

EAST RIDING OF YORKSHIRE COUNCIL

EVERY CHILD MATTERS

PRIMARY CAPITAL PROGRAMME

PRIMARY STRATEGY FOR CHANGE

A Strategic Approach to Capital
Investment in Primary Schools

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1. Introduction

1.1 The Primary Capital Programme will provide the additional capital investment that is needed to radically improve the provision for teaching and learning across the East Riding's primary schools. A long standing aim of the Authority is to improve schools' accommodation and facilities to provide environments that are more conducive to teaching and learning, to raise education standards and enable all pupils to achieve their full potential.

1.2 Our Children and Young People Plan sets out a vision for improving outcomes for children measured against the Every Child Matters five outcomes. The plan affirms this by recognising that;

“Our children are our future. We want the very best for each and every child. How we shape and deliver our services is crucial to ensure a community which is welcoming and actively promoting the happiness and success of each individual”

1.3 The Primary Strategy for Change is the vehicle through which the universal service provided by primary schools can contribute to improving outcomes for children. It represents an opportunity to:

- a) review the fundamentals of the local community,
- b) transform primary education across the area,
- c) be inspirational and innovative,
- d) support the delivery of a world-class curriculum,
- e) prioritise areas of highest deprivation and educational need,
- f) prioritise buildings with the most pressing need in terms of condition and suitability,
- g) be sustainable in terms of energy use and impact on the environment and
- h) be sustainable in terms of need and demand for school places.

1.4 The Primary Strategy for Change will form part of a whole service change programme designed to improve outcomes for children and young people. It will embrace a long-term system-wide approach that includes the delivery of Children's Centres, extended school activities, future changes as a result of the secondary BSF programme and the on-going Inclusion strategy. The aim is to narrow the gap in terms of outcomes for children, to remove barriers to learning (especially those brought about by transition) and ensure that the local community is engaged with the process of place-shaping and change.

- 1.5 The vision for primary education in the East Riding is that it will be transformed to meet the future needs of our communities and:
- be effective, inclusive and offer extended services that meet the needs of the community;
 - meet the needs of all learners by facilitating personalised learning;
 - be self-evaluating to secure continuous improvement in standards,
 - provide pupils with enhanced life-chances including the adoption of healthy lifestyles;
 - promote citizenship, life skills, and self esteem;
 - form part of a collaborative working partnership with other schools;
 - become centres for the provision of other services for young people and their families;
 - provide equality of opportunity for all;
 - have a distinctive ethos that embraces the local community;
 - respond effectively to changes in the curriculum and changes in society;
 - be educationally and financially viable.

2. **The Local Perspective**

- 2.1 The East Riding of Yorkshire Council is the largest unitary council in England by area, covering 930 square miles. It is bounded by the Yorkshire Wolds to the north, the river Humber to the south and 53 miles of coastline to the east. It shares boundaries with North Yorkshire, Doncaster, North Lincolnshire and the cities of York and Hull. The population is 330,000 with an average density of about 1.4 persons per hectare, one of the lowest in the country compared to the national average of 3.8 per hectare. Over half of the population live in small, geographically isolated rural communities and the larger towns are Bridlington (35,000 residents), Beverley (31,000) and Goole (17,000). Key issues faced by the East Riding include; increasing and ageing population resulting in increased demand for services, remote and isolated communities with limited access to transport, pockets of high deprivation, low land values giving limited potential for capital receipts and low levels of revenue funding.
- 2.2 A rolling programme of primary school reviews has been on-going since 2004 and has resulted in a number of changes to the provision of school places and school organisation. Since that time 4 primary schools have closed, 10 schools have amalgamated (infant and junior schools becoming all-through primary schools) and 2 schools have had their admission number reduced.
- 2.3 There are currently 155 schools in the East Riding; 18 secondary, 111 primary, 9 infant, 8 junior, 4 nursery, 3 special and 2 PRUs. Of these, 8 are voluntary aided, 42 voluntary controlled, 4 foundation with the remainder being community schools. The Strategy will cover the primary, infant and junior schools, 128 schools in all. 41 primary schools, just over one-third, have less than 100 pupils on roll (Plasc 2008) of which 11 have less than 50 pupils, reflecting the widely dispersed rural nature of the East Riding's population. The size of primary schools at January 2008, including infant and junior schools and excluding nursery, special and PRUs were as follows:

2 form entry and above (420+ pupils)	8
Between 1 form entry and 2 form entry (210-419 pupils)	42
Between 180-209 pupils	12
Between 150-179 pupils	9
Between 120-149 pupils	9
Less than 120 pupils	48

Eleven primary schools (8.3%) are over-subscribed for the September 2008 intake.

Small schools, often in remote and isolated communities, face particular challenges; increased staff workloads, recruitment and retention of staff and the ability to deliver a broad and balanced curriculum. Although the East Riding is experiencing population growth overall, this is among the older population. The fall in numbers of births mean that in common with many other authorities the number of primary age pupils in East Riding schools has been declining since 2002 and is set to continue to until 2010 when there will be a levelling off and a slight increase in pupil numbers after then.

3. **Baseline Analysis**

3.1 From its inception in 1996 the two main priorities for the Authority were to improve educational standards and improve school buildings and facilities. Additionally there was an urgent need to increase the number of places at several schools which were operating considerably over capacity. The latter issue was dealt with using Basic Need funding which for many years had been the main source of capital funding. The introduction of the New Deal for Schools, Condition and Modernisation funding has enabled the Authority to make inroads into tackling other building priorities at primary schools, e.g. replacement of HORSAs accommodation and poor condition mobile classrooms, much needed maintenance work, provision of halls and other facilities. Examples of work carried out at primary schools in the East Riding since 1996 include;

- 9 new or replacement schools, including 1 nursery school
- 24 schools refurbished by more than 50% of floor area
- 178 new or refurbished classrooms
- 8 new or refurbished halls/dining halls
- 8 new or refurbished kitchens
- 81 temporary classrooms removed
- 15 classrooms in HORSAs removed

3.2 Primary pupil numbers in the East Riding increased until 2002 when 26,549 pupils were in attendance. However, it was recognised well before then that numbers would start to fall and the latest projections are that this trend will continue until 2010 when numbers are projected to stabilise for a period. The policy in the early years of the Authority was to review future provision requirements at a school when a head retired. However, this was at a time when pupil numbers were rising and although relatively successful in that there were a number of school rationalisations during the period, it was agreed that a more structured approach for dealing with the issue of surplus places arising from a decline in pupil numbers was required. A rolling programme of reviews started

in 2004, with the reviews being undertaken on a cluster basis. Eight reviews have been completed involving 11 clusters of schools.

3.3 Consequently, as well as ensuring that there are enough places to cater for demand, a major driver for prioritisation within the Schools' Capital Programme became the need to reduce surplus capacity at schools, as well as purely buildings condition and suitability related issues. In the current Schools Capital Programme, the bulk of the expenditure for primary schools from 2006– 07 onwards is for schemes dealing with the removal of surplus places e.g.

▪ Hallgate Infant and Junior	Amalgamation, reduction to 300 places
▪ Keyingham Infant and Junior	Amalgamation, reduction to 210 places
▪ Thorngumbald Infant and Junior	Amalgamation, reduction to 270 places
▪ Anlaby Infant and Junior	Amalgamation, reduction to 360 places
▪ Willerby Carr Lane Infant and Junior	Amalgamation, reduction to 420 places
▪ Parkside Primary	Reduction to 420 places
▪ Kingsway Primary	Reduction to 300 places
▪ Kirk Ella St Andrew's Primary	Reduction to 420 places

It is important to point out that suitability, condition, special needs and accessibility issues are addressed in the surplus places removal schemes.

3.4 In order to carry out a comprehensive analysis of the Authority's baseline position with regard to its primary schools, a matrix, Appendix 1, has been devised covering the following factors;

- education standards
- deprivation
- places
- building condition
- building suitability
- child care and extended services

Appendix 1 (scoring and weighting of factors in matrix) summarises the methods used to measure these various factors, the scores for which are added to give a total score with the highest scores indicating the schools with the greatest needs.

3.5 It should be borne in mind that the Authority is already committed to its forward three years capital programme for schools. A rigorous capital appraisal process for determining priorities in the Authority's capital investment programme has been in place for the last 8 years and the Primary Strategy matrix will be used to inform this process in the future. A panel consisting of senior representatives from each Directorate meets on an annual basis to prioritise proposals from departments for spending their allocations of funding. The priorities are then fed through the Cabinet and full Council for approval in the Council's overall capital programme, taking into account confirmation of funding from Government and other sources.

