1 Purpose of the Report

The purpose of this report is to advise on progress on the Building Schools for the Future (BSF) Programme and seek your approval to submit the revised Strategy for Change – Part 1.

2 Recommendations

You are recommended to:

2.1 Approve the revised BSF Strategy for Change – Part 1 document, included as appendix 1 to this report;

2.2 Delegate authority to the Directors of Children, Learning & Young People and Finance and ICT, in conjunction with the Cabinet Member (Children, Learning and Young People), to approve any minor changes to the Strategy for Change Part 1 document after this approval; and

2.3 Approve the appointment of Bevan Brittan as legal advisors and waive the requirements of standing order F8 in respect of this appointment, and note the appointment of Grant Thornton as financial advisors to the programme as set out in paragraph 3.4 of this report.

3 Information/Background

3.1 Strategy for Change

3.1.1 Coventry was notified in December 2006 that it had been allocated to BSF Wave 4, after demonstrating its ‘Readiness to Deliver’. A draft of the Strategy for Change Part 1 was approved by Cabinet on 6 February 2007. Further work has now been undertaken on the draft which is presented for your approval (Appendix 1).
3.1.2 BSF will transform educational provision in Coventry and in so doing contribute to significant improvements in standards of achievement. The BSF programme will be implemented through a series of phased projects which reflect the City Council's priorities to improve educational attainment and to address its core Asset Management Plan priorities. It is intended that the programme will include a number of community secondary school rebuilds through the Private Finance Initiative (PFI), one academy, to be constructed as part of the Swanswell Learning Quarter regeneration initiative, a major programme of refurbishment of other community schools and a major redevelopment of ICT infrastructure. The BSF programme will cover all secondary (including Voluntary Aided) and secondary special schools (including Pupil Referral Units). An expression of interest for the Swanswell Academy has been submitted to the Department for Education and Skills. Two new broad spectrum special schools co-located with two existing mainstream secondary schools, will also be built to replace three existing special schools.

3.1.3 The Strategy for Change (SfC) is the first stage in the BSF process, and captures the City Council's strategy for 11-19 education and inclusion, ambition to develop an ICT infrastructure to support e-learners across all secondary schools, requirements that the strategy places on the school estate and Further Education (FE) and the City Council's duty to promote diversity and choice in the provision of schools for children and young people in the city. An Outline Business Case can only be submitted once the Strategy for Change has been approved.

3.1.4 The Strategy for Change ties together local education and estate strategies, and must capture:

- How the expectations of Government policy will be met
- Key objectives of local education and corporate strategies
- What requirements these objectives place on the school and FE estate and ICT infrastructure, and how BSF and Learning and Skills Council (LSC) investment will meet those requirements; and the change management plans to support implementation and delivery

3.1.5 The Strategy for Change is split into two parts. Part 1 deals with key challenges and objectives. It must show the scope of the City Council's BSF transformation plan. It is the 'what is to be done' component. This is the subject of this report and should be submitted by 31 July 2007.

3.1.6 Part 2 of the Strategy for Change deals with detail and delivery. It will add contextual, qualitative and quantitative information to Part 1, showing how the authority intends to achieve its objectives. It is the 'how it will be done' component. This will be the subject of a subsequent cabinet report, and submission is expected by 19 December 2007.

3.1.7 Since February, we have made significant revisions to SFC Part 1. These revisions reflect the challenge made to our plans by Partnerships for Schools (PfS), the Department for Education and Skills (DfES), and the Office for the Schools Commissioner (OSC). They have sought to test that our Strategy for Change is well thought through, will deliver educational transformation, meets the City Council's duty to provide diversity and choice in the organisation of schools, and will meet the educational needs of children and young people in Coventry through the next decade and beyond. Discussions have centred on agreeing projected pupil places for 2016, and plans for school organisation and supporting school improvement in Coventry.

3.1.8 The SfC Part 1 has therefore been revised to reflect these discussions, and is appended to this report.
3.2  **Pupil Places**

3.2.1 The level of pupil places required in 2016, now agreed with PfS, reflects the city’s plans for growth over the next twenty years. These are detailed further in paragraph 5.4.2.

3.2.2 A rigorous model has been developed to project the number of secondary places which would be required in 2016. This takes into account the impact of housing growth based on known and planned developments to date, and the current trends in migration.

3.2.3 The model anticipates a pupil population of 23,387 across the city’s secondary and secondary special schools in 2016. In September 2006, the comparative figure was 21,635 students. The model therefore forecasts an increase of 1,752 (8%) students over the next ten years which reflects the growth agenda for Coventry as set out in the West Midlands Regional Spatial Strategy (refer to paragraph 5.4.2).

3.2.4 The anticipated numbers on roll in 2016 are split into 16,194 11-16 places, 4,344 post-16 places and 2,849 specially resourced places for the purpose of calculating the overall BSF funding allocation. This post-16 figure has been discussed with the local LSC. The overall figure, and the model that sits behind it, has been discussed and agreed by Partnerships for Schools. The SEN numbers within this projection have been discussed and agreed with the DfES SEN Regional Advisor. DfES School Organisation and the OSC have also been consulted on these projections. These will be kept under annual review.

3.2.5 This growth allows us to base our estate projection on the current number of secondary schools but this will be kept under review as we move through the programme, with the possibility of revising our phase 2 plans should numbers rise/fall outside our current planning projections.

3.3  **School Organisation and School Improvement**

3.3.1 Under the Education and Inspection Act 2006, the role of the City Council has been strengthened with regard to school improvement and challenging schools to improve. The City Council also has a duty to promote diversity and choice in the organisation of schools and to assist parents in making choices.

3.3.2 The Department for Education and Skills, and the Office for the Schools Commissioner wish to promote diversity and choice through widening the range of governance arrangements for schools, for example by developing academies and trust schools. The City Council has no powers to impose trust arrangements on a school, even where a school is causing concern to OfSTED or the City Council. As members are aware, we have no schools in Coventry in these categories. The City Council’s role is to assist schools in exploring trust status. The decision to proceed must be taken by the school governing body.

3.3.3 The discussions with and expectations of the DfES and OSC have been shared with secondary headteachers. We have explored with headteachers how to extend diversity and choice within the city, and whether there are schools which might benefit from trust status by bringing the energy of new partners to the school and through the schools’ greater autonomy.

3.3.4 Trust schools are foundation schools with a charitable trust, very similar to the four existing voluntary aided secondary schools in the city, e.g. Blue Coat CE and the three Catholic schools. The trust must be set up as a charity and is not allowed to make a profit from the school. The trust could include a single higher education institution, charity, voluntary group, a charitable arm of a single private company or body, or a number of external partners. The City Council can be part of a trust. Some types of companies are explicitly ruled out – for example,
tobacco or gambling companies. Further details regarding Trust schools are set out in Appendix 2.

3.3.5 Headteachers were generally supportive of schools, for whom trust status could bring additional benefits, exploring this route. They would want this additional diversity to be explored within the successful collaborative arrangements that exist within the city. We have discussed the potential of having a trust school within each of the four 14-19 federations. The City Council would wish to be part of any trust arrangements, which would ensure continued support from the City Council for its schools.

3.3.6 A number of governing bodies are at the very early stages of considering whether trust status could bring any benefits to their school and whether they would wish to explore this further. The City Council has offered to support these governing bodies in their consideration of this matter.

