



Gateshead Council
Readiness to Deliver Submission Final Draft
Subject to Cabinet Consideration & Approval

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3.1 Transformational Overview (8 pages)

3.1.1. Context and Vision

Gateshead has undergone a journey of transformation over the last 20 years. Our journey has been based on a long-term vision and commitment to unlocking the potential of Gateshead. At the heart of our journey to regenerate Gateshead we have pursued two key priorities which are inextricably linked. First, we have aimed to transform the learning and achievement of our young people to create a skilled and educated workforce with an expectation of a high quality of life. Second, we have developed a total corporate commitment to securing successful capital investment into Gateshead and we have managed the delivery of that investment to the highest level of success in every project.

In order to deliver our transformation agenda for learning, the BSF programme is one of the highest priorities within the Council. We have already demonstrated commitment and success with our outstanding Local Education Partnership, *inspiredspaces* and the substantial increase in student achievement and attainment is already evidenced.

As a Wave 1 BSF authority, Gateshead schools and pupils are celebrating excellent exam results in 2009, with more than eight in every ten pupils leaving school with five or more top grades, this is the best ever performance and 7% higher than 2008. The number of pupils achieving 5 A* to C including English and Maths has improved to 51% - which is a 4% rise on last year and for the first time ever includes over half the pupils in Gateshead.

In our two new PFI schools, student achievement is accelerating rapidly in line with our transformation agenda. In 2009 Lord Lawson of Beamish Community School has seen a rise in student attainment at 5 or more GCSEs Grade A-C from 78% in 2008 to 85% and Kingsmeadow Community Comprehensive, a school currently in National Challenge from 42% to 63%. When including maths and English, the picture is equally impressive with 18% and 8% improvements.

Gateshead accepts the need to take difficult decisions in order to deliver our long term vision. In summer 2009, as part of its statutory duty to ensure there are sufficient schools and places in the area and fair access to educational opportunity, whilst promoting diversity and parental choice, the Council completed an extensive consultation exercise on the future pattern of provision in the west of the Borough. The particular focus has been on Hookergate School and Ryton Comprehensive School where our aim is to improve standards, respond to demand for places in popular schools and secure an appropriate balance between the supply and demand for places. In our role as commissioner of school places and having considered the results of the consultation exercise we are proposing to use BSF funds to support the closure of Hookergate School and create a larger Ryton Comprehensive School.

Our award winning LEP (PPF Best Education Project, Best Public Sector Project Team, PFS Best Community Integration) *inspiredspaces* are currently working with the next wave secondary schools on the Strategy for Change and this is programmed for submission in 2009. The LEP will complete delivery of Wave 1 in the autumn of 2011. We are ready to start on the BSF process for the next wave of schools to ensure the capital investment will continue to support the change management and transformation driving up achievement.

The LEP, schools and the council have identified the following key elements that will deliver continued improved educational attainment:

- Personalised learning - developing PLTS that meet the needs of individual students as well as assessment models which support learning;
- Curriculum choice - ensuring a curriculum entitlement that is relevant, enjoyable and motivating, and offers increasing levels of choice throughout the 11-19 journey leading to successful outcomes for young people
- Behaviour and attendance - creating flexible accommodation and spaces to make learning relevant and dynamic and provide support to reduce the incidence of poor behaviour;
- ICT – further developing 21st century innovative E learning within and across schools and the councils;
- Inclusion and Special Educational Needs (SEN) - developing facilities which are accessible and inclusive;
- Extended schools - creating learning environments which encourage interaction with the community and other council, community and voluntary services which support student participation beyond the school day;

- Workforce reform - providing accommodation which facilitates the changing workforce necessary to deliver new ways of learning and student support;
- Partnership Working – Whilst each school has a unique identity through its specialism, all will continue to work in partnership to extend an already excellent collaborative curriculum

Our corporate commitment to securing major capital investment and project managing that investment to the highest standard has produced impressive results so far. We have been successful in securing over £500m investment in Gateshead Quays alone in the last 10 years. Alongside the wider corporate investment in Gateshead we can now demonstrate successful completion of the £55m Gateshead Schools PFI project in five new primary and two new secondary schools at Lord Lawson of Beamish Community School and Kingsmeadow Community Comprehensive School. The Council takes great pride in delivering the BSF first phase project on time and within budget as a result of highly competent and professional project management, commitment to delivery from all stakeholders.