3.6 Having regard to the factors listed in the matrix the analysis shows the Authority to be in the following position;

- Education Standards

Standards across all key stages for compulsory schooling are above average; with Key Stages 1, 2, 3, and 4 delivering upper quartile performance against a historical background of low funding. The East Riding sits within the F40 group of worst funded Local Authorities. The 2008-09 Dedicated Schools Grant per pupil is £3,715 for the East Riding compared with £3,940 per pupil for Yorkshire and Humberside and £4,066 per pupil nationally. (Secondary School performance shows no school below the floor targets). However the performance at KS2 is more variable with schools clustered geographically delivering standards, which are below the national average. Primary schools in Goole, Bridlington and Withernsea struggle to meet national expectations, with notable exceptions; Burlington Junior (Bridlington) is a high attaining and high achieving school. There is only one “Hard to Shift School” in the East Riding, where standards of attainment have been below the floor target for a number of years. The school is in the intensifying support programme and is being given additional support from the Primary National Strategy consultants.

Patterns of underachievement are identified and support is allocated to schools that traditionally deliver low standards of attainment (currently 35 schools are supported under this criteria). It should be noted, however, that not all low attaining schools are low achieving schools. The East Riding also has a large number of small schools where statistical analysis of cohorts <18 does not bear close scrutiny as the factors that impact on the low performance may well be outside of the control of the school itself. However, continual poor performance of any school is challenged by the Authority.

We need to tackle underperformance and will be looking carefully at targeting change at schools where standards are low or where progress measures suggest children are not thriving (42 schools). As a powerful, integrated and accessible curriculum tool, ICT will help us to narrow the attainment gap for all vulnerable groups within our communities and pupil tracking within schools with interoperable Management Information Systems (MIS) will ensure that the level of aspiration for every child is appropriately challenging. Access to pupil level data within schools is enabled by secure password-protected MIS systems, which are centrally hosted to ease data transfer and maintain security. Underpinning these measures, the Primary Strategy for Change will support our priority of creating progress ready schools

- Deprivation

An analysis of the deprivation data shows that there are 12 schools (9%) where 25% or more of their pupils live in the 20% most deprived areas as measured under the Index of Multiple Deprivation (IMD). This is an important factor which needs to be taken into account when prioritising future investment needs. Unfortunately, not enough consideration is given in the IMD methodology to the significant rural deprivation factors which affect the East Riding, such as difficulties in accessing health and adult education services for residents in rurally isolated settlements, lack of affordable housing in many rural areas and high unemployment and low

incomes in several areas. Some of these deprivation factors are masked in the multi deprivation indices, e.g. the average income is based on residents income so that in many of the East Riding's villages low wage earners incomes are offset by high earners who commute to e.g. Beverley, Hull, York, Leeds etc.

- Surplus Places

A number of schemes (see attached) involving the removal of surplus places have already been completed, resulting in 917 surplus places being taken out, see Appendix 2. Several others are currently on site or are about to start in the next few months. However analysis of the data shows there to be a approximately 4,245 surplus places across the primary school stock and although another 1,440 surplus places will have been taken out in the next two to three years when the next batch of schemes are completed, more will need to be removed as the Primary Capital Programme is rolled out to reduce the number to an acceptable level.

- Condition

The Authority has made the improvement of the condition of its school buildings an urgent priority. Removal of Priority 1-3 condition work can either be tackled by straight replacement of defective building elements e.g. reroofs, window replacements, rewires etc, replacement of defective buildings, including temporary classrooms or in some cases, replacement schools e.g. Bempton, Rawcliffe and Welton Primary Schools. Much work has already been done but very recent surveys of the condition of our primary schools shows that £37,857,201 worth of Priority 1-3 condition work still needs to be done. A major problem is the high level of building inflation which has been experienced over the past few years. As fast as work is completed, the cost of the remaining work increases and work which was previously Priority 4 or not identified before assumes a higher priority and comes into the Priority 1-3 category.

- Suitability

The Authority has also sought to address as many suitability impacts as possible, as quickly as possible. For the purposes of this exercise we have concentrated on Education and Health and Safety impacts. A comprehensive survey conducted over the last few months shows that despite significant budgetary constraints a considerable reduction in the numbers of most of these impacts has been achieved, as shown below.

	Impacts on Education				Health and Safety		
	A	B	C	D	High	Med	Low
Primary Schools: 2005	6	227	424	1142	5	96	453
Primary Schools: 2008	5	164	178	593	4	48	298
No. of reductions	1	63	246	549	1	48	155
% reduction	17%	28%	58%	48%	20%	50%	34%

We are thus making good progress in improving the suitability of our primary schools' accommodation although much work still needs to be done particularly to remove all A impacts and reduce the number of B impacts to a minimum level.

- Child Care and Extended Services

The Local Authority has made good progress in developing both extended school services, with 55 schools currently delivering a full offer of core services and ten Children's Centres now fully open with three more scheduled for launch through the summer of 2008. By 2010 there will be twenty Children's Centres and we are working hard to ensure that all schools will be providing the minimum extended school full core offer by then.

The East Riding's 'Digital Learning Community' (DLC) is already well-established to support isolated learners, gifted and talented learners, and to deliver curriculum experiences to learners across our rural authority. A priority for the Primary Strategy for Change is to ensure that the development of ICT infrastructure reflects Authority priorities and the areas of greatest need, allowing all learners to access the DLC full offer of teaching, training and support.

Multi-agency information is shared through e-CAF (e-Common Assessment Framework) and multi agency support from co-located and virtual-integrated teams is facilitated through ICT to ensure that children's services are integrated.

3.7 Other factors that have been considered are the availability of kitchens so that pupils can eat meals cooked on the premises. The benefits for pupils of healthy eating in terms of improved behaviour and attainment are considerable. Of the 137 East Riding schools, excluding secondaries, 56 currently do not have an operational kitchen and rely on meals being transported in from elsewhere. Access for the disabled is another important consideration and whilst the Authority has actively been pursuing its policy of making as many primary schools as possible within each cluster group fully accessible, there are currently 51 schools that are not fully accessible.

- Personalised Learning

The authority, through its School Improvement Service is supporting schools in developing the pedagogy and practice related to personalising learning. The structures and class organisational issues are particular to individual schools and are indicated in the matrix by the suitability indicator. This is a good proxy measure for schools' physical ability to deliver personalised flexible learning through suitable dedicated teaching spaces, areas for intervention work with small groups and individuals, resource spaces for SEN materials etc. Key to supporting personalised learning, ICT will be used to:

- Enhance creative learning and teaching.
- Make European and worldwide links accessible, to widen the context for learning and real-life interaction from within the classroom.
- Develop transferable skills.

- Promote and capture the 'Student voice' - facilitated through e-enabled community engagement.
- PE, Games, Sports

Competitive sport and healthy physical activity are a strength of the East Riding. The PESSCL (Physical Education, Sport, School Club links) Strategy based on the two sports partnerships of Bridlington School Sports College and South Hunsley School has led to a significant increase in the number of schools delivering for all children the 2 hours high quality PE and Sport within the curriculum, easily meeting our challenging targets.

The challenge of the 5-hour offer within school and beyond has been accepted positively and the range of partners working alongside schools and through the extended schools agenda is burgeoning. The task for the Primary Strategy for Change is to ensure that we create facilities and spaces that reflect the wider sport and physical activity offer.

The need to ensure that we have spaces for activities that are traditionally not seen as part of our core sport and PE offer is clear. The safeguarding of the traditional PE and Games curriculum as well as the competitive inter school sport alongside the ever changing agenda is also a factor that needs to be considered. Healthy young people enjoy sport and physical activity; they learn about the power of commitment and motivation and they deserve the best facilities to undertake those activities. Engaged, motivated learners who enjoy life achieve.

- Special Needs Provision

The Authority maintains three special schools, two for children aged 3-16 with severe learning difficulties, Kings Mill and Welton St. Anne's and one for children with moderate learning difficulties, Riverside in Goole. Pupils with special needs are encouraged to attend mainstream schools, in line with national policy, and a large programme of accessibility works has been carried out over the last 12 years, particularly the last 6 years using the increasing amounts of Schools Access Funding allocated by Government. This has resulted in 80 schools (63%) being fully accessible, 16 schools (12%) mainly accessible and 32 (25%) not being fully accessible, excluding secondaries.

ICT will provide access to mentorship and learning through the Digital Learning Community for our most vulnerable groups- the virtual school cohort of children in care, the SEN/Learning Disability cohort, school excludees, children with health issues, teenage parents etc. For example: all looked after children in Key Stages 3 and 4 have been provided with a web enabled mini-book and 3 G cards.

- Youth Services

The Authority's Youth Service Provision covers the 11-25 year old range with the core age group being catered for being 13-19 year olds. Consequently, Authority run youth clubs are located on secondary school sites with only one primary school being used regularly by a youth club. In some cases registered youth groups such as scouts and guides use primary schools via the school lettings process.