3.3.7 The City Council has a strong track record for effectively supporting schools to improve. Successful strategies have included:

- Providing targeted support for those priority schools and departments that have achieved lower than expected results;
- Facilitating the use of new types of progress data in order to help schools to monitor students' progress and identify the best ways to help them to improve;
- Making effective use of assessment for learning techniques, linked to the development of appropriate classroom pedagogy and the clear identification of individual and group learning needs;
- Helping schools to meet the needs of key underachieving groups such as looked after children, underachieving minority ethnic groups, higher attaining students, boys and transient students. This includes supporting the 15 schools who have joined the national 'Breakthrough Programme' in order to improve the attainment of boys;
- Promoting the wider use of successful academic mentoring programmes and facilitating further support for students, both individually and in small groups, by a range of adults including learning assistants, mentors and teachers;
- Enabling schools to plan more effective intervention programmes, including key literacy and numeracy intervention programmes;
- Helping students to understand what they need to do to succeed in their examinations and assisting schools to review their study and coursework arrangements, plan effective revision programmes and make materials available electronically for students to use at home;
- Providing students with a broader range of courses, experiences and qualifications, especially by continuing to increase the provision of vocational courses across the 14-19 age range and providing greater opportunities for students to participate in work experience;
- Helping schools to tackle poor and disruptive behaviour by some students; and
- Developing an extended schools programme in order to develop provision for students, their families or carers, and the local community outside the normal school day.

The opportunity provided by BSF will greatly enhance this work on school improvement, by:

- Further collaboration through BSF between key education providers, including schools, further and higher education, Connexions, and training providers, so that students are provided with a broad range of opportunities;
- Effective links with key local agencies such as Social Services, the Health Service, the Police, housing and neighbourhood organisations and the voluntary sector, so that students' learning is underpinned by more extended provision;
- More personalised approaches to learning, supported by appropriate work areas, providing opportunities for small group and individual tuition, effective use of progress data, more consistent application of assessment for learning techniques and greater deployment of academic mentors, so that each student makes the maximum possible progress;
- An innovative programme of 11-19 curriculum change that will deliver the key outcomes of the national review of the KS3 curriculum and the 14-19 reforms, so that students will develop the skills that they need to learn effectively and participate fully in society;
- The provision through BSF of stimulating and creative learning environments, particularly by investing in new buildings and the effective use of information technology, so that students are fully engaged in their learning; and
- The effective implementation of the City's SEN and Inclusion Strategies, including the development of co-located broad spectrum special schools and improvements in provision for disaffected students, so that all students benefit from the transformation in provision.

3.4 Appointment of External Advisors

3.4.1 The BSF Programme Board has identified a need to appoint specialist educational, ICT, financial, legal and technical advisors with specific experience of BSF to initially contribute to the preparation and validation of the Strategy for Change and Outline Business Case. This is consistent with the procurement strategy recommended by the government and national advisory bodies.

3.4.2 The wider commercial perspective and relevant experience offered by external BSF advisors is currently not available in-house. It is not the intention, however, to rely exclusively on external advice. Your officers will consider and document all the skills inputs which will be required. In-house expertise has been taken into account, particularly arising from our experience with PFI (Caludon Castle, New Homes for Old, Streetlighting) before defining the precise role to be played by the external advisors.

3.4.3 All external advisors will be expected to work alongside the in-house team, supplying those competencies and capacities not available within existing council departments. This complementary sharing of responsibilities will not only be more economic but also enable the in-house team to acquire specialist knowledge and skills for the future so that, in the event of any subsequent procurements, there is less dependence on external advisors.

3.4.4 Financial Advisors

The three contractors appointed to the Council's Financial Advisor Framework Contract were invited to tender. The tenders received were evaluated against criteria agreed by the programme team, which focused on quality and price.

Your officers have appointed Grant Thornton as financial advisors.
3.4.5 Legal Advisors

Firms on the national DfES framework contract were invited to submit an expression of interest. Seven first stage tenders were received and evaluated against quality and proposed fee criteria. Four firms were subsequently invited to submit formal tenders, but one withdrew due to capacity issues. The remaining three firms were evaluated against criteria agreed by the programme team, which focused on experience, quality, capacity, availability, accessibility, price and best fit with in-house resources.

Your officers have appointed Bevan Brittan subject to your approval.

4 Proposal and Other Option(s) to be Considered

4.1 A draft revised Strategy for Change – Part 1 is attached as appendix 1 to this report. You are asked to recommend this for submission to Partnerships for Schools and the Department for Education and Skills by 31 July 2007.

5 Other specific implications

<table>
<thead>
<tr>
<th>Implications (See below)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Neighbourhood Management</td>
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<tr>
<td>Best Value</td>
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<tr>
<td>Children and Young People</td>
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<tr>
<td>Comparable Benchmark Data</td>
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<tr>
<td>Corporate Parenting</td>
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<tr>
<td>Coventry Community Plan</td>
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<tr>
<td>Crime and Disorder</td>
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<td>Equal Opportunities</td>
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<td>Impact on Partner Organisations</td>
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<td>Information and Communications Technology</td>
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<td>Legal Implications</td>
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<td>Race Equality Scheme</td>
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<tr>
<td>Risk Management</td>
<td>✓</td>
</tr>
<tr>
<td>Sustainable Development</td>
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</table>
5.1 Best Value

The BSF programme will be delivered by the programme team in accordance with the principles of Best Value. Both DfES and PfS will need to approve the Strategy for Change and Outline Business Case before procurement begins. At each stage, the achievement of Best Value by the programme will be scrutinised both externally and internally. This will ensure that the objectives of the programme are met in terms of delivering the Council's strategic vision for the service and maximum value for money is achieved. The programme team will utilise any appropriate benchmarking data covering key performance indicators associated with school cost, quality and timeliness. The Local Education Partnership (LEP) model is the preferred procurement route of DfES.

5.2 Children and Young People

This programme will make a significant contribution to improving the outcomes for children and young people as set out in the Children and Young People’s Plan. The new teaching and learning facilities developed under BSF will create a positive and stimulating teaching and learning environment, which is inclusive and encourages an atmosphere of lifelong learning.

5.3 Coventry Community Plan

BSF will support the key objective of the Coventry Community Plan to ‘bring together resources, energy and creativity of key organisations, groups, communities and people to work to meet the economic, social and environmental needs of the City of Coventry and the health and well-being of its people’. The Council is committed to ‘a city where people feel safe and confident and no-one is disadvantaged by the neighbourhood in which they live’. The plan sets out the City's priorities for investing in young people, with targets to reduce the number of young people who leave school without any qualifications and to meet the government's educational attainment targets for young people. Specifically, this programme will support priorities 1-4 of the Coventry Community Plan.

5.4 Finance

5.4.1 The total estimated programme delivery costs are £4.225m over the three year period of 2007/8 to 2009/10. Of this, £1.661m has been identified from within existing budgets which currently support existing BSF staff, and a further £608k from centrally held Schools Block Reserves. The net shortfall is therefore £1.956m. A funding strategy for this was agreed at the Cabinet meeting on 6 February 2007.