South Tyneside and Gateshead Councils have established a unique and forward thinking partnership to deliver BSF and transform the lives of future generations and *inspiredspaces* are now in the process of turning that vision into reality. *Inspiredspaces* has already received national recognition as an outstanding LEP and are successfully delivering nine secondary schools in the current wave of the BSF programme through a mixture of new build PFI or refurbished through a design and build contract. The LEP is also delivering ICT through a managed service to all schools across the project including the two PFI schools at Lord Lawson of Beamish Community School and Kingsmeadow Community Comprehensive and provide facilities management services to the new build PFI schools over the life of the 25 year concession contract.

Finally, sustainable communities are at the heart of our ambitious Sustainable Community Strategy, Vision 2030. Our focus for the future is one which continues to accelerate this transformation for Gateshead; one which focuses on people and place. By 2030, Gateshead will be an economically thriving city which has unlocked the potential of our local residents by giving opportunities and nurturing aspirations through an outstanding education system. The further BSF investment will have a dramatic impact on students and communities of West Gateshead because:

- Gateshead has a proven track record of commissioning large building and transformational projects and ensuring benefit for the people of Gateshead, e.g. The Baltic, The Sage and European City of Sport (2010)
- Inspired Spaces is an award winning LEPwell established, successful, fully integrated and transformational by nature, ready to continue the excellent work already seen in StaG
- Gateshead and *inspiredspaces* have a tremendous track record in widening participation and improving educational outcomes

3.1.2 Choice, Diversity and Access

Gateshead currently maintains ten mainstream secondary schools (eight of which are 11—18, 2 are 11-16). All are designated as having Specialist status and three have a second specialism of vocational learning, two serve the Roman Catholic community. One school has a City Learning Centre and one a Lifelong Learning Centre. Emmanuel College, a City Technology College (CTC), is situated in the west of the Borough and has a pupil population predominantly from Gateshead. This CTC serves an 11—18 population and is funded from outside the authority, but plays a part in relevant partnerships. Gateshead has three secondary special schools: one moderate learning difficulties; one profound and multiple learning difficulties; and one EBSD.

Ofsted have graded 3 schools outstanding, six as good and two satisfactory with no secondary schools in Gateshead in a category of concern. Gateshead College was graded outstanding by Ofsted. Three Gateshead schools are benefiting from support through the National Challenge and this has built on existing effective practice around Schools of Concern procedures. Only one of these schools continues to give concern but it is expected to improve with this intervention so that it will reach the 30% threshold by 2010, performing above expectations in 2009 by reaching 29% with an 8% improvement.

The Gateshead Education Improvement Partnership (EiP) consists of strategic leaders from all secondary schools, the college, workbased learning providers, employers, Learning and Skills Council and the Local Authority and has been nationally recognized as excellent partnership practice graded outstanding in the diploma Gateway process. It takes collective responsibility for the education of all young people aged 11-19 years and reports to the CYP Partnership Board and the Improve Wellbeing Board. Its main aims are to:

- Raise achievement
- Improve behaviour, and increase attendance and engagement
- Promote equality, choice and access to a range of high quality provision to meet personal needs of students
- Support young people at risk of marginalization or disaffection
- Ensure routes into further or higher education, employment or training and achieve economic wellbeing

Gateshead has successful experience of federation as a means to raise standards, for example in the case of St. Thomas More Catholic School, a highly successful secondary school federating with St. Edmund Campion, now Cardinal Hume Catholic School, with the result that the latter has improved standards of achievement beyond all recognition. We are also extending choice for students through more local partnerships such as Central Gateshead 6th Form (Cg6) and a new 6th form federation between the 2 Wave 1 BSFs schools and Gateshead College. This is ensuring the greater engagement of hard to reach and vulnerable students aged 16-18 in education and training. Gateshead consults extensively with all partners including parents, pupils and the wider community using a range of strategies such as meetings based in the community as well as questionnaires. The LEP working with Gateshead consider consultation with all stakeholders as critical in making effective decisions about school provision. This was nationally recognised in the award of the PfS community integration award. The SEN review, The Primary Review and the Secondary Review have all been based on this approach.