- ICT

Learning is at the heart of everything we wish to achieve!

The Primary Strategy for Change, alongside the Building schools for the Future initiative, will allow the East Riding of Yorkshire's ICT vision to move closer to reality, a vision which places the learner at its centre and prepares them for life in the 21st Century. This vision is central and inextricably linked to our overarching aim, the transformation of teaching and learning across the whole of the East Riding and the raising of achievement. As a powerful, integrated and accessible curriculum tool, ICT will narrow the attainment gap for all vulnerable groups within our communities. The East Riding's 'Digital Learning Community' is already well-established to support isolated learners, gifted and talented learners, and to deliver curriculum experiences to learners across our rural authority. A priority for the Primary Strategy for Change is to ensure that the development of ICT infrastructure reflects Authority priorities and the areas of greatest need, allowing all learners to access the DLC full offer of teaching, training and support.

This learner entitlement will be guaranteed, from entry to early years settings, throughout compulsory education and eventually to lifelong learning in co-located adult learning centres. The challenges faced in a rural local authority require us to be innovative and to work collaboratively to reap the rewards from a genuinely integrated and robust infrastructure of connectivity, where the corporate network and the schools' spine of connectivity receive mutual benefit, and the risk of failure to either strand is minimised. Connecting the schools and communities of the East Riding at high speeds and with the reliability and capacity needed is our commitment.

In the East Riding all primary schools have a broadband connection, with the exception of a small number of schools in the west of the authority where BT are unable to undertake the physical work required to provide the bandwidth the school needs for some learning activities. Nevertheless, the vast majority of schools enjoy adequate bandwidth to undertake basic curriculum activity. Where these technological issues are proving difficult to resolve, plans are in development to explore innovative solutions to these difficulties. This will be a feature of the prioritisation process within the Strategy for Change.

The Learning Platform initiative, in partnership with RM (Research Machines), has already started to deliver connected learning across the local authority where differentiated access to data will lead to a creative learning partnership between teachers, parents, governors, children and young people.

Our vision for ICT and its implementation must embrace the possible 'futures' and take advantage of developing technologies. The future learning that our young people need means that we have to equip them to embrace the uncertain, manage change, and be creative and innovative self-motivated adults, able to work alone and in teams. They also need to be able to use the full power of ICT to communicate, and to engage with a world where the ICT reluctant, illiterate or ill equipped will be second-class citizens without even realising it.

The 'Primary Strategy for Change' will allow us to set the youngest members of our communities on a secure path towards this future and BSF will allow them to continue this journey.

4. Long-term Aims

- 4.1 We want our Primary Strategy for Change to drive our transformation of primary schools across the East Riding. Fundamentally, this is about improving outcomes for children and young people. It will embrace a long-term system-wide approach that removes barriers to learning, focuses on provision for vulnerable groups and includes the delivery of Children Centres and extended school activities. The aim is to narrow the gap in terms of outcomes for children and ensure that the local community is engaged with the process of place-shaping and change.
- 4.2 With reference to the vision set out in the Children and Young People Plan, delivery of the aims of our Primary Strategy for Change will enable us to narrow the gap in achievement, increase the attainment of higher ability pupils and increase our provision of extended activities. Our overall aim within the Children and Young People Plan is to achieve top ten per cent status in standards of education and attendance and to reduce exclusions from what is already a very low incidence.
- 4.3 The East Riding of Yorkshire as a learning community has the highest possible level of aspiration for the achievement of its children and families. All children are included in that aspiration from the most disadvantaged to the least, the SEN child with profound and complex needs to the gifted child who will reach the highest academic standards. As a corporate parent we have the same levels of aspiration for those children in our care as any parent. This aspiration is reflected in challenging target setting which is highly regarded and rated "green" by the national strategy regional SIP coordinator. This has led to schools' cumulative targets for children's performance, both for Level 4+ for English and Mathematics and the two level progress target being securely in the upper quartile.

Our long-term aspiration to achieve top 10% performance across all measures is clearly a priority, which needs to be a factor in our allocation of resources for the Primary Strategy for Change. The "Progress Agenda" that is clearly part of the next phase of development of all schools needs to be factored into our thinking. The schools where contextual value added has shown poor achievement for children over a 3 year period (Fischer Family trust Segmentation Report) numbers 35 schools across the Authority. We will only achieve our challenging progress targets if we address the needs of all learners and we must ensure that the personalisation and intervention agenda is part of the priority setting process.

We also recognise that the better equipped all children are to cope with the transition to and then the experience of the secondary curriculum the better. Children who make progress and achieve well, who are happy, healthy and optimistic and embrace the learning opportunities offered by secondary education have usually thrived in the context of successful, secure, safe and healthy primary schools. The Primary Strategy for Change must help to create the conditions for learning that make that a reality for all our children.

- 4.4 It is our vision that all primary schools within the East Riding will provide the conditions for learning in a rich and stimulating environment. This will be achieved by ensuring that capital development allows for the creation of the facilities for intervention, as described above, but also the ability for the universal teaching and learning spaces, which are focused on the learning needs of individuals. Issues related to the learning environment and the ability to meet the curriculum needs of all learners will be central to the establishment of priorities for change.

We want to create schools that:

- plan and deliver a curriculum that is rich, broad, balanced, creative, relevant & stimulating;
 - focus on the needs of the child to bring cohesion and coherence to their learning experience;
 - forge partnerships between schools and other providers to enhance the delivery of personalised learning for all;
 - are learning organisations;
 - are organisations in which children and adults are empowered, and valued as human beings;
 - provide opportunities to all, to develop and progress;
 - provide an experience that will give all children the skills, understanding and confidence to take their place in society/ contribute to society/ enjoy a full life;
 - are sustainable and environmentally friendly.
- 4.5 As stated in paragraph 3.7 the Authority's policy is for pupils with physical, sensory, learning and emotional/behavioural difficulties to attend mainstream schools wherever possible. The ongoing programme of accessibility improvements funded by the Schools Access Initiative will continue, to ensure that all primary schools are made fully accessible as soon as possible, at the same time undertaking work as appropriate to meet the needs of particular pupils with specific needs.
- 4.6 A programme has been approved through the capital appraisal process to increase the number of kitchens or improve existing kitchens in the primary schools. 10 schools will benefit from this programme in 2008-09, with further schools following in 2009-10 and 2010-11. It may be necessary to run the programme after 2010-11 but every effort will be made to reduce the number of schools not operating their own kitchen, down from 56, by then. In some cases it will not be practical or necessary to provide a kitchen e.g. where schools are co-located on one site or where the numbers of pupils that would benefit would not make it a viable operation.
- 4.7 A continued programme of development for childcare, extended school services and Sure Start children's centres has been enabled through the recent announcement of grant funding for 2008 – 2011. Revenue funding will continue to support the current operational element of children's centres and extended services and also take in any new developments over this three-year period. From a capital perspective further work is required across both areas and there is an excellent opportunity where appropriate to join up with other planned capital developments on school sites. Any projects which are developed will only be

done so after extensive consultation covering children, young people, families, statutory services and the voluntary sector.

Proposals being put forward for consideration include;

- Anlaby/Willerby
- Beeford/Brandeburton/Leven
- Beverley and villages to the north and west
- Market Weighton
- Skirlaugh
- Stamford Bridge/Fangfoss/Wilberfoss
- Wetwang

- 4.8 The Authority has had a policy of making all entrances to primary schools secure; as a minimum the front door is secured with a buzzer-intercom system operating and in the majority of cases a secure lobby/holding area is in operation. Any designs for building work at primary schools are required to maximise security for pupils, either for learning or playing, internally or externally.
- 4.9 As mentioned in paragraph 2.1 the communities of the East Riding are dispersed across a large area, many in sparsely populated rural areas. It is important to ensure that all families have access to local provision and the Authority's Local Development Framework and its Community Plan seek "to sustain and create thriving, vibrant and sustainable communities in which everyone can enjoy a high quality of life." Within this context and following on from the programme of primary schools reviews, future reviews under the Primary Strategy for Change will aim to ensure that there will be increased choice for parents in terms of diversity whilst seeking to sustain the rural dimension.
- 4.10 Whilst ensuring that basic need is catered for and incorporating work to address condition and suitability needs into capital schemes, the reduction of the number of surplus places across the Authority's primary schools will continue to be a central plank of the Primary Capital Programme. The aim over the lifetime of the Programme will be to get as near as possible to the Government's targets of reducing the overall surplus places in primary schools to less than 10% and for no school to have more than 25% surplus places. However, it has to be recognised that the East Riding is a large rural area and there is a higher proportion of small primary schools than is the case in many other authorities, see paragraph 2.3 above. The intention is certainly to achieve this aim in the more urban areas and larger village settlements but it will be difficult in the more remote, sparsely populated areas of the East Riding.
- 4.11 It must be stressed that the Authority has already made the reduction of surplus places in its schools to acceptable levels its number one priority, along with providing enough places to cater for demand. The Authority will continue to review surplus places, along with the other factors listed in the matrix and will use the following methods to reduce surplus places;
- amalgamations, usually of infant and junior schools either co-located on one site or in close proximity to each other in the same village or area,
 - in exceptional circumstances and bearing in mind the Government's presumption against closing rural schools, closure. This would only be where

closure is in the best interests of educational provision in the area and the majority of parties are in agreement,

- removal of temporary classrooms or re-use for extended schools activities,
- redesignation of permanent build classrooms as specialist areas, staff workspaces, children’s centres, extended schools provision etc.