5.4.2 At a previous cabinet meeting on 3 October 2006, an indicative funding envelope of £290.1m for buildings and a further £28.4m for ICT was reported. In December 2006, PfS advised a revised indicative allocation of £113.8m for the rebuilding, remodelling or refurbishment of ten schools, with an additional £11.5m for ICT. This represents the first phase of our BSF programme. The final overall allocation will evolve as plans for the school estate are developed as part of the Strategy for Change process. Revised pupil projections for 2016, taking into account the intended growth of the city, have now been agreed with PfS and will be fed into the Funding Allocation Model. These take into account the effect of option 2 of the

<table>
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<th>Trade Union Consultation</th>
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West Midlands Regional Spatial Strategy and Coventry's commitment as a Growth Point, which anticipates a minimum of 9,000 additional dwellings being constructed by 2016. As a consequence, overall pupil numbers are now forecast to rise from just over 21,000 in 2006 to almost 23,500 in 2016. This will significantly reduce the level of surplus places within the secondary phase, particularly in those schools which will be directly affected by increases in the number of dwellings within their catchment area. Given the uncertainties around forecasts and the potential impact of new academies, it has been agreed with PfS that pupil numbers will be kept under annual review.

5.5 Human Resources

Consultation and information will need to be made available to all staff affected by any schools deciding to go forward with Trust status. Staff would transfer their employment in accordance with the Transfer of Undertakings (Protection of Employment) Regulations (TUPE) 1981.

5.6 Legal

Your approval to waive Standing Order F8 is required because the legal appointment has been secured using the PfS framework arrangements, which did not require advertisement. Appropriate written contractual arrangements will be put in place by the Legal and Democratic Services Directorate in accordance with the BSF Framework Agreement order requirements.

5.7 Trade Union Consultation

The City Council will consult the trade unions in progressing the BSF programme through established forums.

6 Monitoring

A programme governance structure has been put in place to deliver BSF, including a Programme Board, Programme Team, Stakeholder Board, and Members BSF Scrutiny Review Group. The Programme Board will have a key responsibility for monitoring progress.
7 Timescale and expected outcomes

<table>
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<th>Date</th>
<th>Phase</th>
<th>Activities</th>
</tr>
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<tbody>
<tr>
<td>By 31 January 2007</td>
<td>Programme inception</td>
<td>Mobilise programme resources; appoint advisors, Programme Initiation Document</td>
</tr>
<tr>
<td>By 31 July 2007</td>
<td>Strategy for Change Part 1</td>
<td>Strategic overview, school and FE estate summary, Gateway 0,</td>
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<tr>
<td>By 19 December 2007*</td>
<td>Strategy for Change Part 2</td>
<td>Detail on delivery for PfS/DfES</td>
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<td>By mid 2008*</td>
<td>Outline Business Case</td>
<td>Gateway 1, submit OBC for approval by PfS/DfES</td>
</tr>
<tr>
<td>By mid 2008*</td>
<td>Prepare to procure</td>
<td>Prepare procurement documents including OJEU</td>
</tr>
<tr>
<td>By end 2009*</td>
<td>Official Journal of the European Union (OJEU) process</td>
<td>Publish OJEU notice, Bidders’ Day, Pre Qualification Questionnaires, issue and evaluate Invitation To Participate in Dialogue (ITPD) &amp; shortlist bidders, issue Invitation To enter Competitive Dialogue (ITCD), evaluate bids, finalise and issue Invitation To Submit Final Bids (ITSFB), Gateway 2, appoint preferred bidder, Full Business Case approval, contract close, financial close</td>
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<tr>
<td>Late-2009*</td>
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<td>Commense construction</td>
</tr>
<tr>
<td>September 2011 (earliest)*</td>
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<td>First new schools open</td>
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* Provisional dates only.

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<td>Council Consideration</td>
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List of background papers

Proper officer: Director of Children's, Learning & Young People's Services

Author: Ashley Simpson, BSF Programme Manager,
(Any enquiries should be directed to the above)

Other contributors:
Colin Green
Ruth Snow
Chris West
Franziska Empl
Tom Webster
Barry Hastie
Rosalyn Lilley
Neelesh Sutaria

Papers open to Public Inspection

<table>
<thead>
<tr>
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Section 1: A map/table/chart to show each school, stating current type and type after BSF involvement

A table with information on each school can be found in Appendix A.

Section 2: Strategic Overview of existing school and FE provision and proposals for change

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

The Children and Young People’s Partnership has been effective in co-ordinating the different workstreams associated with the Every Child Matters outcomes, and our 2006 Joint Area Review (JAR) found that our children:

- Are healthy, and there is a co-ordinated approach to promoting healthy lifestyles (graded 3 – good)
- Are safe, and there are strong partnership arrangements to address the needs of vulnerable children (graded 3 – good)
- Achieve well, children with learning difficulties make good progress, and attendance is improving (graded 3 – good)
- Have outstanding opportunities to make decisions, take personal responsibility and actively engage with services and partners (graded 4 – outstanding)
- Achieve economic wellbeing and are well prepared for working life (graded 3 – good)

The JAR noted that educational attainment in Coventry compared favourably with similar areas. Results are generally improving, but there is variation between schools in the amount of ‘value added’ for students aged 11-16. We have developed a clear and robust school improvement strategy in partnership with key stakeholders. Our support and challenge for school improvement has been validated by the National Secondary Strategy, and we have been awarded good or outstanding ratings for all of the Strategy’s qualitative school improvement indicators. The City’s partnership approach to school improvement has resulted in no schools in any OfSTED formal category since 2003, which is a significant achievement. We therefore have a strong track record for effectively supporting and challenging schools to improve. Successful strategies have included:

- Providing targeted support for those priority schools and departments that have achieved lower than expected results;
- Facilitating the use of new types of progress data in order to help schools to monitor students’ progress and identify the best ways to help them to improve;
- Making effective use of assessment for learning techniques, linked to the development of appropriate classroom pedagogy and the clear identification of individual and group learning needs;
- Helping schools to meet the needs of key groups, such as looked after children, underachieving minority ethnic groups, children in poverty, higher attaining students, boys and transient students. This includes the 15 schools who have joined the national ‘Breakthrough Programme’ in order to improve the attainment of boys;
- Promoting the wider use of successful academic mentoring programmes and facilitating further support for students, both individually and in small groups, by a range of adults, including learning assistants, mentors and teachers;
- Enabling schools to plan more effective intervention programmes, including key literacy and numeracy intervention programmes;
- Helping students to understand what they need to do to succeed in their examinations, and assisting schools to review their study and coursework arrangements, plan effective revision programmes, and make materials available electronically for students to use at home;
- Providing students with a broader range of courses, experiences and qualifications, especially by continuing to increase the provision of vocational courses across the 14-19 age range and providing greater opportunities for students to participate in work experience;
- Helping schools to tackle poor and disruptive behaviour by some students; and
- Developing an extended schools programme in order to develop provision for students, their families or carers, and the local community outside the normal school day.
Analysis of the 2006 results at Key Stage (KS) 4 5A*-C, including English and Mathematics, shows that Coventry students made better than typically expected progress, and that the percentage of students gaining these grades has risen by 4% over the last two years. In 2006, the percentage of students obtaining this measure was 1% above the Fischer Family Trust (FFT) estimate for similar students in similar schools.

The percentage of students gaining KS4 A*-C in the core subjects was 2.9% above the FFT estimate, and this was judged to be significantly higher than anticipated. Coventry again had its highest ever percentage in students achieving 5 A*-C grades at KS4, without the inclusion of English and Mathematics, but the city did not keep pace with the increase in the national average. Whilst it remains a priority to improve this measure, it should be noted that it is difficult to make secure comparisons with the KS4 performance of schools in other authorities because of the adverse statistical effects of the early decision of most of the city's schools to move away from the provision of GNVQ qualifications.

