up way, quickly and easily, in their local area, local school or children's centre, so that every child and young person succeeds.

Our over-arching goal is to achieve the best outcomes for children and young people; so that all children are healthy and safe, they enjoy their learning and achieve well, they make a positive contribution and they and their families are helped to achieve economic well being.

Aims

We aim to ensure that all children flourish at school, they get the best start in life in the early years and they succeed well at ages 7 and 11 to enable them to move on with confidence to the next stage of their education and wider development.

Over the period of this programme we aim to ensure that all schools are good or outstanding and there is consistently high quality education for primary aged children throughout the borough. This will require us to narrow attainment gaps and improve attainment further so that at least 90% of children attain the expected levels at the end of key stage 2 to enable them to succeed at secondary school. We will ensure the curriculum, and the facilities to support its delivery will be improved to provide 21st century education, facilitated by a borough wide network of ICT services that will improve access to learning for all children and their parents and carers.

Our success in delivering integrated services relies on the further development of schools as community hubs, with co-located services and facilities that meet the diverse needs of the children, parents and carers in the local community. Our commitment is to develop our services, facilities and school buildings in a way which fully reflects the views and needs of local children and their parents.

We recognise that families can best meet the needs of their children when services are local and available at the right time and when education, childcare, health services and advice and support for parents are well integrated in settings such as children's centres and extended schools. Our priority will be to strengthen this integrated provision. We will ensure that in each of the four clusters or local areas there is consistently high quality education, the full extended services core offer, effective targeted support to children and families with additional needs and sufficient places for every child.

We see the Primary Capital Programme as a unique opportunity to develop the creative aspects of learning, through enhancements to the learning environment to make it more stimulating, through children's engagement in the design process and through the development of sustainable building for the future.

In Kingston outcomes are mostly good or outstanding and there is a good track record of achieving continuous improvement. Over 90% of schools are already judged to be good or outstanding by Ofsted. We have strengthened local provision further through the recent amalgamation of three sets of infant and junior schools. All of our current Children's Centres are well integrated into Primary School settings.

Our aim over the period of the Primary Capital Programme will be to ensure that improvements among our 34 Primary Schools are well targeted to achieve better outcomes and meet the changing needs of the community. This will include improvements to the provision of school places and further enhancement of parents' choice and access to a good local school.

We are an ambitious Authority with very good provision and outstanding outcomes and we now want to ensure Kingston is world class in all aspects of Children's Services. One of the Council's key priorities is to invest in children and young people, and this is reflected in our Children and Young people's Plan. It is also reflected in support for capital improvements in schools and other community resources, which we intend to develop further with the Primary Capital Programme.

Section Two - Baseline Analysis

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 34 primary schools in the borough and one Nursery with a total of 10,396 pupils aged 4-11 on roll. Twenty four of the schools cover the full primary age range from 4 -11 years, five are infant schools and the remaining five are junior schools. There are 14 voluntary aided schools, of which 4 are Roman Catholic and 10 are Church of England.

Six schools provide specialist resourced provision for pupils with SEN, covering communication difficulties, speech and language, the autistic spectrum, emotional and social needs and hearing impairment. The SEN Strategy has significantly increased local SEN provision in both special and mainstream settings. Two of the special schools have primary provision and whilst part of the overall strategy they are not prioritised within the PCP as they have secondary provision and the whole site will be included in the BSF programme.

All schools have access to indoor and outdoor areas for sport and play, but we recognise that this remains a priority for improvement in a number of settings.

Schools are organised into four clusters to coordinate extended services and in each area the full core offer is now available. There are 7 designated Children's Centres and a further four centres have been agreed as part of Phase 3. These Centres have been located in areas of need and with the total of 11 Children's Centres there will be good geographical spread across the borough and in each of the four clusters. All of the Children's Centres are based in Primary Schools and these settings are developing as community hubs for a range of co-located services for children and families.

Kingston is the lead partner on Healthy Schools across 3 local authorities. Our track record in supporting schools to achieve the statutes is very good. All schools are engaged and by 2009 100% will have met the standards. A review of progress in April 2008 concluded, 'This programme has exemplary practices in place to plan work and monitor progress. There are excellent systems in place that are transparent for all partners and colleagues to see that enhance the programme's visibility and effectiveness.

Kingston has been extremely successful in securing additional targeted funding to address

some of the most pressing needs in schools, including in the past two years the complete rebuild of one community primary school, and significant remodelling at another three primary schools (including 2 VA schools).

The overall investment programme, including secondary and special schools, has provided an opportunity to develop the ICT infrastructure for the benefit of all schools and to support personalised learning, as well as the development of sustainable design aspects and the potential to integrate this into the curriculum.

Our approach to investment has prioritised school performance, social deprivation and ICT.