Ideally a school will maintain no more than 10% surplus places to provide a buffer for fluctuations in population. However, for the small, more rural schools this is not always realistic. Higher levels of surplus may be considered where there is no reasonable course of action which could be taken.

4.12 Cognisance needs to be taken of the likely levels of additional funding which the Council will receive through the Primary Capital Programme, which is likely to be approximately £3million p.a. Whilst this additional funding is to be welcomed it is not substantial and it is important not to raise expectations too high that a lot of large scale work will be done in the first few years of the Programme. Most of the schemes due to start in the next few months and over the course of the next 3 years are large scale for the primary sector and the funding requirements are likely to run into 2011-12 if not beyond. It is important to realise that the target set for the Authority of rebuilding or taking out of use at least the 5% schools in the worst condition (7 schools) and significantly improving at least 45% (58 schools) can only be attempted over the full 14 years period of the programme.

4.13 The indicative allocations for 2009-10 and 2010-11, £9million, will be joined up with other funding allocations i.e. basic need, modernisation, devolved capital to fund some of the primary capital schemes in the 2008-11 programme. The schemes which will be part funded by Primary Capital Programme funding are as follows:

School	Total Cost Of Scheme (£000s)
Kingsway Primary	1,595
Willerby Carr Lane Primary	3,514
Anlaby Primary	2,203
Kirk Ella St Andrew’s Primary	2,373
Westfield Primary	3,766

Priorities for inclusion in the programme 2011-12 and onwards will be assessed using the data shown in the matrix and will concentrate on taking out surplus places and refurbishing or replacing accommodation at those schools with the greatest condition and suitability needs. Priority will be given to those schools with the highest scores which are not already in the forward three year programme. The data in the matrix will be reviewed either continuously, i.e. condition and suitability as and when work is completed, education standards as and when Ofsted reports are published or annually i.e. surplus places and child care and extended services.

4.14 The Authority has always placed a high priority on joining up different funding streams as this has enormous benefits in terms of economies of scale, allowing many more schemes to be undertaken than otherwise would be the case if schemes were only progressed using single sources of funding. In fact the majority of schools’ schemes that have been included in the capital programme for the last 8 years or so have 2 or more, sometimes as many as 6 different

funding sources, e.g. basic need, modernisation, condition, planned maintenance revenue, devolved capital, schools access initiative, capital receipts etc. Not only does the joining up of different funding streams enable many more schemes to be undertaken but it often means that work can be done sooner so that schools can enjoy the benefits for longer.

- 4.15 Having regard to the likely levels of funding which the East Riding is likely to receive for the 15 year period to 2023, assuming modernisation and basic need will remain at roughly the same levels, devolved capital will do so for a few years and then start to taper off to approximately half present levels (as more schools accommodation is refurbished or replaced) and PCP funding reduces from 2011-12 onwards in line with national allocations, and despite the caveats mentioned in paragraph 4.14 above, we will endeavour to meet the DCSF targets set for us of significantly improving at least 45% of our primary schools and rebuilding or taking out of use the 5% in the worst condition.

5. **Approach to Change**

- 5.1 In terms of building capacity the Authority has a very successful Asset Strategy section which has again, for the 8th year running, been assessed as achieving a level 4 “Performing strongly – well above minimum requirements” in the latest 2007 CPA Use of Resources assessment. It has also been highly praised by its peers in the RICS as one of the best performing Local Authorities for asset management at a national level. Together with our delivery framework contracts employing a range of design, surveying and engineering staff, both internally and externally, the Authority has a good track record in delivery of schools’ capital projects. The design group has demonstrated capacity by delivering an annual capital programme of the order of £80million pa and an overall current programme in excess of £500million. In order to build on this and to take advantage of the increased levels of capital funding that are becoming available, a draw off contract with architectural and surveying consultants has been set up for the increased amounts of design work that is now required. Additionally a construction partnering framework is in place with a number of partners for different sizes of projects, 0-£0.5million, £0.5million-£2million and £2million plus. The Property Manager (Schools) liaises closely with the schools and colleagues from Infrastructure and Facilities to agree design briefs and work up schemes, whether major or minor in scale. Although there are only 8 voluntary aided schools in the County the Authority also works closely with the appropriate dioceses to agree priorities and develop capital projects at the schools involved.
- 5.2 The key purpose of our joint commissioning arrangements is to ensure that we work together to address the priorities identified in the Children and Young People Plan and to ensure effective implementation of the associated action plans. We have developed a commissioning strategy which provides the overarching framework and details the commissioning standards and intentions. We have created a Commission Management Team with representatives from the Authority and the Primary Care Trust. We are working closely with the PCT and have a representative on their Estates Management Board. The Every Child Matters Strategic Board meets as the senior commissioning body, governed by a formal Duty to Co-operate statement, signed by all partners.
- 5.3 Possible future capital schemes have previously arisen either from the Authority’s schools’ AMPs, by needs identified by the Property Manager (Schools) following visits to and discussions with schools, or by needs raised by members of the

Children, Family and Adult Services DMT or Shaping the Future Board. In future these sources may still be relevant but will be superseded by or reconciled with the Primary Strategy for Change matrix. Schemes will be selected to go forward as bids for inclusion in the Authority's Capital Programme through the capital appraisal process, see paragraph 3.5 above. Bids are appraised on the following criteria; justification for bid and how it addresses the Community Plan, Service Plan and Government targets, alternative ways of addressing the issue/need for option and feasibility studies, output targets/impact on national and local performance indicators, potential for alternative funding and procurement, revenue consequences, value for money, risk analysis and the practicality of meeting the projected expenditure profile. If a scheme scores highly enough it is included in a proposed programme that is submitted to the Cabinet for approval via the Corporate Management Team (CMT), with final sign-off by full Council. As part of this process a scheme will have secured commitment from the Council Leader and Portfolio Holder and from the Chief Executive and Director of Children, Family and Adult Services.

5.4 Once in the capital programme a scheme is closely monitored from the initial briefing stages to completion and hand over. A capital monitoring working group meets fortnightly when any issues, delays, increases in cost are dealt with as appropriate. Three times per year a major capital review is undertaken, which picks up any variances, requirements for additional funding, re-profiling of schemes between years etc. A report with recommendations as appropriate is then submitted to full Council via CMT and the Cabinet.

5.5 The following stakeholders have been consulted on the Primary Strategy for Change.

- Heads and Chairs of Governors of all schools
- Diocesan Authorities
- Sure Start Children's Centres
- Primary Care Trusts
- Strategic Schools Partnerships (primary heads in their cluster groups)
- Heads Advisory Group
- Corporate Management Team
- The Cabinet
- Full Council

We are not aware of any potential promoters of new primary schools in the East Riding, nor have any of our primary schools indicated that they wish to pursue Trust status.

5.6 Every cluster group of primary schools has an Extended Services Co-ordinator, appointed over the course of the last 2-3 years, whose remit is to roll out the Sure Start and Extended Services Programme across the Authority and help ensure that the Every Child Matters agenda is implemented. This involves linking both Authority sponsored projects and the work of the private and voluntary sector and the co-ordinators are taking the lead in promoting and encouraging schemes to provide extended services in every locality by 2010. Co-location of children's centres on school sites has already taken place in the first two phases of the programme, i.e. at Withernsea, Kingsway, Marshlands, Bridlington, Penshurst, Swinemoor, Brough, Bacon Garth and Hornsea Schools with a further one to be completed shortly at Woldgate, i.e. 10 out of 14 schemes. As stated in paragraph

4.6 every opportunity will be taken to co-locate the next batch of 6 children's centres on school sites and the strong likelihood is that this will indeed happen.