In 2006, we had only one school below the future DfES floor target of 30% of students achieving 5 A*-C, and there have been significant improvements in students’ progress from KS2 to KS4 in the city's high priority schools. Eight schools obtained results below 30% 5A*-C including English and Mathematics, and it is a key priority to reduce the number of schools below this second threshold, in anticipation of this becoming a government floor target at some point in the future. Five of these eight schools are within 5% of this figure, and are therefore well placed to achieve the threshold within the next three years. Four of the eight schools achieved 5A*-C, including English and Mathematics, results that were above the FFT estimates for similar schools, and one school achieved results within 1% of the estimate. However, three of these eight schools achieved results that were more than 2% below these FFT estimates. It is therefore a key priority to ensure that each of these schools exceeds the FFT estimates for similar schools, and that students in all eight schools achieve top quartile progress measures as soon as possible. Five of the eight schools achieved DfES contextual value added (CVA) scores for progress from KS2-4 that were at least equivalent to the middle 20% of schools nationally or better. None of the eight schools achieved CVA scores in the bottom 20%, with one being in the bottom 25%. The average KS2-4 CVA score for the eight schools improved by 13 points from 987.5 in 2004 to 1000.5 in 2006, which demonstrates the recent impact of the City's school improvement strategies in targeted schools.

In KS3, the percentage of students achieving level 5+ in English has risen by 9% since 2002, and the percentage of students achieving the same level in Mathematics has risen by 11%. Analysis of the 2006 data indicates that, during KS3, students made typically expected progress (the FFT expectation for similar students in similar schools) to level 5+ in English, Mathematics and Science. Progress to level 6+ was significantly above expectation in Mathematics, below expectation in Science, and significantly below expectation in English. It is therefore a priority to improve the performance at higher levels and grades, particularly in these subjects.

Coventry has successfully narrowed the attainment gap for most underachieving groups, including 14 year old Bangladeshi students in Mathematics and Science, and for 16 year old Pakistani and Black Caribbean students. A high proportion of students are retained in education and training, and achievement rates for most 16-19 year olds are improving.

There is a broad and diverse range of schools in Coventry, which includes 19 community schools, of which there are 3 Catholic schools, a Church of England school, 2 single sex schools, larger and smaller sized schools, 5 secondary special schools and 5Pupil Referral Units. One academy has reached the stage of the funding agreement being finalised, and there are plans for a second academy within the Swanswell Learning Quarter. A consistent admissions policy is in place across the city’s schools. There are strong arrangements in place for the governance of individual schools and Federation governing committees for each of four 14-19 Federations. This provides a rigorous and clear basis for collaboration and partnership with access to diverse educational provision of the highest quality for all young people, regardless of which school they are admitted to at age 11. Coventry's secondary admissions system continues to enable a high level of parental preferences to be met. 92% of parents receive their first choice secondary school. Following a successful consultation on our Strategy for Inclusion and Special Educational Needs (SEN), the City Council has approved plans to transform our special school provision, increasing the opportunities for greater inclusion and integration, and improving the access for young people to specialist support for learning difficulties and disabilities.

We are committed to working with headteachers and governing bodies to increase the diversity of provision. Support is currently being provided to schools to help them to explore their vision of the ways in which trust status can enhance the distinctive contribution of the school. We are co-ordinating a network for headteachers who are interested in trust status, together with facilitating contacts with key members of the Specialist Schools and Academies Trust (SSAT) trust division. We are also currently brokering conversations...
between governing bodies and potential trustees, including higher education, further education, training providers, businesses, charities, and public bodies and the City Council. A number of governing bodies are investigating the possibility of identifying trustees who will enhance the specialism of the school. This will further enhance the contribution of the 17 out of 19 secondary schools which have specialist status. Two schools are currently applying for specialist status and all these specialisms have been mapped across each Federation area in order to ensure that a broad range of provision is available in each area. Schools are considering the opportunities available to apply for a second specialism.

There is a history of partnership working and a mutual commitment to a process of continual improvement from all our partners. Schools, colleges, Coventry City Council and other key local organisations, including the Learning and Skills Council (LSC), Primary Care Trust (PCT), Diocesan Authorities, and Connexions, have worked together for a number of years. There are two Teaching and Learning Partnerships, with each partnership embracing two 14-19 Federations, encompassing all secondary and secondary special schools, two general FE colleges, the national college for young people with disabilities, training providers and the LSC. The Federations offer fair access to a broad range of opportunities across the city. They collaborate to provide accessible, personalised 14-19 education, and are now working to implement specialist diplomas to further widen the available choice. There are also a number of additional supporting programmes, including Excellence in Cities, Specialist Schools, Leading Edge, Creative Partnerships, Healthy Schools, Schools Sports Co-ordinators, Secondary Strategy and National Education Breakthrough programmes. All of the recent OfSTED inspections have recognised the outstanding quality of this partnership working.

The current priority areas to address include:

- Improving attainment so that significantly more Coventry schools achieve at least 30% 5 A*-C, including English and Mathematics;
- Significantly increasing the number of Coventry schools where students make progress, from KS2-4, which is commensurate with the progress made by the top quartile of similar students in similar schools. This will also enable a higher proportion of Coventry schools to meet the SSAT criteria for high performing schools so that they can build on their specialist schools status by taking up a second specialism, training school or leading edge status;
- Improving inadequate school buildings which impact on student outcomes;
- Reviewing provision for higher attaining students;
- Reviewing facilities for disaffected students;
- Further improving progress of key underachieving groups, including looked after students, boys, students living in poverty, transient students and identified underachieving minority ethnic groups;
- Improving the use of ICT to support learning across the curriculum;
- Continuing to develop partnerships with employers and training providers to introduce the full range of specialist diplomas and expand the range of vocational options available at Level 1; and
- Introducing key elements of the Extended Schools Core Offer for extended provision (see (b)) into all secondary schools by 2010.

Our Strategy for Change will build upon the firm foundation of successful improvement through challenge, collaboration and partnership. Further diversity of provision will be built on this successful model, which will be developed through a range of strategies, including the co-location of special schools with our mainstream provision, the development of specialist provision for hard to engage students, and the location of multi-agency teams on school sites.

b) What added value will BSF investment provide to local educational outcomes – within and beyond the school day?

BSF will enable Coventry schools to significantly improve attainment and meet the City Council's twin targets of achieving excellence and equity. Excellence is viewed as ensuring that every student makes the maximum possible progress, and that the City achieves top quartile estimates for each of the key published progress measures. Equity is seen as ensuring that every school exceeds the DfES floor targets, including a possible future target of 30% 5A*-C including English and Mathematics at KS4, and that underachieving groups significantly narrow the gaps with city and national averages.

The BSF investment will make a key contribution to the achievement of these twin excellence and equity targets. It will enable every city school to reach the challenging targets for 2016, outlined in Appendix A. These are based on the premise that students in every Coventry school will, on average, make top quartile progress by 2016.
The BSF investment will help schools to achieve this by:

- Facilitating a system-wide focus on effective school improvement strategies linked to the agreement of challenging targets for 2016, including robust targets for key underachieving groups;
- Enabling young people to meet their personal targets and aspirations by enhancing the range of curricular opportunities and by facilitating innovative approaches to curriculum access and delivery;
- Providing stimulating learning environments based on creative building designs, which are linked to a clear vision of practical ways to provide a more personalised curriculum;
- Enabling the effective use of ICT to track students' progress, create a rich and innovative curriculum, and foster more independent learning;
- Facilitating the provision of appropriate 14-19 facilities, so that greater numbers of students can successfully achieve applied learning qualifications;
- Helping schools to develop more inclusive provision, including more effective collaborative support for disaffected students;
- Provision of high quality 21st century learning environments which are flexible, adaptable, suitable and sustainable.