The Children and Young People's Plan

The PCP Strategy for Change has been developed to deliver on the key priorities in the Children and Young People's Plan, and our Prevention Strategy – Closing the Gap. Both of these documents are recognised as strong drivers for improvement.

While there is good progress towards achieving the outcomes in the Children and Young People's Plan, we recognize there is more to achieve and the investment arising from the Primary Capital Programme, together with our aim of gaining earlier entry into the BSF programme, will be critical in transforming educational outcomes in Kingston.

The Local Authority and its partners are judged to have outstanding capacity to improve, with good or outstanding outcomes in all areas.

In the 2007 Annual Performance Assessment, Ofsted concluded:

The Royal Borough of Kingston-upon-Thames consistently delivers well above minimum requirements for users. The Council has responded well to the recommendations raised in the Joint Area Review report (2006) and has made good progress since that time. It has maintained excellent outcomes for children and young people in enjoying and achieving and in their economic well-being, and improved outcomes from good to outstanding in staying safe and making a positive contribution. The contribution the Council makes towards improving outcomes for being healthy remains good. There is clear evidence that the Council has continued to make improvements following the joint area review. Working with health partners remains strong with the strengthening of strategies to work in an integrated way. There is a very strong commitment to improving all services and an outstanding capacity for this to happen.

Standards

There is a baseline of very good outcomes in relation to children's attainment and the performance of schools. There are no schools in an Ofsted category. Three primary schools are receiving high priority support from the Local Authority to make the necessary improvements from satisfactory to good. Overall, Ofsted gradings judge 14 schools as outstanding, 18 schools as good and 3 as satisfactory with good features.

Foundation Stage

In 2007, the standard of children's attainment in the Foundation Stage was good, well above average and improved in almost every area. Particularly good progress was made in Communication Language and Literacy, following targeted work by schools and the LA. Standards also improved in all aspects of these areas with the exception of emotional development, where standards fell slightly. Attainment gaps in relation to gender, pupils with free school meals and the bottom 20% narrowed but remain a priority for significant

improvement. Additionally there is significant variation between schools.

Key Stage 1

In 2007, at the end of Key Stage 1, the standards attained were very good. Pupils' performance was well above the national average in all core subjects. Over recent years the overall trend of improvement is better than the national trend. Compared to 2006, at Level 2 and above standards improved in reading, were maintained in writing and fell in mathematics and science. At Level 3 standards are exceptionally high. Attainment improved in all subjects except writing where standards were maintained. The trend of results in Kingston is better than the national picture. Once again attainment gaps in relation to gender and pupils with free school meals narrowed but continue to require significant improvement so that more children make the expected rates of progress. As at the Foundation Stage, there is too much variation in standards between schools.

Key Stage 2

Pupils at Key Stage 2 reach very high standards, with 85% in English and 81% in mathematics attaining level 4 or above in 2007. Almost 75% of schools reached or exceeded their challenging targets. Progress from Key Stage 1 to Key Stage 2 is good, and the majority of pupils make expected and better than expected progress. Compared to all other local authorities, Kingston's performance at Level 4 and above is ranked 10th in English, 16th in mathematics and 9th in science.

In the 2007 results one school performed below floor targets (65% level 4) in English and four schools performed below floor targets in mathematics. Five schools achieved rates of progress for pupils at Key Stage 2 that are lower than expected and these schools are a focus for LA support and intervention.

At Key Stage 2 there are variations in the attainment gaps of specific groups of pupils and inequality gaps continue to be a priority for improvement. In 2007 the attainment gap widened in English and science, between boys and girls, at Key Stage 2.

The attainment gap based on deprivation narrowed in 2007. In English, at Level 4 and above, the gap between those eligible for FSM and non-FSM pupils narrowed from 26% in 2006 to 18%. In mathematics the gap between those eligible for FSM and non-FSM pupils narrowed from 32% in 2006 to 20%.

In 2007, in English the gap between those who speak English as an Additional Language and who speak English as a first language was 5%. The gap is narrower than at Key Stage 1, which indicates progress over time for these pupils.

Kingston's high achieving pupils attain very well at Key Stage 2. At Level 5 the results are 43% in English which is ranked 8th nationally, 44% in mathematics, ranked 5th nationally and 47% in science ranked 13th nationally.

Despite these outstanding performances there is too much variation between schools. The Local Authority aims to narrow the differences between school outcomes significantly.

Social Deprivation

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

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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 8.7% of pupils in primary schools are eligible for free school meals. This has increased by 55% since 2002, from 5.6% to 8.7. This changing picture of increased 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.

Special Educational Needs

There is good provision for children with special educational needs and they make good progress. The Local Authority has an effective SEN Strategy which has developed new SEN resourced provision in mainstream Nursery and Primary schools, for children with communication difficulties on the autistic spectrum, those with speech and language needs and pupils with emotional and social needs. Seven schools currently provide specialist provision for SEN.