- 5.7 As stated in paragraph 4.16 above the Authority has always pooled different funding streams to achieve synergy and maximise economies of scale, ever since its inception in 1996, albeit there were less funding sources available to join together in the first few years. Not to do so would be restrictive and ultimately mean less work being carried out in schools. This approach has enabled us in the past for example to carry out more new KS1 classrooms, provide more new or refurbish more science labs, create more staff workspace areas than could have been the case otherwise. We will continue this approach which we see as essential for the length of the Primary Capital Programme and for as long as the different funding streams last and will pull together the following funding sources to enable us not only to carry out as much work as possible but also to get best value for money for use of resources.

Primary Capital Programme, Modernisation, Basic Need, Extended Schools, Schools Access Initiative, Devolved Formula Capital, Targeted Capital, ICT Harnessing Technology, LCVAP, Governor's 10% Contributions, Internal Council Funding (Reserves, Capital Receipts), Revenue e.g. Planned Maintenance, Play Capital Investment Programme, other miscellaneous Government Initiatives, Planning Gain where possible.

- 5.8 The Authority has a well established track record of efficient and effective procurement of capital works fully compliant with the Rethinking Construction agenda and other Achieving Excellence in Construction initiatives. This capability has been recognised at a national, regional and local level; demonstrated by a number of Constructing Excellence awards. Building on its proven expertise, the Authority is now leading on the establishment of regional construction frameworks e.g. "YORbuild" with the Yorkshire and the Humber Centre of Excellence.

All capital construction projects within the Authority are delivered using the Office of Government Commerce (OGC) – Gateway Review process; project managed using the Prince 2 methodology and are fully compliant with the OGC Common Minimum Standards. The experienced and professionally qualified in-house project management and construction procurement dedicated teams have fully integrated Management of Risk (MoR) and Managing Successful Programmes (MSP) into the Authority's construction procurement processes. These formal governance arrangements, together with extensive performance management, using the Construction Excellence - UK Construction Industry Key Performance Indicators allow the Authority to be an effective, intelligent client and manage the construction supplier relationship to achieve best value. East Riding's established framework agreements for all aspects of construction works were procured through the EU and incorporate all the recommendations in the OFT / OGC guidance Making competition work for you – a guide for public sector procurers of construction. These frameworks and potential YORbuild agreements comprise a balance of major national, regional and local contractors and form the basis for a fully integrated supply chain. The Authority has the leadership, skills and systems in place to meet the delivery challenges of the Primary Capital Programme and provide value-for-money, improved performance and innovation through construction procurement.

5.9 School design in the East Riding of Yorkshire recognises the geo-physical and socio-economic diversity of the area and is a bespoke service, maintaining standards but not applying standard solutions. The East Riding has more than half of its primary school buildings located in small settlements where the two major buildings are likely to be the parish church and the school. The school building is, therefore, both a symbol and a significant social centre for the community - contributing to its sense of identity, whilst providing access to learning as well as wider opportunities for social activity and interaction.

Effective design supports and promotes these varied functions of our schools and the Primary Capital Programme will allow us to realise our vision. In the design of our schools we recognise the need to meet the physical requirements of the buildings such that they function efficiently and reliably, whilst also acknowledging the positive impact that thoughtful design solutions will have in terms of a transformational pedagogy and new organisational structures. Teaching and Learning in the 21st century will require buildings that can adapt to changing needs and offer flexibility in the day-to-day activities of the school. Their design should not inhibit innovation but should inspire, support and fulfil expectations.

We recognise the elements which must necessarily inform the design of our schools, and will address these conscientiously through effective consultation and design, involving all stakeholders.

The school needs to be appropriately orientated in its context, with clarity and ease of access (with appropriate consideration of both pedestrian and vehicular needs, and of surrounding transport routes to school). Reception areas will be welcoming and strategically located to manage the varied needs of all users and visitors, whilst at the same time enhancing security for the schools.

School halls will be centrally accessible but not forming part of the circulation routes between different parts of the school. These areas and dining spaces will be considered in their additional context of anticipated community use. Efficient management of providing healthy eating to all pupils (prepared on-site wherever possible) will determine the capacity and layout of such spaces.

Staff areas will meet the needs of both social and work space, with facilities to support PPA and CPD activities. These, as well as key offices (head teacher etc), will be located to offer good management of the school, whilst providing passive security and visibility. The increased involvement of support staff both within the classroom and elsewhere will influence the specification of suitable spaces.

Internal teaching spaces will be stimulating learning environments, with an ICT infrastructure and appropriate hardware and software to make them media-rich and responsive to varied teaching and learning styles. Access and support for those with SEN will be integrally designed into all spaces – as too will considerations of acoustics, and movement around the classroom space. Size, shape volume, texture and colour will all enrich these spaces and give ample opportunity to empower pupils in their activities and how they can display their work to enhance and personalise their space. Furniture layouts will be flexible to allow for a variety of different groupings and to support personalised learning and social interaction. Group sizes are unlikely to conform to ‘traditional’ or consistent numbers, requiring spaces that can accommodate different clusters of

pupils at different times and with the capability to 'flex' according to need. Ready access to common resources will be a high priority. Spaces where small groups can work together and where 1:1 mentoring can take place will be provided as part of the spatial variations within a school. The design of classrooms will recognise the divergence of 'preferred learning styles' and in particular the spatial needs of 'kinaesthetic learners'.

Our commitment to the five outcomes of the 'Every Child Matters' agenda underpins our entire vision, and careful consideration of all design elements will be viewed in relation to how these will contribute to children's personal and social development, their wellbeing and their learning.

External spaces will enhance learning rather than be used merely as play areas and service areas. The landscaping (both hard and soft) will recognise the needs of all children and the diversity of needs that they present (both as individuals and in social groupings). The linkage between inside and outside will therefore be given priority in such thinking to maximise learning opportunities in varied environments.

Parents need to know that their children feel safe at school. The building must achieve this but the manifestation of safety must be subtle. Despite pressure from some head teachers the ERYC is reluctant to generally surround school premises in palisade fencing, producing an image of education under siege and detaching the school from its surroundings. With children at early years, the natural protective instincts of the parent can be supported by a clear and visible route from building to 'school gate' - with open gathering space provided for the child to greet their parent in a supervised but informal manner. Play areas and controlled access into the buildings call for equal care in providing unobtrusive security. The design of toilets requires sensitivity in balancing both the privacy and personal security of children. Circulation and social spaces need to be open and visible to facilitate supervision and deter anti-social behaviour.

Managing environmental factors effectively within any school building can promote wellbeing and enhance learning. We shall seek design solutions which meet this challenge, whilst ensuring that sustainability is embedded through the use of environmental services; green roofs and green alternatives such as bio-diversity opportunities; through water storage, attenuation tanks, grey water and environmentally sustainable technology such as heat pumps, solar panels and wind turbines where appropriate.

5.10 The model of CPD provided by the East Riding of Yorkshire Council's School Improvement Service is designed to develop a partnership with schools that supports them in becoming self-sustaining learning organisations. Our shared belief is that schools improve themselves and our CPD offer is a positive, learner-centric approach that is sensitive to the needs of both learners and the context in which learning has to take place. It is based on the understanding that CPD is a reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice. Our aim is to encourage schools to develop a climate in which opportunities and support are given to the whole school workforce, encouraging them to actively pursue their own development and contribute to that of their colleagues. Improving schools invest in the development of their staff and create opportunities for collaboration and the sharing of best practice.

Our CPD offer includes the following:

- Access to a blend of online, ICT-based and face to face CPD within professional learning communities:
The CPD offer incorporates an on-line primary prospectus of CPD modules with a module description, detailing the broad outline, target audience, intended outcomes, time commitment, resources, pre-tasks, demonstrations/modelling, mentoring/coaching activities, gap-tasks, assessment and evaluation for each module. This information ensures that the school workforce can match their individual development needs to identified school improvement priorities. Bespoke training is also made available.
- Universal CPD entitlement financed through the Standards Fund for National Strategy identified programmes:
e.g. Raising Standards in Literacy and Numeracy through the use of the Primary Framework; Head Teacher training on Leading Improvement using the Primary Framework; Assessment for Learning (AfL) and Assessing Pupil Progress (APP)
- Provision of support for curriculum enrichment and innovation through initiatives such as:
The Curriculum Innovation Group – a group of schools working together to enhance their school curriculum, in concert with the work of the Qualifications and Curriculum Authority (QCA).
The Primary Curriculum Conference – an opportunity for head teachers and members of senior leadership teams to engage closely with developments in curriculum planning and delivery and reflect upon future priorities for their schools.
The newly created post of Teaching and Learning Consultant for Curriculum Design and Delivery – supporting schools in considering how they may best design and deliver their curriculum; providing staff with research on best practices; providing consulting services on pedagogy and technology; and offering workshops and seminars.
- Encouragement and facilitation of networks to link rural and isolated schools, with explicit statements of purpose about school improvement and classroom practice:
Providing challenge within a mutually supportive network makes the status quo more difficult to protect and offers joint opportunities for addressing issues that are relevant to all schools within the network.
- Peer support or coaching, including observation, to provide a safe environment for experimentation:
Sharing professional skills, knowledge and understanding allows participants to try out new teaching strategies; experiment with a new approach to the management of pupil's behaviour; or introduce a new aspect of the curriculum – and thereby embed the development of best practice.