Our vision for the development of extended schooling, including provision beyond the school day, is that, by 2016, all secondary and secondary special schools will, as a minimum, provide extended access through Neighbourhood structures, which enable community access to council services from specific localities within the city, to the following elements of the 'Core Offer':

- A varied menu of before and after school activities, including study support and homework clubs. This may include sport, music tuition, dance, drama, arts and crafts, special interest clubs, visits to museums/galleries, learning a foreign language, volunteering, business and enterprise activities;
- Parenting support, including information sessions for parents at key transition points, Parenting Partnership Programme (Triple P) which targets parents/carers of vulnerable young people in a multi-agency approach, and inter-generational family learning sessions to allow students to learn with their parents;
- Swift and easy referral to a wide range of specialist support services, e.g. speech therapy, Child and Adolescent Mental Health Services (CAMHS), family support services, intensive behaviour support, sexual health services and school based youth workers;
- More responsive support through the creation of new broad spectrum special schools offering outreach to local neighbourhood schools and multi-agency services working within their local community;
- Providing wider student and community access to Information and Communications Technology (ICT), sports and arts facilities, including adult education.

c) How does the authority propose to ensure choice, diversity and access for all parents and pupils in its schools? e.g. engaging with new external partners, developing greater competition in provision, providing greater community access to school facilities, etc

We are firmly committed to ensuring greater choice, diversity and access for all parents through four key approaches. These are:

- Developing two local academies. Significant work has been undertaken to accelerate the opening of the Grace Academy on the site of Woodway Park School, to open in 2008 subject to agreement by the School Adjudicator. The City has also invested significant time and resources in submitting an Expression of Interest on the proposal to replace Sidney Stringer with a Swanswell Academy. This academy would be jointly sponsored by Coventry City Council, City College, Coventry University, and Jaguar Cars.
- Supporting headteachers and governing bodies who wish to engage with a variety of key local partners in order to develop trust status. This will include discussions with local universities, further education colleges, businesses, charities, public sector organisations and the City Council. Trust schools would be developed within an agreed local framework extending the diversity within the 14-19 Federations and increasing the number of self governing schools.
- Further developing the diverse contribution of each specialist school and, as more schools meet the criteria for high performing schools as part of the BSF programme, encouraging schools to offer second specialisms.
- Providing opportunities for parents to choose more inclusive provision through the co-location of special schools with mainstream schools, and by developing enhanced resources for the inclusion of hard to reach young people in mainstream schools and centres.
• No newly established additional education provision is planned as part of the BSF programme. The two proposed broad spectrum special schools will replace the provision in three existing highly performing special schools. We will apply for exemption from the Secretary of State not to hold a competition for the provision of education in these schools.

The existing range of schools e.g. community schools, academies, faith schools, single sex schools, and special schools will continue to be available through BSF, and admissions authorities will use a consistent admissions policy. Further access to high quality provision will be enhanced by the extension of the current successful model of access through the Federation structures to additional specialisms across the 11-19 age range. The facilities provided at every school will be improved over the course of the programme. The new specialist diploma will be introduced to complement the existing range of academic and vocational courses on offer. Community access to facilities will be greatly increased, providing opportunities for whole family learning and adult education, plus social and leisure activities.

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

Our track record for successful early intervention is outstanding. The outcome that no Coventry school has been placed in any OFSTED category is due to the quality of challenge and effective collaboration, partnership and support. This will be the bedrock for further success with the additional impetus of new provision and further opportunities for wider partnership work.

We currently have a robust and effective school improvement strategy in place, with targeted early intervention and support to all secondary schools according to need, centred on the effective use of progress data to judge performance and set challenging targets for further improvement. The School Improvement Partner (SIP) programme operates effectively across all schools to promote and support self-evaluation for sustained improvement and self-management. A rigorous process is in place to identify and intervene in schools that are underachieving or causing concern. This is based on the robust analysis of key progress data, including Fischer Family Trust (FFT) and DfES contextual value added data. There is agreement with heads that telling data will be shared across all schools in the East and West partnerships. The progress of schools is regularly reviewed and robust programmes of tailored challenge and support are agreed with schools on an annual basis. Priority schools are identified at the start of each year, using established criteria, including proximity to floor targets and gaps with FFT estimates for similar schools, with eight schools currently identified as priority schools. There are also clear structures for agreeing Federation-wide 14-19 targets, and individual providers are challenged if students underachieve on identified courses. As a result of these rigorous intervention procedures, no Coventry schools have been placed in special measures, identified as having serious weaknesses or given a notice to improve, for the past 4 years.

This process will continue throughout the BSF programme and the list of priority schools will include any school with results below, or close to, Key Stage 3 and 4 floor targets, including a locally agreed floor target of 30% 5A*-C, including English and Mathematics. The list of priority schools will also include any underachieving schools with KS2-4 CVA scores close to or below the bottom quartile. Pupil tracking data will continue to be reviewed at least termly in each priority school. These discussions will also focus on the progress of vulnerable and underachieving groups, including looked after children, underachieving minority ethnic groups, children in poverty, higher attaining students, boys and transient students.

BSF will support this intervention programme by establishing clear improvement targets based on the achievement of equity and excellence. It will therefore add significant further value to well regarded local school improvement strategies. These strategies will be further reinforced through the provision of new, diverse and inspirational learning and teaching environments. Clear evidence from the previous rebuilds shows the impact of new and refurbished buildings on the motivation of both students and staff, leading to improvements in the quality of teaching and learning and improved performance. Best practice and expertise will continue to be shared across the Federation areas, focused on improving performance for underachieving groups, and this will be strengthened by significant investment in ICT through BSF.

e) 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?

The Teaching and Learning Partnerships have taken responsibility for developing approaches to personalised learning and these will be enhanced through the BSF programme.

The BSF programme will facilitate the effective delivery of the City's personalised learning strategy. This is centred around:
• Effective use of assessment for learning techniques, linked to developing appropriate classroom pedagogy, good use of progress data, and clear identification of individual and group needs;
• Careful use of targeted intervention strategies to meet the needs of underachieving groups and gifted and talented students through working in small groups, individual support, use of learning assistants and academic mentors;
• Ensuring that each student makes the maximum possible progress in developing key lifelong learning skills;
• A consistent emphasis on giving students a constructive voice, including opportunities to explore their preferred learning styles;
• The development of more innovative, flexible and relevant curriculum structures;
• The creative use of ICT to develop and enable appropriate independent learning strategies, including using learning platforms and personalised online learning space to support students at home, in the community and at school. ICT will be particularly important in tracking the progress of individual students;
• The development of a rich and diverse extended schools programme;
• The provision of appropriate access and choice across groups of local providers;
• Meeting the diversity of needs of SEN students

BSF will result in more flexible learning spaces and access to individual learning resources, including ICT technologies and opportunities for learning outside the school building and beyond the school day for all members of the community. These facilities will provide appropriately resourced environments, including 24 hour access to ICT via learning platforms. There will be more flexible timetables, and individual interests, aptitudes and learning styles will be facilitated through the diverse network of specialist schools and academies. BSF will also enable Coventry schools to continue to reform the curriculum. This will include:

• Focusing on ensuring more effective transition of the curriculum continuity between primary and secondary schools;
• Facilitating innovative 11-14 curriculum structures that develop key learning and social skills, foster more investigative learning, and link subjects together in different ways; and
• Preparing for the 14-19 reform programme, including collaboration with other providers to deliver the applied learning pathways and functional skills.

f) How will the authority ensure the effective delivery of the 14-19 entitlement in partnership with area LSC teams and local FE providers?