Pupils who have special educational needs (SEN) continue to perform better in Kingston than they do nationally in many areas. Provision for pupils with SEN continues to be judged as at least good in Kingston mainstream and special schools. 19 schools including the PRU were inspected in 2006-2007. 50% of those schools inspected were judged by Ofsted as providing outstanding provision for pupils with SEN.

The proportions of children achieving expected threshold levels in Key Stages 1-2 are higher in Kingston than nationally. At the end of Key Stage 1 in 2007, just 12% of the cohort did not achieve Level 2 or above in Reading compared to a national figure of 16%. In mathematics, 7% did not achieve Level 2 or above compared to a national figure of 16%. At the end of Key Stage 2 just 4.4% did not achieve Level 4 or above in English and for maths the comparable figure was 5.7%. These are good outcomes.

Progress made during KS1 and KS2 continues to be very good considering pupils starting points and barriers to learning. Progress made by SEN children in KS1 was outstanding particularly in mathematics and science. Children at School Action Plus made significantly better progress than expected in reading, writing and mathematics. Progress across KS2 for this group was in line with expectations although much higher for pupils with statements particularly in English and mathematics.

Diversity, Choice and Responsiveness to Parents

Kingston Local Authority maintains good consultation with parents and undertakes an annual parental satisfaction survey on the admissions process, access to information and service delivery. Parental satisfaction with the quality of education in Kingston is high and demand for schools places is highly competitive, with many oversubscribed schools.

Given the popularity of so many successful schools and recent demographic changes, it is becoming more challenging to deliver sufficient choice and access to parents' preferred

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schools. Overall in 2007-2008 there is 6.1% surplus capacity in primary schools across the authority, but with rising demand for Reception class places there is a need to increase provision as a result.

Until 2008 there was sufficient capacity in our Primary Schools and in September 2007 in the Reception Year 45 places overall were unfilled. In 2007-2008 the number of Primary School applications exceeded all expectations based on previous planning data. This resulted in over 200 children who could not be offered a place in the first round of allocations for Reception class places for September 2008. Subsequently additional places were created in 7 Primary Schools and the majority of these families received an offer in one of their preferred schools.

In recent years, the majority of parents (over 90%) have received an offer of a school place in one of their preferred schools. Following the creation of temporary additional Reception places for September 2008, at least 96% of parents (1,680) will have a place for their child in a school of their choice.

In 2008, in the first allocations RBK offered more first preferences for a Primary School place compared to the previous year (1,350 compared with 1,313). More parents also got a place at one of their 3 preferences in the first allocations in 2008 (1,540 compared with 1,463 the previous year). However we are seeing demand outstrip projections and for September 2008 overall applications went up from 1,632 in 2007 to 1,824 in 2008.

The shortage of places in Kingston mainstream Primary schools has been exacerbated by a similar shortage in neighbouring boroughs and the local independent sector, both of which are an important factor when considering the local pattern of provision.

Kingston is reviewing the interpretation of data received from the Greater London Authority pupil planning service used for predicting demand for school places. In addition the LA is reviewing all data held locally, including that available to health. We are considering what other data collection is needed to estimate the future need for school places and the extent to which the increased demand for places is likely to be sustained. This is likely to require additional forms of entry in a number of schools across the LA, and may require some re-organisation to make this possible on existing school sites, due to the shortage and high cost of land for a new school.

It is now estimated that all of the surplus capacity in Kingston Primary Schools will be eliminated by 2010-11, and no schools will have more than 25% surplus places based on Planned Admission Numbers. The primary school population is predicted to increase steadily by 2% per annum between 2008 and 2014, based on the latest school places planning data.

In the primary phase the Authority has four school planning areas, which are co-terminus with the school clusters:

- Kingston Town, which includes the wards of high deprivation in Norbiton and the area to north of the town centre, comprising a largely affluent population.
- central area around Surbiton and Tolworth, an increasingly affluent commuter suburb;
- eastern area stretching from Coombe in the south through New Malden to Old Malden in the North. This is a largely suburban area, with pockets of deprivation;
- southern area, south from the A3 road. This area is the most deprived as a whole, although there are pockets of deprivation in the other areas.

The four planning areas are not self-contained by transport routes or physical barriers, but the

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use of ward boundaries corresponds to demographic data that can be used for pupil projection purposes and to monitor trends.