Further BSF investment will extend diversity, improve choice and increase access through a rationalised and enhanced school estate by:

- Accelerating actions from the findings of the secondary and SEN reviews of school provision to ensure that all communities are only served by popular and high achieving schools;
- Remodelling outdated stock, to create well designed buildings with flexible and specialist learning spaces, new technologies accommodation for multi agency teams and extended community use;
- Reducing the numbers attending special schools to a level below the national average.
- Supporting implementation of 14-19 provision to ensure access to a full diploma entitlement.

3.1.3 Identifying and tackling underperformance of schools and groups.

Underachievement of Specific Groups

The profile of educational achievement in STaG is similar in a number of aspects.

- Girls perform better than boys at GCSE in both Boroughs.
- Students in the care of both Local Authorities do better than the national average for children in care, but nevertheless, achieve significantly below the average for all children.
- Students from ethnic minority backgrounds in Gateshead achieve results broadly in line with the LA average.
- Addressing the gap between fsm and non-fsm students is a priority

Current Attainment Levels

Gateshead's drive to raise standards has been undertaken with the active partnership of Gateshead schools. The National Rank of Gateshead in 2003 of 16 with 59.7% 5+ A-C grades compared to the National Rank of 4 with 75% in 2008, with an additional 7% improvement in 2009, exemplifies the performance of Gateshead secondary schools. The culture in Gateshead schools is one where deprivation is not allowed to become an excuse for low standards and where any deterioration in performance is tackled rigorously and positively. National Challenge schools are improving rapidly because there are excellent systems in place for intervention in schools of concern. This is also the case where schools have had significant building work, e.g. Lord Lawson of Beamish Community School, a new PFI build completed in 2009 where 5A*-C including English and maths has risen by 18%. This is because the school in partnership with the LA and the LEP has evaluated and transformed its provision during the PFI process.

The ongoing development of 14-19 education is driven by the well-established Education Improvement Partnership (EiP) of schools, LA, college and other providers. The broader school improvement agenda has also been undertaken with close co-operation from schools. The Council's Raising Achievement Service (a Beacon Service for school improvement) takes the lead on school improvement through its robust School Intervention and Support Programme which has an excellent improvement track record leading to a high percentage of good and outstanding schools. Schools serving the most deprived communities have also improved significantly because schools have worked closely with the LA and other partners to improve outcomes, for example Thomas Hepburn Community School has more than doubled the percentage of students gaining 5A*-C including English and mathematics over a 3 year period (whilst involved in the BSF process), we recognize that this continues to be a priority.

Further BSF investment will have a significant impact on further raising achievement and closing the gap between highest and lowest attaining students and bringing the benefits of BSF and PFI programmes already seen in Gateshead. The secondary schools included in our first priority follow-on project are largely located in the west of the borough and BSF development would directly address the risks that may prevent further transformation, increased inclusion and the present trend of rising standards

3.1.4 Learning

Gateshead Council and its partners are committed to the delivery of personalised learning for all. We know that for all our success, too many pupils leave school without achieving their potential, and many of these become disaffected and unfulfilled members of society. A principal aim of our vision, therefore, initiated by our Headteachers, is to create schools that are more successful in engaging with and supporting pupils in all aspects of their learning. We believe investment in the physical learning environment is very important in signaling to learners the value we place on them as individuals. However, we are clear about the fundamental importance of improved teaching and learning methodology for all pupils, the role of ICT as a tool for learning by all, and the significance of workforce remodelling in shaping the workforce to meet the changing needs of the schools, and of society, in a lifelong learning environment.

Central to our vision, is the belief that all learners deserve the opportunity to develop their skills and abilities both in and beyond the school day. All our schools are addressing the personalised learning agenda, which recognises not only the concept of multiple intelligences, but also the different learning needs of the school community. To support this work the LEP with the LAs has engaged staff in reviewing what personalisation means in practice. This work has been supported by workshops involving PfS and SSAT, a study visit to Sweden and the development of school based projects that will run throughout the Autumn term 2009 and be evaluated in Spring 2010. Feedback so far has included the following comments from schools; *"It made me think about personalisation in concrete terms" ... "This was a valuable experience that will certainly impact on the development of the school" ... "The strength of networking across STaG should be built on – this has been a big plus"*.

The LA works with schools to promote networking of key strategic leaders of teaching and learning combined with an action research approach to classroom practice which has been nationally recognized.