Common Evaluative Framework:

The East Riding's CPD offer is supported by a common evaluative framework. Module Leaders assist schools in planning evaluation activities that accurately

gauge learning outcomes at pupil, practitioner and whole school level. The common evaluative framework adopted by the School Improvement Service is based on Guskey's (2000) 'Five Levels of Impact Evaluation'.

The East Riding's CPD model is of crucial importance in developing a school workforce that has the professionalism, teamwork and leadership to deliver sustainable improvement in standards, whilst at the same time narrowing achievement gaps. It is also a major factor in schools playing their part in delivering outcomes for children that are part of the Children's Plan 'Building Brighter Futures', Every Child Matters and Extended Services agendas. The 'Primary Strategy for Change' provides a vehicle for the School Improvement Service to harness the knowledge and commitment of all those in their workforce through high quality and relevant CPD in order to improve pupils' educational experiences, raise their levels of achievement and ensure their well-being.

6. Initial Investment Priorities

- 6.1 As Government funding allocations are now announced in 3 year tranches, the Primary Capital Programme will run for a 15 year period from 2008-09, albeit most authorities get their first allocation of this funding in 2009-10, and for completeness, this section outlines the East Riding's priorities for the first two tranches, i.e. 2008-09 to 2010-11 and 2011-12 to 2013-14. As stated above the Authority has already decided its forward 3 year capital programme and Primary Capital Programme funding will supplement other main funding streams from 2009-10 onwards to enable the schools programme to be rolled out. Schemes to follow in the following 3 years will be selected from the highest scoring schemes in the matrix, shown at appendix 1b, subject to a successful progression through the capital appraisal process.
- 6.2 As well as the factors considered in the matrix, which address DCSF priorities, some of the schemes in the 2008-09 to 2010-11 programme address special education and behaviour provision needs, e.g. remodelling and refurbishment of Patrington C.E. Primary School, a replacement Kings Mill Special School and a new Pupil Referral Unit to replace Hazel Lodge. A further 12 temporary classrooms will also be taken out of commission as a result of these and the other schemes in the programme. Every opportunity will be taken at the same time to supplement extended schools and children's centres provision, joining up the latter's funding streams with main schools capital. It should be pointed out that access to extended and children's services has been treated as a priority in line with DCSF guidance, but as there must be a children's centre in every community and extended schools provision must be available in every locality by 2010, these factors may assume less weighting in later tranches of the programme. Any such issues that may need to be addressed following 2010 would be awarded a high priority in subsequent programmes.
- 6.3 The matrix at appendix 1b has been devised using a points scoring system taking into account the factors listed in the DCSF guidance, i.e. educational performance, deprivation, places, building condition and suitability, and the availability and demand for extended and community services. A brief description of the methods used is as follows, see also Appendix 1a.

- | | |
|-----------|---|
| Standards | - A school's most recent Ofsted report rating has been used ranging from outstanding scoring 1 to special measures 4. |
|-----------|---|

Deprivation	- the percentage of a school's pupils falling into the two most deprived categories in the Index of Multiple Deprivation: 0-25% pupils scoring 1, to 75% plus pupils in these categories scoring 4.
Surplus Places	- the percentage of surplus places, using the latest net capacities and Plasc 2008 numbers on roll; less than 10% surplus places scoring 0, up to 25% and over surplus places scoring 4. Account has also been taken of any overcrowding, with schools with more than a 10% deficit of places scoring 2.
Condition	- On site condition surveys have been carried out on half of the primary schools with desktop study up dates being done on the others through meetings between the Property Manager (Schools) and the appropriate surveyors and engineers. Out-standing Priority 1-3 condition work up to a value of £100,000 scores 1, with work estimated to cost £750,000 plus scoring 4. A score has been added to reflect the number of pupils at the schools, who would benefit from the work being done. We feel this is a better measure than looking at the amount of work per pupil as the latter gives a disproportionate weighting to the very small schools. Suitability has been treated similarly.
Suitability	- this is based on the number of impacts on education, weighted and health and safety impacts with up to 20 impacts scoring 1 and 100 plus impacts scoring 4, plus a score to reflect the number of pupils.
Child Care and Extended Services	- based on the extent to which a school is meeting the 5 core offers, again with a score reflecting the number of pupils.

6.4 Appendix 3 shows the 12 major primary school capital schemes in the programme for 2008-09 onwards. All of these schemes have been through the capital appraisal process and 7 of them feature in the 20 top priorities in the matrix. Some salient features of this first tranche are:

- A large number of surplus places will be removed. The following schemes; Hallgate 262, Parkside 61, Kingsway 140, Anlaby 156, Willerby Carr Lane 210 and Kirk Ella 210 will remove 1039 surplus places over the course of the next 3 years. This is in addition to the 917 already removed in the last 5 years.
- A further 12 temporary classrooms will be removed. Hallgate 1, North Frodingham 1, Newbald 1, Patrington 2, Withernsea Infant 2, Kingsway 3, Willerby Carr Lane 2. This will reduce the East Riding's stock of temporary classrooms in primary schools to 38 which will represent a considerable

achievement bearing in mind that there were 146 classes in temporary accommodation (including 15 in HORSAs) in East Riding primary schools in 1996, a reduction of 108, 74%.

- 12 schemes will benefit 3,850 pupils at the new reduced capacities, approximately one sixth of the number of primary age pupils.
- Four of the schemes concentrate on schools in 2 of the 3 most deprived areas of the East Riding; Parkside, Kingsway and St Joseph's in Goole and Withernsea Infant and Junior in Withernsea. As well as deprivation these schools score highly on education need and surplus places.

6.5 Bearing in mind that there may be a need for some expenditure beyond 2010-11 on probably 2 of the above schemes, i.e. Withernsea Infant and Junior and Kirk Ella, we will consider the remaining schemes in the top 20 priorities in the table. It should be pointed out here that consideration may be given to the provision of an all through 0-19 plus school at Withernsea or other areas through BSF when the East Riding enters the BSF Programme. There may be a need to synchronise Primary Capital Programme funding with BSF funding and how much of the latter can be made available for Withernsea will determine how much PCP and other primary schools' capital will be needed for Withernsea. Kirk Ella has a lot of unsuitable accommodation, and a decision will need to be taken on whether it is worthwhile to do a mixture of new build, remodelling and refurbishment or whether the cost of this would be so high that the provision of a completely new replacement school would be justified. Some of the schemes in the first 20 for consideration require some remodelling and/or refurbishment. These include Marshlands, Wawne, New Pasture Lane, Hedon, Hessle Penshurst Primary Schools and All Saints CE Infant School. Others, that require considerably more expenditure, whether in terms of new build/remodelling or substantial refurbishment are;

- Hilderthorpe Junior and Infant (proposals to amalgamate have been published)
- Swinemoor Primary
- Beverley St Nicholas Primary
- Quay Primary

Discussions will need to be held with appropriate colleagues regarding funding for those schools which are within the remit of the Bridlington Schools PFI scheme, i.e. Bay Primary, New Pasture Lane and Quay Primary Schools.

It is anticipated that even though all possible funding streams will be joined up, work on the above schools will take up the bulk of the funding available in the second tranche and possibly beyond, into 2014-15. Priorities will also change as they will be reviewed on a regular basis. Factors that could result in other schemes going up in the priority list are sudden large increases in pupil numbers due to large-scale housing development or parental preference, sharp reductions in numbers on roll, a previously successful school experiencing a drop in standards or going into special measures etc.

6.6 Primary schools which do not fall into the 5% worst condition or 45% requiring substantial refurbishment categories will be expected to meet their buildings needs through devolved capital. Emergency work or large scale maintenance

requirements which quickly become a high priority will need to be referred to the Authority.

7. **Summary**

7.1 The Authority welcomes the additional capital investment which the Government is making available for primary schools. This funding will be joined up with other funding streams to improve the Authority's primary school stock with the intention of achieving the following aims.

- Education Standards

To have no schools in an Ofsted category and no school falling below the floor targets. To achieve top 10% performance across all measures.

- Deprivation

To target those schools located in the 20% most deprived Super Output Areas.