Coventry has a strong collaborative ethos and structure, which provides a secure foundation on which to implement the 14-19 entitlement. Regular and extensive joint working occurs between schools, FE colleges, training providers, Connexions, local universities, employers’ representative groups, the LSC and the City Council. There is a city-wide common post-16 timetable, which is being extended to 14-16 curriculum provision, and schools and colleges work together as part of the City's four Federations. BSF will add significant value to this reform programme. Through BSF, it is envisaged that there will be considerable opportunity for further collaborative 14-19 arrangements to support young people with learning difficulties and disabilities. Co-located special and neighbourhood schools will be able to create highly integrated post-16 provision, enabling these students to have wider access to further accreditation and high quality specialist teaching. In addition to their steering group and curriculum managers’ group, the Federations each have a joint committee of governors. Each Federation is also represented on the City's 14-24 Strategic Forum.

These collaborative arrangements enable diverse individualised provision, resulting in expected achievement at 16 of 5 A*-C including English and Mathematics, and the lowest ever figure for Coventry for the 2005/6 year 11 cohort not in education, employment or training in 2006 (4.9%).

The 14-19 Gateway submissions were supported by the relevant agencies and experts. We have approval to develop two of the first diplomas in 2008, another in 2009, and there are outline plans to offer all 14 specialised diplomas by 2010. The BSF programme will provide the key investment that will be needed in order to develop appropriate learning facilities and ensure that by 2013 up to 50% of students will be entitled to follow the applied learning pathway. It will therefore play a crucial role in delivering this aspect of the 14-19 reform programme. It will also play a key part in helping schools to improve functional skills in English, Mathematics and ICT. These reforms will be implemented in partnership with key providers and agencies, including schools, FE colleges, training providers, the LSC, employers and Connexions, and will
be supported through appropriate ICT provision. Each of these partners has agreed to map local provision, and the future development of applied learning facilities, within the BSF programme, will be based on a coherent and comprehensive audit of current and planned provision. We have identified resources to establish vocational centres.

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

The City Council and the Children and Young People's Partnership (CYPP) have established six strategic planning groups linked to the five national Every Child Matters outcomes, and a sixth locally agreed outcome. These groups will ensure that there is a coherent approach to planning and evaluating local provision across the City Council. Coherence is also being achieved through the operational planning structures of the Children, Learning and Young People's Directorate. Our Children and Young People's Plan has been reviewed and revised. It is our aim to make Coventry a city of safe, healthy and confident communities with a common sense of belonging, and where diversity is valued. The learning provision delivered by BSF will be inclusive, with resources accessible to children, young people, their families and the community. Twelve full service clusters involving all schools and other partners including the City Council and local NHS Trusts will provide access to the ‘core offer’, which includes wrap-around childcare, a varied menu of activities beyond the school day, parenting support, and access to specialist services such as speech therapy, CAMHS, and family support services. This will be based on a neighbourhood service model, structured to deliver accessible services from multi-disciplinary teams located within communities. The community will also have wider access to ICT, sports and arts facilities, including provision of adult education. New broad spectrum schools will have a particularly important role to play in delivering integrated services through their outreach and support functions and through co-located health services. Discussions are underway with health service providers as to how we will realise this ambition. The framework is in place to enable the co-location of services such as health centres, youth centres and other community provision.

BSF will therefore provide the opportunity for extended schooling to be significantly accelerated by enabling secondary and secondary special schools to develop innovative and flexible new facilities. This investment will provide key facilities that will enable schools to work more effectively with parents, their communities, and a range of other key local agencies. This process will be further enhanced by the development of electronic learning platforms across all Coventry schools.

h) How does the authority propose to champion the needs of all pupils, including those with SEN?

The BSF programme will provide significant opportunities to develop new school designs, in both mainstream and special settings, will ensure that there are appropriate facilities and resources for all students to learn and develop. Students will be fully involved and engaged in the development of proposals for each individual school within the Authority. Throughout the BSF programmes there will be a continued focus on improving the progress of vulnerable and underachieving groups, including looked after children, underachieving minority ethnic groups, children in poverty, higher attaining students, boys and transient students. This will build on the work with the National Education Breakthrough Programme to improve boys’ achievement together with the significant support for Looked After Children and underachieving minority ethnic groups. The support for higher attaining students will continue to be underpinned by a robust G&T action plan.

A number of schools already have good models of Learning Support Unit provision, which support a wide range of vulnerable groups, and this will be extended across all schools, and linked with Extended Learning Centres (Pupil Referral Units), organised on a neighbourhood basis. These will be supported by teachers, mentors and family support and youth and community workers, and will introduce greater flexibility and opportunities for more personalised learning.

A major review of SEN provision was completed in 2005, which secured commitment from a variety of stakeholders to an extensive reconfiguration of SEN provision. BSF will ensure that there will be two new broad spectrum schools, co-located on mainstream sites, for students with more significant special educational needs, replacing the provision in three special schools which cater for young people with learning and physical disabilities. These two schools will be rebuilt, redesignated as broad spectrum schools, and co-located on the site of two re-built mainstream secondary schools. This will result in more effective management of resources, which can be concentrated on those students who need the most support. More access will also be provided to opportunities in mainstream settings. The latest technological advances will be incorporated to support pupils with significant needs. Outreach services will be provided by special
opportunities for mainstream teachers to receive advice and training. Dual and part-time placements will be available for students in community schools who would benefit from additional specialist support.

Opportunities to access vocational and work related learning are being increased at KS4 for students for whom the usual curriculum arrangements are not effective, through the strong partnerships between schools, colleges and employers. Specialist support must reflect the needs of young people newly arrived in the city, tailored to their particular needs, and providing opportunities through which they can gain access to mainstream provision as quickly as possible.

The BSF programme will also enhance the City's capacity to cater for young people with the most severe and complex behavioural difficulties including the further development of a special unit within our BESD school providing a highly personalised curriculum, including vocational elements, counselling and family support. This provision will draw on the resources of agencies such as CAMHS, the Youth Offending Service and Connexions. The school for young people with complex social and communication difficulties will be enhanced, in line with the implementation of the SEN and Inclusion Strategy.

We fund additional support for looked after children, providing a variety of extra-curricular activities including mentoring, home tutoring and extra needs payments. All schools have designated teachers for looked after children, whose progress is regularly monitored and reviewed and given the highest priority by the LA.

i) What change management strategies are in place to achieve the authority's BSF vision (including Continuous Professional Development (CPD) and Workforce Reform in schools)?

Re-modelling the school and Local Authority workforce is essential to raising standards, freeing teachers to focus on teaching. Schools and the Local Authority have been actively working on the reform agenda, and are being supported by workforce reform advisors, the Schools Workforce Consultant and the Workforce Reform Reference Group. Training has been and will be provided to school and Local Authority staff and governing bodies. The changing workforce reflects the Every Child Matters agenda. We are looking to engage with the NCSL BSF Leadership Programme. We are also planning to support the changes necessary for the workforce to deliver all the aspects of ECM, the 14-19 reforms and BSF.