In fulfillment of our commitment, where there are departments of concern within successful secondary schools, National Strategy resources are targeted through an effective intervention including an audit, targeted consultant support and a raising attainment management group.

All schools have specialist status as part of our vision for a personalised offer to learners. Our support for the broader curriculum, for example, through sport and the arts, provide further evidence of our quest for a better match between what schools provide and the interests, aptitudes and skills of learners.

Further BSF investment will assure:

- Specialist facilities for specialist schools, where the design enhances learning across the board,
- ICT-rich and technologically advanced learning environments,
- Time and appropriate space (with ICT access) given to staff;
- Opportunities for teachers to develop the key elements of personalised learning. A significant amount of work has taken place to support teachers in broadening and developing their pedagogy in order to engage all learners;
- Opportunities to release head teacher and staff time and energy that is currently eaten up by FM;
- The opportunity, space and time to develop small group and 1:1 coaching and debriefing sessions;
- First class facilities that will enable all schools to deliver the requirements for high quality PE and sport, in line with Sport England guidelines.
- Increased contributions to the community's learning at all ages, for which Gateshead is already noted.

3.1.5 Curriculum

Supporting the development of a coherent 14 — 19 curriculum offer which provides all students with a range of opportunities within a flexible structure is vital to our joint mission to create a fully engaged student population. The 14-19 partnership is making excellent progress in Gateway applications for diploma delivery so that it is well placed to achieve the national target of all diplomas being available by 2013. The LA has received excellent support from the LEP through provision of vocational learning opportunities on site and the direct offer of apprenticeships.

This will provide all young people with the opportunity to continue their education in a variety of settings, including the workplace, and therefore achieve the national expectation that all young people will be engaged in learning until the age of 19. The percentage of students who are NEET is reducing faster than the national rate in Gateshead and is a continuing priority. In particular, we are committed to improving the transition between compulsory and post-compulsory education in order to ensure good progress is maintained and that students at Key Stage 4 see a relevance to their ongoing study. Many of the secondary schools in both Local Authorities were designed to support a much narrower curriculum than is currently demanded within the 14—19 agenda, and BSF will help us address this. The direct support and intervention by the LEP has been central to developing the new post 16 collaboration in the east of the borough.

The EIP is at the heart of leading curriculum developments and ensuring world class partnership facilities needed for diplomas and other vocational qualifications, such as the new Construction Centre located on an industrial estate and used extensively by all schools. The Curriculum Collaboration Group (CCG) is a dynamic partnership of curriculum deputies from schools and equivalent staff from all other providers, who are accountable to the EIP. The results of this effective partnership are that we have over 400 students on collaborative vocational courses, including a cohort of over 200 Young Apprentices from all schools in Gateshead. CCG members also work together effectively on issues such as functional skills and personal learning and thinking skills (PLTs). This partnership has been highlighted nationally as an example of best practice and is well placed to provide leadership throughout the BSF process. BSF will help the EIP to realize its current priorities which are to improve attainment in English and mathematics at age 16, as well as improve outcomes at Level 3 by age 19.

3.1.6 Integrated Children's Services, ECM and extended schools

The BSF Programme provides a major opportunity to progress the ECM agenda within Gateshead, alongside the development provided through other funding systems including PFI, Targeted Capital Funding, Children's Centres, Sure Start Funding, Youth Capital programmes Playbuilder Funds and other sources. Both authorities were Pilot Authorities for Children's Trusts, with a focus on joint commissioning. Gateshead was a Pathfinder Authority for Extended Schools, and South Tyneside piloted the workforce remodelling dimension to Extended Schools.

In Gateshead, Extended Schools Clusters have evolved into School Improvement Clusters and are centred on 10 geographical communities. These partnerships consist of school leaders, and colleagues from a range of other agencies, working closely together to address the needs of children and young people in their specific areas. The LA and EIP have ensured that the clusters receive direct and significant resources to address particular issues. A variety of locally based solutions and approaches are being developed by the young people and professionals who best understand the issues of underperformance, adult education and obesity. In return for ever greater devolution of resources to clusters, compact agreements ensure they deliver against those resources.