The birth rate in the RBK area was stable for a decade from the mid 1990s, but in line with national and regional trends, it has started to increase. There are currently 11,255 places available in Primary schools and in 2008 there are 10,439 pupils attending our schools. Current data indicates future projected growth as follows:

Pupil Projections by Planning Area

Supply of places in Reception and the RBK revised (June 2008) projected demand for places over the next 6 years

| Area | Places | Actual | | RBK Projection of Demand | | | | | |
|-----------------------------|-------------|-------------|-------------|--------------------------|-------------|-------------|-------------|-------------|-------------|
| | | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13* | 2013/14* |
| Kingston Town | 420 | 387 | 399 | 425 | 443 | 436 | 410 | 426 | 429 |
| Surbiton | 405 | 384 | 399 | 446 | 530 | 462 | 509 | 484 | 496 |
| Maldens & Coombe | 540 | 497 | 508 | 656 | 618 | 643 | 609 | 628 | 624 |
| South of the Borough | 210 | 186 | 197 | 223 | 235 | 227 | 206 | 223 | 223 |
| Total | 1575 | 1454 | 1503 | 1750 | 1826 | 1768 | 1734 | 1761 | 1772 |
| Shortfall | | | | 175 | 251 | 193 | 159 | 186 | 197 |
| Previous Projections | | 1431 | 1478 | 1637 | 1712 | 1658 | 1625 | 1673 | 1684 |
| Previous Shortfall | | | | 62 | 137 | 83 | 50 | 98 | 109 |

Notes: *2012/13 and 2013/14 based on an average of previous 4 years. 2012/13 projections will be updated when June 2008 GP data is received.

The usual pattern for the number of children entering the Reception Year in schools has been based on 75-76% of the 4 year olds on GP Registers. This percentage has been consistent with the GLA data for a number of years. It has been identified that June GP data, together with the GLA data, provides the best proxy for actual pupil numbers attending schools the following year.

The total projections above are based on 80% of GP registered children, following the 5% variance in this pattern found in 2008. The projected figure of 1,750 Reception Year admissions in September 2008 equates to 81% of June 2007 GP register data, compared with 76% and 77% in the previous 2 years.

Whereas previous projections for the number of Reception year children indicated a possible shortfall of 62 places in 2008, the actual number of applications and places needed has resulted in a shortfall of 175 places. If we are to take this 2008 shift in the pattern of projections as the baseline for future years, we arrive at the overall Primary school projections set out below. However these are based in a shift in the usual pattern of projections based on one year's information and should be viewed cautiously until more data is available.

Supply of places in Primary Schools, and the demand for places over the next five years by RBK projections.

| RBK Projections | Projected Primary Pupil Places: R – Year 6 | Projected Primary Pupil Places: Reception | Total Places (Planned Admission Number) | Surplus Places (Planned Admission Number) |
|------------------------|---|--|--|--|
| 2005/06 | 10446 | 1509 | 11455 | 989 |
| 2006/07 | 10513 | 1590 | 11375 | 862 |
| 2007/08 | 10439 | 1637 | 11255 | 816 |
| 2008/09 | 10584 | 1750 | 11175 | 591 |
| 2009/10 | 10809 | 1826 | 11115 | 306 |
| 2010/11 | 10928 | 1768 | 11055 | 127 |
| 2011/12 | 11119 | 1734 | 11025 | -94 |
| 2012/13 | 11343 | 1761 | 11025 | -318 |
| 2013/14 | 11536 | 1772 | 11025 | -511 |

Supply of places across primary phase and the RBK average projected demand for places over the next 6 years (updated June 2008)

| Area | Total Places | Actual | | RBK Projection of Demand | | | | | |
|----------------------|---------------------|----------------|----------------|---------------------------------|----------------|----------------|----------------|----------------|----------------|
| | | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 |
| Kingston Town | 2940 | 2664 | 2688 | 2723 | 2815 | 2868 | 2918 | 3005 | 3066 |
| Surbiton | 2835 | 2787 | 2740 | 2784 | 2895 | 2865 | 2952 | 2960 | 3014 |
| Maldens & Coombe | 3780 | 3574 | 3587 | 3712 | 3692 | 3763 | 3791 | 3841 | 3875 |
| South of the Borough | 1470 | 1438 | 1366 | 1365 | 1407 | 1432 | 1458 | 1537 | 1581 |
| Total | 11025 | 10463 | 10381 | 10584 | 10809 | 10928 | 11119 | 11343 | 11536 |

The implications for future planning are that by 2014 the LA needs to create a minimum of 500 additional places across all year groups, which equates to one form of entry in Surbiton, and a half a form of entry in the three other planning areas.

However, based on the revised projections for the Reception Year (which were only recently adjusted to reflect the higher percentage of applications for 2008) it would appear that from 2009 onwards there is a potential need for a significant increase in the forms of entry needed for primary reception year places. This could be as high as 10, 8 and 7 additional forms of entry for each of the next 3 years if the increased percentage is sustained. Should the percentage reduce to previous year levels the number of additional forms of entry for Reception Year would reduce to 6, 4 and 3 for each of the next 3 years.