- Places

To continue the Authority's programme of removal of surplus places to meet the DCSF target of reducing the overall surplus to less than 10% and no schools to have more than 25% surplus places, bearing in mind the caveats with small, rural primary schools.

- Condition

To rebuild or take out of use at least 5% of the schools in the worst condition (7 schools) and significantly improve at least 45% of schools (58 schools). Also, to carry out any priority 1 condition work in the financial year in which it is identified or during the following financial year.

- Suitability

To ensure no schools have an impact A; and B, C and D impacts are reduced to the minimum number possible over the course of the Programme. To ensure no schools have a high health and safety impact.

- Child Care and Extended Services

To ensure that all schools will be providing the minimum extended school full care offer by 2010 and will continue to do so.

Primary Strategy for Change: Scoring and Weighting of Factors in Matrix

1.	Education Standards: Ofsted Ratings:	Outstanding	1
		Good	2
		Satisfactory	3
		Special Measures	4
2.	Deprivation: %age of pupils in the 2 most deprived categories ie up to 20% Short cut to EducationLink	0 - 25%of pupils	1
		26 - 50%of pupils	2
		51 - 75%of pupils	3
		76 - 100%of pupils	4
3.	Surplus Places: %age of surplus places:	0 - < 10%	0
		10 - < 15%	1
		15 - < 20%	2
		20 - < 25%	3 *
		25 →	4 **
4.	Condition: Cost of Priority 1-3 condition work plus a score to reflect numbers at the school, i.e. number of pupils who benefit	£0 - £100k	1
		£100k - £300k	2
		£300k - £750k	3
		£750k →	4
		0 - 120 pupils	0.2
	121 - 210 pupils	0.4	
	211 - 420 pupils	0.6	
	421 →	0.8	
5.	Suitability: Number of impacts, weighted plus a score to reflect number at the school	0 - 20	1
		21 - 50	2
		51 - 100	3
		101 →	4
		0 - 120 pupils	0.2
	121 - 210 pupils	0.4	
	211 - 420 pupils	0.6	
	421 →	0.8	
6.	Child Care: childcare delivered at or through schools	Full access	1
		Reasonable access	2
		Partial access	3
		No access	4
	Extended Services: the other 4 parts of the core offer	Parenting support	
		Swift and easy access to services	
		Varied menu of activities	
		Community use of schools	
	Score 4 if providing none of these, 0 if providing all four,		
			Due to number of factors the scores are added together then divided by 2
		plus	
		as above a score to reflect number of pupils at the school, similarly to condition and suitability	

Note:

To give equal weightings:

Criteria scores for Items **1, 2** and **3** are multiplied by 5

Criteria scores for Items **4, 5** and **6** multiplied by 4

This gives a maximum possible score of 120.

* including schools with 25% plus surplus places but where the number of surplus places is less than 30

** where schools have 25% plus surplus places and number of surplus places is 30 and above

School	Education Standards Ofsted Rating	Deprivation Indices IMD	% Surplus Places	Condition Pr 1-3 Work	Suitability No of Impacts A-D	Child Care / Extended Services	Total Score
Anlaby Primary School	15	5	10	18.4	18.4	16.4	83.2
Marshlands Primary School	15	20	20	13.6	5.6	7.6	81.8
Hilderthorpe Junior School	15	15	20	14.4	10.4	6.4	81.2
Wawne Primary School	15	5	20	12.8	12.8	14.8	80.4
New Pasture Lane Primary School	15	20	20	13.6	5.6	5.6	79.8
Hallgate Junior School	20	5	15	13.6	17.6	7.6	78.8
Hilderthorpe Infant & Nursery School	15	10	20	13.6	13.6	5.6	77.8
Swinemoor Primary School	15	5	20	18.4	6.4	12.4	77.2
Hedon Primary School	10	5	20	14.4	14.4	12.4	76.2
Hessle Penshurst Primary School	20	5	20	14.4	6.4	10.4	76.2
Beverley St Nicholas Primary School	15	5	15	18.4	6.4	14.4	74.2
Parkside Primary School	15	5	15	14.4	18.4	6.4	74.2
Kirk Ella St Andrew's Community Primary School	10	5	5	19.2	19.2	15.2	73.6
Newbald Primary School	15	5	15	8.8	12.8	16.8	73.4
All Saints CE VC Infant School	15	5	20	14.4	6.4	10.4	71.2
Middleton-on-the-Wolds CE VC Primary School	15	5	20	8.8	12.8	8.8	70.4
Quay Primary School	15	15	5	14.4	6.4	14.4	70.2
Withernsea Infant School	10	15	20	13.6	5.6	5.6	69.8
Bay Primary School	15	15	20	6.4	6.4	6.4	69.2
Willerby Carr Lane Primary School	10	5	0	19.2	19.2	15.2	68.6
Swinefleet Primary School	15	5	15	8.8	12.8	10.8	67.4
Woodmansey CE VC Primary School	15	5	15	12.8	4.8	14.8	67.4
Kingsway Primary School	15	5	20	14.4	6.4	6.4	67.2
Gembling Primary School	15	5	20	8.8	4.8	12.8	66.4
Holme on Spalding Moor Primary School	10	5	20	14.4	10.4	6.4	66.2
North Ferriby CE VC Primary School	15	5	15	14.4	10.4	6.4	66.2
Withernsea Junior School	15	15	5	14.4	10.4	6.4	66.2

Hazel Lodge Pupil Referral Unit	15	5	15	8.8	4.8	16.8	65.4
Burstwick Community Primary School	15	5	20	13.6	5.6	5.6	64.8
Sproatley Endowed CE VC Primary School	10	5	15	13.6	5.6	15.6	64.8
Beverley Minster CE VC Primary School	10	5	0	19.2	15.2	15.2	64.6
Bubwith Primary School	15	5	20	4.8	4.8	14.8	64.4
Mount Pleasant CE VC Junior School	10	5	20	10.4	6.4	12.4	64.2
Burton Pidsea Primary School	10	5	20	12.8	4.8	10.8	63.4
North Frodingham Primary School	15	5	15	8.8	8.8	10.8	63.4
Hornsea Primary School	10	5	10	15.2	15.2	7.2	62.6
Flamborough CE VC Primary School	15	5	20	8.8	4.8	8.8	62.4
Newport Primary School	15	5	20	8.8	4.8	8.8	62.4
Bilton Community Primary School	10	5	10	14.4	6.4	16.4	62.2
Leven CE VC Primary School	15	5	15	9.6	9.6	7.6	61.8
All Saints CE VC Junior School	15	5	0	15.2	15.2	11.2	61.6
Aldbrough Primary School	10	5	20	8.8	4.8	12.8	61.4
Burlington Junior School	10	10	0	14.4	14.4	12.4	61.2
Bempton Primary School	15	5	20	4.8	4.8	10.8	60.4
King's Mill School	10	5	10	12.8	16.8	4.8	59.4
Little Weighton Rowley CE VC Primary School	10	5	20	8.8	4.8	10.8	59.4
Roos CE VC Primary School	10	5	10	8.8	12.8	12.8	59.4
St Anne's Community Special School	10	5	10	12.8	12.8	8.8	59.4
Gilberdyke Primary School	10	5	5	10.4	14.4	14.4	59.2
Hutton Cranswick Community Primary School	10	5	15	9.6	13.6	5.6	58.8
Easington CE VC Primary School	15	5	15	4.8	4.8	12.8	57.4
Reedness Primary School	10	5	20	4.8	4.8	12.8	57.4
Riverside Special School	10	5	10	8.8	8.8	14.8	57.4
Hallgate Infant School	10	5	15	14.4	6.4	6.4	57.2
Inmans Primary School	15	5	0	14.4	10.4	12.4	57.2
Leconfield Primary School	5	5	10	17.6	5.6	13.6	56.8
Bugthorpe CE VC Primary School	10	5	15	4.8	12.8	8.8	56.4