The LEP has strongly influenced the review of different approaches to provision, for example,

- use of continuous improvement funding to create a dedicated multi-agency provision in one school
- involvement with area teams to ensure appropriate provision in new designs to make agile working effective
- work with other agencies to maximise community opportunities in schools e.g. RFU and local sports clubs
- attention in the design to the practicalities of extended use management

Gateshead Council has restructured many of its services to be locally based resulting in multi – agency teams that are working in the heart of 10 communities with a range of partners including schools and the voluntary sector, and they work alongside schools' clusters on all ECM outcomes.

Further BSF investment will secure this very practical and successful method of multi agency working that is already making a positive difference to the lives of young people and their families. Co-location of facilities that support the family will be further developed. This will improve the Authority's performance in delivering ECM outcomes as established in the Council's Children and Young People's Plan.

3.1.7 and 3.1.8 Inclusion and SEN

The Inclusion agenda is at the heart of our vision for education and access and inclusion are key themes that will underpin all aspects of BSF development in both Boroughs.

The most significant challenge we face is to raise the attainment of the lowest performing students to reduce the achievement gap. Careful analysis of the performance of different groups takes place at a local authority and school level to ensure that any underperformance is quickly identified. Looked after children (LAC) are a particular priority for the authority and all are members of a virtual school with a virtual headteacher who champions their individual needs in their real schools. This approach has resulted in a steady improvement in performance with 40% of LAC achieving 5 or more GCSEs at grade A* to C in 2009 compared with 12% in 2007.

We believe that all teachers should expect to teach children with a broad range of Special Education Needs. We reflect this in the way we train our teachers, fund our schools, and judge our achievements. All our schools will be fully inclusive, based on the belief that community schools should meet the needs of the whole community, with only a small minority requiring specialist provision outside mainstream. Access to the curriculum will be enhanced through the appropriate design of workshop and practical areas, provision of specialist equipment for practical subjects and the availability of high quality communication aids. We need to ensure our schools are physically accessible and welcoming to students with disabilities, and BSF will help us to do this.

Through BSF Gateshead will be able to ensure our Inclusion Strategy and review of SEN provision are supported by a change management focus aided by capital investment. Through our SEN review we will provide more options:

- Part time attendance in a special school or unit, where need dictates;
- Short-term placement in a special school or unit, in similar circumstances;
- Special school classes taught in mainstream schools for some of the time;
- Children registered at both a mainstream and special school

The aims of our proposals are to maintain pupils' learning wherever possible alongside their peer group and to redeploy scarce SEN resources to enable pupils to be supported earlier and more effectively. The numbers of pupils being educated locally has already been increased, and there has been a 55% reduction in out of borough placements since January 2005 (42 pupils). The intention is for children with special needs in mainstream schools to benefit from the skills and expertise within special schools. This is in line with our Children and Young People's Plan and the Government's SEN Strategy "Removing Barriers to Achievement". Already our special schools are working to support emerging training needs and to train and help staff diagnose and implement support programmes.

In Gateshead it is important that our special provision should be as flexible as possible so it can adapt to the different SEN of different children. This change management focus and BSF investment will ensure developments are introduced appropriately and that the requirements of the SEN Improvement Test are met and that implementation is a positive experience for young people and their families.

As part of its strategy to increase inclusion, Gateshead has provided additional resources to 2 secondary schools to support pupils with general learning difficulties. Gateshead is now beginning to implement a new model in which schools develop SEN specialisms and offer a flexible range of provision with additional resources used to provide inclusion support within the schools themselves and outreach support to other schools. Gateshead expects this approach to help reduce the numbers in special schools to 1.2% in line with the national average, a reduction of approximately 90 special school places.

Currently, provision for secondary pupils in mainstream schools is means that resources are stretched thinly and not used as efficiently or as effectively as they might be. This has been particularly true as Gateshead has adapted to the surge in numbers of children with ASD and the expectations of parents of children with disabilities that their children attend mainstream schools. Consequently, as part of project 1, Whickham School and Ryton Comprehensive School will develop SEN specialisms relevant to these groups and be additionally resourced to provide targeted support for pupils placed in them because of their SEN as well as outreach support to pupils in other schools.

As part of Project 2, more schools will develop specialisms which will allow us to reduce the number of placements in special schools. In order to accommodate this reduction, the number of special school places will be reduced through realigning existing provision and, subject to further consultation, federating or amalgamating existing schools. To support this change, project 2 will include the development of a special school, co-located with a mainstream school and designated to provide for a wide range of complex SEN. Dedicated provision for pupils with severe autism will be included with this development or involve extension to an existing special school.