The extent to which the current significant increase will be sustained beyond 2011/12 is unclear

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and the above projections will be kept under regular review to ensure that they are as robust and as complete as possible. In view of the above the Local Authority will need to plan for some temporary additional forms of entry for September 2009.

In addition to the places planning aspect of provision consideration will also be given to the potential to create cross-phase School Trusts. This could not only provide wider benefits for children's services and the community but also, importantly, the transition from primary to secondary schools. This approach could be used to improve access to secondary schools for children living in North Kingston to ensure that current feeder school links are formalised and protected for the future.

Buildings and ICT

Schools in RBK are generally well-resourced for ICT with a computer to pupil ratio of 1: 5.4. All RBK primary schools have

- access to the internet via 10Mbps fibre connections (scalable to 100Mbps)
- internet access that is filtered to provide very high levels of protection from inappropriate material
- access to the use of desktop monitoring software to provide e-safety measures outside of internet use in school
- spam filtered email services for all staff and pupils from Y3 upwards
- access to premium content via LGfL
- technical support from central sources (for the web-based services) and local contractors (for their hardware and MIS systems)

Approximately 50% of primary schools have migrated to a Windows 2003 server environment to allow greater integration with external services and improved security across school networks. The remaining schools are in the process of reviewing their provision in this regard. Approximately half of primary schools have been trained in the use of the LA-wide learning platform solution. There are 426 interactive whiteboards in classrooms. 545 teachers have personal access to a computer in primary schools.

Further investment is need to upgrade all schools to the standards of the best with a robust, fast infrastructure that will support all present and future use including the integration of voice, data and video services and remote access for staff and pupils. Investment would also be welcome to support the 'anytime, anywhere' principles by providing safe, effective wireless cover on all primary school sites. Provision of drop-in ICT facilities for parental/community use at primary schools in our more disadvantaged areas would be a priority also.

The Primary Capital programme provides the opportunity to develop a range of 21st century learning environments and personalised learning experiences for pupils, 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 Key Stages 1 and 2. The greater flexibility of new learning environments, new pedagogy and transformational ICT will truly personalise the learning experience for all children.

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

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

Physical condition and suitability

Three schools will have been re-built prior to the investment through the Primary Capital Programme and over the past 10 years a further 8 schools have been refurbished. In 2007-2008 three infants schools and three junior schools were amalgamated to create three new all through Primary schools. Investment in the first year of the Primary Capital Programme will be used to ensure one of these schools is co-located onto one site. Co-location of another of these schools is also a high priority.

Asset management plan data and schools' own 'premises development plans' indicate a backlog of priority works that in around one-third of schools is having an impact on the ability to develop the curriculum and the quality of pupils' learning experience.

At the time when Kingston's primary school population grew significantly in the early 1990s many kitchens were converted into classroom spaces, and it was usual for class size to be 35 pupils. The Local Authority has had a steady primary school population since then and has not experienced the recent national trend of a decline in primary numbers. When Key Stage 1 class size limits of 30 were introduced Kingston received significant DfES capital grant to reorganise our estate to accommodate classes of only 30 in both Key Stage 1 and subsequently Key Stage 2. Consequently most of our schools have very limited internal space, particularly as most schools' rolls are at or near capacity.

All primary schools have access to indoor and outdoor areas for sport and play, but there is a shortage of areas for smaller group work internally and designed outdoor curriculum space. 67% of primary schools do not have school kitchens.

Challenges for the Primary Capital Programme

Our challenges are therefore to:

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| <p>Being Healthy</p> | <p>Ensure all schools meet and maintain the Healthy Schools standards. Currently all schools are engaged in the programme. Specific priorities are:</p> <ul style="list-style-type: none"> • 100% of schools achieve new status • 50% working towards 'good' status • Return obesity to 1997 levels at year 6 • Increase participation in high quality PE and Sport • Provide more schools with kitchens able to provide healthy food. • All schools are able to deliver the 'outdoor 'curriculum |
| <p>Staying Safe</p> | <p>Ensure that 100% schools exceed the requirements for extended schools and provide easy access to:</p> <ul style="list-style-type: none"> • Targeted early intervention and prevention for children with additional needs • High quality, affordable childcare 8am-6pm all year round; • Parenting support; • Swift and easy access to specialist support services; • Wider community access to school facilities; • A varied menu of activities in relation to local need <p>Children's centres provide targeted supported to all children and families in need, in the early years.</p> |
| <p>Standards</p> | <p>In the Foundation Stage improve quality of provision for Communication, Language and Literacy and Personal, Social and Emotional Development and especially improve the number of children who gain 6 points in all aspects which is currently only 50%;</p> <p>In Key Stage 1 increase the percentage of pupils that attain Level 2 and above in both English and mathematics to 90%. Current attainment is 84% in reading, 86% in writing and 90% in mathematics.</p> <p>In Key Stage 2 increase the percentage of pupils that attain Level 4 and above in both English and mathematics from 77% in 2007 to 87%, There are significant differences in seven schools and the combined attainment is low in four schools.</p> <p>Improve the combined progress rates across Key Stages 1 to 2 from 100.9 to well above average. In 2007, 8 schools had contextual value added (CVA) below 100 and 3 more schools have lower than expected CVA.</p> <p>Increase the proportion of pupils making at least 2 levels of progress in English and mathematics to 90%. 2007 performance at 2 levels progress is 87% in English and 79% in mathematics.</p> |