The City has a CPD strategy which aims to build the capacity required to implement a widespread programme change including ECM, BSF, the national secondary strategy and the 14-19 reform programme. It focuses on facilitating a widespread programme of change, including:

1. Maximising the progress of different types of students
2. Developing effective leadership at senior and middle level, linked to clear succession planning
3. Ensuring creative use of new technologies
4. Embedding key pedagogies associated with personalised learning
5. Facilitating workforce reform, supporting the needs of different groups of staff
6. Implementing the national programme of 11-19 curriculum reform
7. Developing effective approaches to educational inclusion and provision for students with SEN
8. Enabling schools to broaden their provision for students, parents/carers and communities

The BSF programme will be a key catalyst for the development of a CPD programme that consistently emphasises:

1. Opportunities for collaborative learning and sharing of good practice through the East and West Teaching and Learning Partnerships programmes, the work of the four 14-19 Federations, and regional National College of School Leadership networks, the work of the Education Breakthrough Programme and the Specialist Schools and Academies Trust programmes.
2. Facilitating staff themselves to become lifelong learners through action research techniques and links with local universities.
3. Promoting learning through mentoring, specialist coaching and networking
4. Providing a range of CPD programmes, including central, school-based and on-line distance learning packages

Each school will develop an individual BSF change management programme linked to an audit of their CPD and leadership development needs, in order to support them in their BSF journey. Local CPD networks for middle and senior leaders will be further strengthened in order to support the implementation of schools’ change plans. We will facilitate these networks which will be chaired by leading local teachers. The networks will develop strong links with regional SSAT programmes and Secondary Strategy networks. The CPD
networks will also facilitate the sharing of good practice through links with the work of School Improvement Groups (SIGs) established in each school, along with the work of advanced skills teachers and local leading edge and training schools. Innovative use of ICT will also play a key part in the change programme, through enhancing staff development, sharing practice, networking and improving work-life balance.

Section 3: Proposals for the School and FE estate

a) Key priorities for the school estate in terms of location, size and cost, including a summary rationale for prioritisation of school projects and, where relevant, how they relate to complementary FE proposals.

A major part of the educational transformation will be redevelopment of school buildings to provide 21st century learning environments which will facilitate new ways of learning, workforce reform and the delivery of the Every Child Matters outcomes. The strategic partnership approach in the city, involving schools and FE colleges, provides the structure for coherent planning of provision. This will continue to be developed as the hallmark of BSF. The city's strategy, set out in the Asset Management Plan Local Policy Statement and Statement of Priorities, identifies the approach for meeting targets to raise standards through capital investment, remodelling and replacing school premises so that they are best suited to the effective delivery of an age appropriate curriculum, improving access and sustainability. Widespread consultation with stakeholders takes place each year to identify and agree the priorities within the capital programme.

School projects will be prioritised on the basis of criteria including higher deprivation (calculated by the percentage of students eligible for free school meals) and lower educational outcomes (based on achievement at KS4). In addition, consideration will be given to the state of the existing premises, as indicated by Asset Management Plan (AMP) priority 1 and priority 1-3 costs per pupil, and suitability impact A areas within each school. The extent of works will be determined by the availability of funding.

Further Education plans are developed in partnership, for example the alignment of the redevelopment of City College and the development of Swanswell Academy as a replacement for Sidney Stringer School. Coventry also currently supports a collaborative model of post-16 provision across all nineteen secondary schools and will therefore continue to work in partnership with the LSC to ensure that post-16 provision across the school and FE sector within the city is efficient, cost effective, accessible, and meets the needs of all learners. The LSC is committed to helping the City Council complete an audit of the applied learning facilities that can be offered by different types of providers, including colleges, training providers and schools. This will enable the 14-24 Strategic Forum (acting as the local 14-19 Partnership) to take strategic decisions about the applied learning facilities that will be needed to support the diploma programme.

b) Programme governance and management arrangements for school projects.

We have a strong track record of delivering major capital projects, utilising the best practice OGC Managing Successful Programmes approach.

Senior Members are committed to leading the BSF programme and are represented on the Programme Board. A specific Members Scrutiny Review Group has also been set up to monitor progress and consider more detailed issues.

A Programme Board has been established to guide the strategic direction of the programme, make key decisions, monitor key risks and take action to mitigate them. The programme board comprises senior officers of the Council, Members, three secondary head teachers, Diocesan Authorities and the LSC.

A full time programme director has been recruited and, once in post, will develop the strategic direction of the BSF programme to determine a clear vision and implementation strategy which will result in a transformation of educational outcomes. The programme director will be supported by the programme team. The Programme Team is established and operational, drawing on the successful delivery of the Caludon Castle PFI project, but it is anticipated that this team will need to grow as the programme progresses. They will be supported by external educational, technical, financial and legal advisors have already been appointed from the Partnerships for Schools national framework agreement and our own framework agreement.

A stakeholder board is being established as a means of evidencing decisions taken by the programme team, and to provide support in a wider strategic context. Membership of this group will be drawn from the 14-24 Strategic Forum. Communication has been identified as a key workstream for BSF and as such we have developed a communications plan which will ensure that all stakeholders are kept fully involved and informed.
in developing our BSF programme. Similarly, a comprehensive approach to risk management has also been developed.

The recent Gateway 0 Review concluded that "the BSF Programme is receiving good support from the educational community in Coventry and is seen as offering a major opportunity to transform secondary education in the city".

c) An overview of pupil place requirements and planning projections consistent with DfES requirements and the LSC's revenue funding predictions.

Coventry is a growing city. The council is signed up to option 2 of the West Midlands Regional Spatial Strategy, which would generate an additional 24,400 dwellings by 2026. It is anticipated that in future there will be a move towards option 3 of the strategy, which would amend this target to 44,000 new dwellings by 2026. The council is also committed, as part of the Growth Point initiative, to deliver a minimum of 9,000 additional dwellings by 2016.

The city has recently experienced an increase in inward migration, particularly from the European Union, and this trend is expected to continue with the anticipated expansion of the EU over the next ten years.

A rigorous model has been developed to project the number of secondary places which would be required in 2016. This takes into account the impact of housing growth based on known and planned permissions to date, and the current trends in migration.

The model anticipates a pupil population of 23,387 across the city's secondary and special schools in 2016. This is split into 16,194 11-16 places, 4,344 post-16 places and 2,849 specially resourced places. This post-16 figure has been discussed and agreed with the local LSC. The forecast increase in post-16 numbers reflects government ambitions to increase the numbers staying on in full time education beyond 16, and the likely impact of the introduction of the 14-19 vocational diplomas. This overall figure, and the model that sits behind it, has been discussed and agreed by Partnerships for Schools. The SEN numbers within this projection have been discussed and agreed with the DfES SEN Regional Advisor. DfES School Organisation and the OSC have also been consulted on these projections. This will be kept under annual review.

This growth allows us to base our estate projection on the current number of secondary schools but this will be kept under review as we move through the programme, with the possibility of revising our phase 2 plans should numbers rise/fall outside our current planning projections.

A successful public consultation took place in 2005 on the Inclusion and SEN Strategy. The immediate outcomes were to amalgamate two EBD schools and create a new BESD school for 7-16 year olds, and to close Dartmouth EBD School and replace it with a PRU for 14-16 year olds. The description and age range of Corley Special School have been altered to enhance its specialist provision for young people with autism post-16. Other plans include the development of 2 broad spectrum secondary schools to replace the 3 other special schools for secondary students with SEN.

d) The headline strategic vision for ICT.

Our vision is for ICT to inspire and facilitate the transformation of learning opportunities, business processes, and communication.

We understand the potential that a well-implemented ICT system can have in assisting educational transformation, and therefore ICT will underpin our BSF programme.