Sledmere CE VC Primary School	10	5	15	8.8	12.8	4.8	56.4
St Joseph's Catholic Primary School	15	5	0	12.8	8.8	14.8	56.4
Walkington Primary School	15	5	5	10.4	10.4	10.4	56.2
Westfield Primary School	10	5	0	18.4	14.4	8.4	56.2
Bishop Wilton CE VC Primary School	10	5	15	6.4	8.8	10.8	56.0
Eastrington Primary School	10	5	10	5.6	9.6	15.6	55.8
Howden CE VC Infant School	10	5	20	5.6	5.6	9.6	55.8
Market Weighton Infant School	10	5	20	5.6	5.6	9.6	55.8
Skirlaugh CE VC Primary School	10	5	10	8.8	8.8	12.8	55.4
South Cave CE VC Primary School	10	5	5	14.4	14.4	6.4	55.2
North Cave CE VC Primary School	10	5	15	8.8	4.8	10.8	54.4
Rawcliffe Bridge Primary School	15	5	20	4.8	4.8	4.8	54.4
Riston CE VC Primary School	10	5	15	4.8	4.8	14.8	54.4
Pocklington Community Junior School	15	5	5	14.4	6.4	8.4	54.2
St Mary's CE VC Primary School	10	5	0	14.4	10.4	14.4	54.2
Bacon Garth Primary School	10	5	10	13.6	5.6	9.6	53.8
Pocklington CE VC Infant School	10	5	20	5.6	5.6	7.6	53.8
Boynton Primary School	10	5	10	8.8	8.8	10.8	53.4
Langtoft Primary School	10	5	20	8.8	4.8	4.8	53.4
Skidby CE VC Primary School	10	5	20	4.8	4.8	8.8	53.4
Wetwang CE VC Primary School	15	5	15	4.8	8.8	4.8	53.4
Lockington CE VC Primary School	10	5	15	4.8	4.8	12.8	52.4
Sutton Upon Derwent CE VC Primary School	10	5	15	4.8	4.8	12.8	52.4
Wold Newton Foundation School	10	5	15	8.8	8.8	4.8	52.4
Molescroft Primary School	10	5	0	14.4	10.4	12.4	52.2
Stamford Bridge Primary School	10	5	0	14.4	14.4	8.4	52.2
Patrington CE VC Primary School	10	5	0	17.6	13.6	5.6	51.8
Preston Primary School	10	5	0	9.6	13.6	13.6	51.8
Wilberfoss CE VC Primary School	10	5	10	5.6	13.6	7.6	51.8
Southfield Lodge Pupil Referral Unit	10	5	10	4.8	4.8	16.8	51.4

Hornsea Burton Primary School	10	5	20	4.8	4.8	6.8	51.4
Nafferton Primary School	5	5	10	14.4	10.4	6.4	51.2
Howden Junior School	10	5	5	9.6	9.6	11.6	50.8
St Marys RC VA Primary School Bridlington	10	10	10	5.6	9.6	5.6	50.8
Bridlington Nursery School	10	10	10	4.8	4.8	10.8	50.4
Cherry Burton CE VC Primary School	10	5	0	13.6	9.6	11.6	49.8
Springhead Primary School	10	5	0	13.6	13.6	7.6	49.8
Dunswell Primary School	10	5	10	4.8	4.8	14.8	49.4
Barmby Moor CE Primary School	15	5	5	8.8	8.8	6.8	49.4
Driffield Northfield Infant School	10	5	20	4.8	4.8	4.8	49.4
St Mary's RC VA Primary School Market Weighton	10	5	10	8.8	4.8	10.8	49.4
Sigglesthorne CE VC Primary School	15	5	0	8.8	4.8	14.8	48.4
Beswick & Watton CE VC Primary School	10	5	15	8.8	4.8	4.8	48.4
Warter CE VC Primary School	10	5	10	5.6	5.6	11.6	47.8
Martongate Primary School	15	5	0	7.2	7.2	13.2	47.6
Barmby on the Marsh Primary School	5	5	15	4.8	4.8	12.8	47.4
Garton on the Wolds Primary School	10	5	10	8.8	8.8	4.8	47.4
Brough Primary School	15	5	0	14.4	6.4	6.4	47.2
Snaith Primary School	15	5	0	6.4	14.4	6.4	47.2
Burton Agnes CE VC Primary School	15	5	0	8.8	8.8	8.8	46.4
Hornsea Nursery School	15	5	10	4.8	4.8	6.8	46.4
St John of Beverley RC VA Primary School	10	5	0	13.6	5.6	11.6	45.8
Driffield Junior School	10	5	5	11.2	7.2	7.2	45.6
Thorngumbald Primary School	10	5	5	10.4	6.4	8.4	45.2
Beeford CE VC Primary School	15	5	0	4.8	4.8	14.8	44.4
Kilham CE VC Primary School	15	5	10	4.8	4.8	4.8	44.4
Tickton CE VC Primary School	10	5	0	9.6	5.6	13.6	43.8
Anlaby Acre Heads Primary School	15	5	0	10.4	6.4	6.4	43.2
Burlington Infant School	10	10	0	6.4	6.4	10.4	43.2
Keldmarsh Primary School	10	5	0	6.4	6.4	14.4	42.2

Keyingham Primary School	15	5	0	5.6	5.6	9.6	40.8
Beverley Manor Nursery School	5	5	10	4.8	4.8	10.8	40.4
Paull Primary School	10	5	5	4.8	4.8	10.8	40.4
Skipsea Primary School	15	5	0	4.8	4.8	10.8	40.4
Hedon Nursery School	5	5	10	8.8	4.8	6.8	40.4
Cottingham Croxby Primary School	10	5	0	10.4	6.4	8.4	40.2
St Martin's CE VA Primary School	10	5	10	4.8	4.8	4.8	39.4
Brandesburton Primary School	10	5	0	4.8	9.6	9.6	39.0
Hook CE VC Primary School	5	5	0	9.6	13.6	5.6	38.8
Welton Primary School	15	5	0	5.6	5.6	7.6	38.8
Airmyn Park Primary School	10	5	5	4.8	8.8	4.8	38.4
Elloughton Primary School	10	5	0	10.4	6.4	6.4	38.2
Swanland Primary School	5	5	0	14.4	6.4	6.4	37.2
Boothferry Primary School	10	5	0	8.8	6.4	6.4	36.6
St Mary's & St Joseph's RC VA Primary School	10	5	5	4.8	4.8	6.8	36.4
Cowick CE VC Primary School	10	5	0	8.8	4.8	4.8	33.4
Pollington-Balne CE Primary School	10	5	0	4.8	8.8	4.8	33.4
Driffield CE VC Infant School	5	5	0	10.4	6.4	6.4	33.2
Melbourne Community Primary School	10	5	0	5.6	5.6	5.6	31.8
Rawcliffe Primary School	10	5	0	4.8	4.8	6.8	31.4

**Primary Strategy for Change
Surplus Places Removal**

School	Detail	Date	Number of Places Removed
Walkergate Infant	Closure & transfer to pupils to St Mary's	Mar 2001	49
Bewholme Primary	Closure & transfer to Sigglesthorpe & Hornsea Primary Schools	Dec 2003	56
Withernwick Primary	Closure & transfer to Aldborough Primary School	Aug 2004	54
Keyingham Infant and Junior	Amalgamation	Sep 2007	136
Thorngumbald Infant and Junior	Amalgamation	Sep 2007	59
Pasture Primary	Closure	Sep 2006	210
Beverley Minster	Reduction in capacity due to opening of Keldmarsh Primary	2004-2007	210
Swinemoor Infant & Junior Schools *	Amalgamation & partial transfer from Infant to Junior building	Sep 2007	90
New Pasture Lane	Reduction in capacity	Jan 2008	53
			917
			Proposed Number of Places to Remove
Anlaby Infant & Junior Schools *	Amalgamation	Sep 2009	156
Willerby Carr Lane Infant & Junior Schools *	Amalgamation	Sep 2009	210
Parkside Primary	Consolidation	Sep 2009	61
Kingsway Primary	Consolidation	Sep 2009	140
Hallgate Infant & Junior Schools	Amalgamation	Sep 2008	262
Kirk Ella St Andrews	Reduction in capacity	Sep 2010	210
Hilderthorpe Infant and Junior Schools	Proposals to amalgamate	Sep 2010	221
Swinemoor Infant and Junior Schools	Amalgamation & partial transfer from infant to junior building	Sep 2010	180
			1440
		Total	2357

* Amalgamations have formally taken place; building work to be completed over the next 3 year period

**Primary Strategy for Change
Major Primary School Capital Schemes in Schools Capital Programme
2008-09 to 2010-11**

Scheme		Total Cost (£s)
Hallgate Primary	Consolidation on Infant Building	2,771,000
North Frodingham Primary	Provide hall and replace mobile classroom	710,000
Newbald Primary	Provide hall and refurbishment	692,000
Patrington CE Primary	Remodel and refurbishment and replace mobile classroom	1,379,000
Withernsea Infant and Junior	Development of Withernsea Schools' site	585,000
Willerby Carr Lane Primary	Consolidation on Infant building	3,514,000
Anlaby Primary	Consolidation on Infant building	2,203,000
Westfield Primary	Consolidation on Infant building	3,766,000
Kirk Ella St Andrews Primary	Reduction to 420 places	2,373,000
Kingsway Primary	Reduction to 300 places	1,595,000
Parkside Primary	Reduction to 420 places	1,321,000
St Joseph's RC Primary School	Extensions and remodelling	1,182,000