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| <p>Narrow Attainment Gaps</p> | <p>In the Foundation Stage narrow the 12% gap between mean score of lowest 20% of children and median point score by engaging all schools in target setting;</p> <p>In Key Stage 1 improve attainment at Level 2 and above in reading, writing and mathematics; specifically for boys where the gap is 7% in reading, 11% in writing and 3% mathematics; close the attainment gap of 15% in reading, 18% in writing and 7% in mathematics between pupils eligible for free school meals and those who are not eligible for free school meals.</p> <p>In Key Stage 2 improve boys' attainment and progress; especially in English, where it lags behind girls by 11% at L4+ and 16% at L5. Reduce subject differentials of currently 4% by improving attainment in mathematics and raising standards in both subjects. Close the gap between pupils eligible for free school meals and their peers. The current gap for pupils attaining both English and Mathematics is 22% and we intend to close the gap by a further 6% (represents an overall increase of 32%) by 2011.</p> |
| <p>Access, Diversity and Choice</p> | <p>Deliver greater choice and improved access by expanding primary school places to meet increasing demand. By 2014 the projected permanent increase in primary school places, would equate to at least 1 form of entry in Surbiton, and half form of entry in Surbiton, South of the Borough and Malden's & Coombe planning areas.</p> |
| <p>ICT</p> | <p>Further investment is need to upgrade all schools to the standards of the best with a robust, fast infrastructure that will support all present and future use including the integration of voice, data and video services and remote access for staff and pupils. Investment would also be welcome to support the 'anytime, anywhere' principles by providing safe, effective wireless cover on all primary school sites.</p> |
| <p>Suitability</p> | <p>Ensure all schools have the indoor and outdoor facilities to deliver a 21st century curriculum, including kitchen facilities to help deliver our targets on healthy schools and reductions in obesity among children.</p> |
| <p>SEN</p> | <p>Ensure comparative Key Stage 1-2 CVA is good in all schools. It is currently lower than expected in 4 schools.</p> <p>Ensure there are sufficient SEN resources to support any increase in the pupil population to the same high quality as currently.</p> <p>Expand KS2 SEN resourced provision in two schools for ASD and MLD, both with SLD elements.</p> <p>Ensure existing resourced provision offers effective outreach</p> |

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|----------------------------|---|
| | <p>support to other schools</p> <p>Ensure that integrated support and extended schools provision is accessible for children with LDD.</p> |
| Address Deprivation | Narrow the attainment gaps outlined above and ensure investment has the greatest impact and value for money in those schools serving the most deprived populations. |

Section Three - Long Term Aims

The biggest impact on standards will be to ensure as many pupils as possible benefit from investment. As a result of the above analysis, the key longer term priorities for improvement in primary education are to:

- Increase school places where needed and in the localities where we can expand popular schools and enhance parental preferences
- Invest in the schools where there is the greatest need to improve standards, narrow attainment gaps and promote the life chances for deprived groups of pupils
- Improve facilities on shared sites and adjacent infant and junior schools so that there is greater rationalisation of buildings and cost effective provision
- Top-slice some investment each year for cross-cutting themes e.g. to improve play and external curriculum areas and school kitchens so that there is a beneficial impact on pupil outcomes in a number of schools
- Ensure that all schools benefit from the further development of the Authority-wide ICT infrastructure to improve teaching and learning, and to facilitate better access to learning resources between home and school.
- Ensure integrated support is available to all children through the extended services network, by investing in those schools that are community hubs and by investing in cluster provision that support joint working and sharing of facilities
- We aim to ensure that the Authority-wide development of community hubs integrates developments across the BSF/PCP programmes and realises the potential to link up funding streams and better utilisation of school sites across the primary, special and secondary phases and to co-locate health & other children's services
- Increasing parental choice between a diverse range of schools:
 - (i) The main thrust of the Strategy is to ensure that all schools are at least good so removing standards based element of parental choice
 - (ii) Aim to ensure parents can state preference between schools of different ethos / size / location
 - (iii) We intend to consider trusts /federations where appropriate
- The Strategy will ensure that investment in ICT will deliver greater personalisation of learning so that more pupils will achieve better progress, they will make a more successful transition to secondary school and attainment gaps will be narrowed