Our BSF ICT investment will deliver:

- A fast, efficient and always available infrastructure
- New approaches to teaching and learning, including opportunities for personalised and independent learning, building upon current facilities such as learning platforms, virtual classrooms and video-conferencing
- Opportunities for collaborative learning to support a range of programmes, for example collaboration across federations and extended services cluster schools, and the Every Child Matters outcomes
- Broad, tailored and differentiated curriculum pathways at a pace to suit individual students and support new methods of delivery
• ‘Anywhere, any time’ learning for students, staff, parents and members of the community, to enable them to access learning opportunities from a range of locations and at a time to suit their needs
• More coherent and efficient management within and between schools and services, for example in the use of data
• Integrated curriculum and administration systems, including services such as cashless catering, registration, library, and security

To do this, we will:

• Establish a managed service for ICT to provide a range of applications, hardware and electronic services to meet identified needs and educational outcomes
• Provide a co-ordinated ICT infrastructure within and beyond schools
• Make ICT flexible, available and accessible to students and staff wherever and whenever they need it
• Support schools in their use of ICT to meet the diverse needs of students with special needs
• Support schools to develop effective electronic learning platforms which are widely accessed by students, staff, parents and members of the community
• Provide a comprehensive programme of training for teachers and support staff as part of a change management and CPD strategy to promote the creative use of ICT to transform teaching and learning
• Have ready access to unified electronic data to support management and administration

We have established a BSF ICT Steering Group to ensure that ICT is seen as a key element of the programme by all stakeholders. Consultation with individual schools is underway to support them in developing their vision for ICT. We will shortly be advertising to recruit a dedicated ICT Programme Manager, and are looking to fill this role for the interim period by appointing a consultancy from the BECTA framework.

e) Headline KPIs for the local authority around diversity, choice, access and links to the Every Child Matters agenda.

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<td>% of 15 year olds in LEA maintained schools achieving 5+ GCSEs at A*-C or equivalent including English and Mathematics</td>
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f) Existing and planned consultations, in particular mechanisms to draw school-level development planning and the engagement of FE providers into the BSF process.

Consultation with stakeholders is considered essential to strategy development within the City Council. There is already a strong collaboration with stakeholders through consultative frameworks such as the 14-24 Strategic Forum, federated area groups, and Teaching and Learning Partnerships. The BSF Programme Team is already engaged with a wide range of internal and external stakeholders. The development of our approach to Sports and PE, for example, has been identified as a key workstream to ensure that the BSF strategy aligns with the citywide Sports Strategy. Our corporate Sports Development Team are therefore working closely with the Schools PE Sports Advisor in developing links with local sports associations and clubs. Sport England have also been consulted over our approach to BSF and are broadly supportive.

Extensive and effective consultation has already taken place on the City's SEN Inclusion Strategy. Detailed plans for the growth of the city will continue to be formulated through public consultation on the Local Development Framework and through visioning events.
The Stakeholder Group will be a platform for further consultation on the implementation of the Inclusion Strategy and Strategy for Change, in addition to wider public, statutory consultation. The LSC is represented on the BSF Programme Board.

A press and media strategy is being developed to ensure that local communities are kept informed and engaged by a programme of communication at key stages of the process.

Individual school visions are currently being developed through one-to-one work on a school-by-school basis, and detailed consultation on the plans to replace Sidney Stringer School with an Academy is due to take place in 2007. Discussions with headteachers and school governing bodies are taking place in order to enable them to develop their visions of trust status.

The most important stakeholders are the students themselves and we expect a significant input into BSF through consultation with students, for example through School Councils.

The 14-24 Strategic Forum is an effective body which exists to ensure coherent provision across the city. This body, with membership which represents all the stakeholders in education, training and employment in the city, is being utilised for securing broad involvement in the BSF process. Membership includes representatives from the FE colleges, Warwick and Coventry Universities, Local LSC, Diocesan Authorities, Connexions, Coventry and Warwickshire Chamber of Commerce, and secondary/special headteachers.
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<th>School Name</th>
<th>Federation area</th>
<th>School specialism(s)</th>
<th>No on roll (Sept 2006)</th>
<th>% first language not English</th>
<th>% eligible for free school meals</th>
<th>% in 10% most deprived wards nationally</th>
<th>KS2-4 Contextual Value added data (Average 2006)</th>
<th>5+ A*-C incl. English &amp; Maths (Average 2006)</th>
<th>Full Service Extended school?</th>
<th>OfSTED/local categorisation</th>
<th>BSF Investment Proposal</th>
<th>Cost (£) **</th>
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Specialisms: A= w E: Arts & Humanities with English; B = Business & Enterprise; E = Engineering & Construction; H = Humanities; L = Languages; LE = Leading Edge School; M= Music; M= Mathematics & Computing; PA = Performing Arts; S = Sport; S & E = Science & Engineering; Sc = Science; T = Technology; TS = Training School; UC = Under Consideration; VE = Vocational Education

Governance: GB: Governing Body; A: Academy; UD: Under Discussion; VA = voluntary aided

PRU: Pupil Referral Unit

OS TED Categorisation: (C) = Old Framework Grade 1= Outstanding, Grade 2 = Very Good, Grade 3 = Good, Grade 4 = Satisfactory; Grade 5 = Unsatisfactory, Grade 6 = Poor, Grade 7 = Very Poor (N) = New Framework Grade 1= Outstanding, Grade 2 = Good, Grade 3 = Satisfactory, Grade 4 = Inadequate Priority schools are identified each year using inspection outcomes, proximity to floor targets and low CVA scores

* Indicative only - subject to further development and discussion with individual schools/Diocesan Authorities. Rebuild = 100% replacement. New build = partial replacement only. All establishments will receive ICT invest
** Costs yet to be determined based upon further discussions with individual schools/Diocesan Authorities regarding the indicative estate options
*** 3 special schools will be replaced by 2 broad spectrum schools
Appendix 2

Trust Schools: Further Details

1.1.1 A trust school has its own admissions authority but must abide by the national admissions code.

1.1.2 Trust schools are funded in the same way as other maintained schools.

1.1.3 Trust schools employ their own staff. TUPE (Transfer of Undertakings (Protection of Employment)) regulations would apply to existing staff who would transfer to the trust upon its establishment. Teaching staff would continue to be employed under the same terms as the national teachers’ pay and conditions.

1.1.4 A trust school controls its own land, assets and buildings. The land and buildings occupied by the school are ‘frozen’ from the point at which the Local Authority receives a letter of interest from the school, and are transferred to the trust upon its establishment. Should the trust cease to exist, the land and buildings would revert back to the Local Authority.

1.1.5 The trust can dispose of surplus land and/or buildings. However, the proceeds must be used for capital investment in educational assets, and the trust must not make any profits from such disposals. Local Authorities must be informed in advance by any trust seeking to sell surplus land and/or buildings, and have the right to object if it is felt that such actions would not be in the best long-term interested of the school or local community.

1.1.6 The trust would have members on the school governing body. This could be majority or minority membership; this would be agreed when the trust was set up.

1.1.7 There are five stages to becoming a Trust school. All five stages are undertaken by the school and its governing body:
   Stage 1: The school and its partner(s) agree to work together
   Stage 2: Consultation with parents and local stakeholders
   Stage 3: Publish statutory proposals and invite representations
   Stage 4: Consider responses to consultation and decide whether to acquire the Trust *
   Stage 5: Implementation

   * If the Local Authority believes that the governing body has not consulted properly, has not had regard to the consultation responses, or if the Local Authority believes that the Trust will have a negative impact on standards, it can refer the proposal to the Schools Adjudicator to decide.