Outcomes we will achieve to transform education

- All schools will be good or outstanding
- Teaching and learning will be good in all schools
- The percentage of pupils achieving level 2 and above at the end of Key Stage 1 will continue to improve and will rise above 90%
- No schools will be below floor targets at Key Stage 2
- The percentage of pupils achieving level 4 and above in both English and mathematics at the end of Key Stage 2 will continue to improve and will rise above 87%
- The percentage of pupils achieving level 5 and above at the end of Key Stage 2 will continue to improve and will rise above 50%
- The quality and standards in the Foundation Stage will improve so that all provision is good and outcomes will increase to 80% for the pupils achieving 6 or more points at the end of the Foundation Stage
- The attainment gap between the bottom 20% and other children in the Foundation Stage will be improved by 12%
- There will be at least 1150 additional schools places across all year groups in Primary schools by 2014
- All schools will provide fresh healthy meals by ensuring that access to kitchens and dining areas have been improved
- 100% of schools will meet the standards for Healthy Schools Status and 50% of schools will achieve 'good' status.
- 100% of schools will be provide full and easy access to a high quality full core offer through extended schools
- By 2022 at least 50% of schools will have been rebuilt or refurbished

We are confident that these proposals will help to achieve the expectations set out in the national Children's Plan and the key priorities in our own Children and Young People's Plan.

Section Four - Approach to Change.

The strategy is an inclusive one, covering all schools so that the most effective solutions can be identified to address the highest needs authority-wide, as well as looking at each of the 4 clusters of schools to ensure that each geographical area's needs are met.

Leadership

The Primary Capital Strategy for Change is supported by the Leader, Executive, the Chief Executive, the Director of Learning and Children's Services, the Corporate Development Team, the Children & Young People's Trust and the four school clusters. The integrated BSF and PCP Strategy has been approved by the Executive, along with a commitment to establish a Programme Board and allocate resources to establish a BSF and PCP Programme team.

Consultation

The Strategy has been developed through widespread consultation and has involved all schools developing their own Visions to inform the process. Schools have also evaluated themselves against the prioritisation criteria. 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.

The Schools Premises Consultative Group and Locally Co-ordinated Voluntary Aided Programme Group will continue to be used to inform prioritisation as the programme progresses.

Feasibility studies have been commissioned for 6 schools that have been identified as potentially having the highest need in the initial years of the Primary Capital Programme, with Diocesan representatives involved where appropriate. Further initial feasibility studies have been commissioned at 9 secondary and 3 special schools in relation to the BSF programme.

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.

Review Asset Management Data

The need for accurate and regularly updated asset management data for all schools is recognised in order to ensure that the LA can strategically target limited resources. The LA is therefore improving the data held by procuring a new interactive asset management database which schools will be able to interrogate and update with details of work undertaken by the school, in addition to work procured centrally by the LA. This new database is also being introduced for non-schools assets by the LA Technical Support Consultant thus providing a unified asset management database for the first time. This will assist in the aim of ensuring that the maximum potential is achieved from the investment in schools by looking at the potential to link this investment with other community needs and assets.

Capacity

The LA is developing a corporate property management team for the 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

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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 project on succession planning for Headteachers of the future 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.

ICT

It is recognised that ICT is a key driver for transforming education, particularly in its 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. Building and services design will need to take into account the ICT Strategy and be sufficiently flexible so that current investments are future proofed against rapidly changing ICT developments.

Finance

The Investment Strategy aims to build on the recent success of accessing targeted capital funding. However as a floor authority for Revenue Support grant purposes there is an affordability gap in being able to take-up most of the supported borrowing allocations for general schools building purposes. It is recognised therefore that it will be important not to create a two-tier investment approach, potentially differentiating between those schools that receive a complete or majority rebuild, contrasted with those schools for whom minimal funding is available to deal with basic condition need.

The following sources of funding will be joined up to maximise the impact of the integrated BSF/PCP Strategy:

- Capital receipts from disposal of land
- Primary Capital Programme allocations
- SEN capital reserves
- 10% governors contribution for VA schools
- Modernisation allocation (wef 2010-11)
- Extended schools
- Children's Centres
- ICT Harnessing Technology Grant
- LCVAP
- 14-19 Diplomas & SEN and disabilities
- Targeted Capital bid for School Meal Kitchens
- Section 106 (educational contribution from new housing developments)

Schools receiving major investment (50% or more rebuild) will be expected to contribute 80% of their Devolved Formula Capital funding for 3 years (based on the higher pre-modernisation allocation).

It is estimated that funding in excess of £13.6m will be available for the Primary Capital Programme in the first two years (of which £8.4m is the PCP Grant), with a minimum further £3m in the twelve future years totalling a minimum £50m.

Procurement

There is no one procurement method due to the significantly different scale of investment in individual projects. The approach used will be appropriate for the scale of each project. On the whole it will be traditional procurement. For larger projects we will draw on our experience of a two-stage negotiated tender approach which increases the involvement of the contractor, and helps to achieve better value for money solutions.

The LA has recently appointed a panel of multi-disciplinary design consultants who would act as our agents for the design and procurement for the initial stages of the programme. There is the expectation that the future procurement of the PCP will be routed via a Local Education Partnership once Kingston is in the Building Schools for the Future programme. The LA is currently considering a joint procurement approach with another local authority for whole of BSF using a single joint-authority LEP. The benefits of sharing the costs of establishing a LEP and the advantages in undertaking procurement jointly are recognised by the Executive who support this approach.

The recent large-scale ICT procurement for our One School BSF pathfinder and the rebuilding of a primary school has provided a blueprint specification and procurement expertise for the future. It is our intention to continue to procure ICT using either the BECTA or Catalyst frameworks.

A core project team comprising representatives from the school, LA, and design consultants would be established for each remodelling or rebuild project and would be fully involved in the preparation of the brief, design specification, selection of the main contractor, and monitoring the progress of the project. Where appropriate the contractor would join the core project team to ensure a partnership approach to the successful delivery of the project.

Design

The specification and design of all projects would be developed using a core project group, and for larger projects would also involve pupils and the wider community. This LA aims to ensure that all new school buildings are not only functional but add value to the community, and an elected member undertakes the role of Design Champion.

Using the lessons learnt from our One School Pathfinder project we will continue to seek external input and challenge to our projects as they progress. We will seek the views of CABE (the Commission for Architecture and the Built Environment) regarding early design proposals and use the recently established role of Client Design Adviser added into the contract specification of our panel of approved building professional consultants. In addition we will use DQI workshops to ensure that as the design develops we are addressing our original specification and maximising the potential from the project.

Sustainability is a high council priority. We will ensure that all projects achieve a BREEAM rating of at least very good (but will aim for excellent where resources permit this), and maximise the reduction in carbon emissions.

The use of creative and sustainable design to enhance the delivered curriculum will be maximised. This will be particularly important in considering external play and curriculum areas.

The review of the school estate, together with our LA wide asset management review provides the opportunity to align different investment priorities and co-locate services in community hubs based on local identified needs. The aim is to create flexible, accessible accommodation for use throughout the year and during evenings by the schools and the wider community.

Initial Priorities

In the first 2 years we will prioritise the following projects:

(1) Sufficient school places – additional forms of entry, initially on a temporary basis until it is possible to confirm the likely sustained increased level of demand (late-Autumn 2008). Section 106 funding will be available to contribute to part of the costs.

(2) Co-location of Castle Hill Primary School on the Buckland Road site.

(3) Kitchen & Dining facilities – a targeted capital bid submitted for 7 hub kitchens that would provide hot, locally cooked meals. A minimum of 14 (29%) schools would benefit from the proposal - but this could increase to 23 (48%) depending upon the reach of each hub kitchen.

(4) Additional SEN provision needing to be commissioned (some existing capital programme / revenue funding available)

(5) Tolworth Infants & Juniors – Integrated dining facilities, Children's Centre and community hub (after school club / community learning, breakfast club, holiday provision / Youth provision and possible social housing). Some existing capital programme funding is available to contribute towards this scheme.

Our other priorities during first 4 years will be:

(1) Co-location of Christchurch New Malden onto a single site

(2) Nursery provision – additional space needed to offer longer sessions / increased flexibility for parents.

(3) Schools identified as priority for investment using Priority Matrix:

- King Athelstan Primary
- Ellingham Primary – options will include exploring a campus approach linked with the BSF Strategy (Primary, Secondary and Special Schools)
- St Josephs Primary
- Lovelace Primary
- Tolworth Junior
- Green Lane Primary
- Burlington Infants
- Mount Primary
- Corpus Christi RC Primary

(4) Phased approach to external play and curriculum spaces (based on Prioritisation Matrix)

(5) Phased approach to extended schools accommodation (based on Prioritisation Matrix)

The above priorities provide for targeting of PCP investment to areas of deprivation, in particular Castle Hill Primary, Ellingham Primary, Tolworth Infants and Juniors, King Athelstan Primary, St Joseph's and The Mount Primary.

ANNEXES:

- Risk Management Assessment
- Consultation Schedule
- Prioritisation Matrix
- Template – core data on initial priorities