Developments in relation to disengaged and disaffected pupils have been promoted through collaboration between all the secondary schools (EIP). This group has been very successful in implementing "Fair Access Protocols" to ensure the appropriate placement of hard to place pupils, which has significantly reduced the number of pupils left without a

school place for extended periods. The impact of this collaboration has also been to reduce the incidence of exclusion and improve attendance, including reducing persistent absence, in all schools.

In response to the government's "Back On Track" agenda, we are seeking to develop its good practice and enhance the range of the support it is able to provide, including the expansion of therapeutic work. Gateshead is, therefore, carrying out a review of the PRU under the auspices of the EIP. The aim is to develop its role within a continuum of provision, which also includes school based and locality based alternative curriculum arrangements. Improved accommodation will be essential for its successful development, with 2 geographically separate provisions.

Further BSF developments will secure our intention that the findings of the SEN review are implemented, at an accelerated rate; and that inclusive curricular and pathways are matched by inclusive facilities and spaces

3.1.9 Leadership and Change Management

Gateshead has a successful history of leading, managing and implementing change across a range of areas of its activity. The LA has an extensive schools CPD programme including Aspiring Leadership conferences and networks at all levels of school leadership. This complements existing leadership programmes, for example NPQH and other NCSL courses. Gateshead experiences little difficulty with recruitment at a senior leadership level because schools and LA nurture the potential of aspiring leaders in order to build longer term capacity. The LA CPD programme is recognised and delivered beyond Gateshead, for example a neighbouring authority purchases an extensive annual programme of teacher development. The LEP's approach to transformation has significantly enhanced the authorities' ability in managing change and understanding transformation while tightly linking the physical design process of new build. School leaders, teachers, support staff and all stakeholders have already been challenged to consider what is meant by personalization and transformation and the impact of change upon all students. It is a key strength of the *inspiredspaces* LEP that the Transformation Manager is a significant figure in providing leadership, support and challenge to the schools and the authorities. The structure of both authorities has already successfully adapted to ensure that the LEP is fully integrated with LA structures at many levels.

The authorities have both worked extensively with the TDA on a range of change management projects including the implementation of the School Improvement Planning Framework, Targeted Youth Support, BHLP and others.

Currently BSF has enabled us to challenge the thinking of the schools involved using the LEP transformation tool to encourage teachers to articulate the way they work currently and how this might change in the future. This is then used to drive forward the design and to support the development of a support plan for change management. Beyond this school specific work the schools currently involved in BSF have been working across the authorities on 2 transformation projects enabling staff to look at new and different ways of working, and to reflect on practice across the authorities, nationally and internationally and to plan how this will impact on their future practice.

Further BSF developments will enable us to move the thinking of the remaining schools forward. We will be able to draw on our experience of Wave 1 schools and use this to work with the future schools on the development of their schools strategies for change. It will ensure that STaG schools are developing and changing in line with the authority's CYPP's and the Government's Children's Plan. The pace of transformation seen in the Wave 1 BSF schools will be seen in the new projects. Alongside the multi-agency strategic groups such as the School Improvement Clusters and the EIP additional BSF development will accelerate the change process and secure the vision of schools in STaG that serve all in their communities, provide inclusive learning pathways in flexible, inspiring environments and facilities

3.1.10 ICT

Schools' ICT has progressed significantly in STaG over the past 2-years. An MLE has been rolled out to secondary schools and targeted curriculum project groups, with a roll out to primary and special schools that begun in September 2005. The starting point in the design and development of the MLE was user need. It allows secure interaction, transaction and communication, and it engages and stimulates visual, aural and kinaesthetic learners. It enables anytime anywhere learning and facilitates secure collaborative forums for teachers and pupils and the wider community. It provides a wealth of resources and real-time collaborative opportunities. Support structures for online resources are managed within a developing server farm.

Current usage allows digital and streaming video, through the Learning Environment, to support the sharing of good practice across learning zones. Key to this development is the introduction of a real-time virtual classroom application. This allows live teaching and learning sessions, which incorporate video, sound and file sharing. Pupils and teachers are able to take part, as remote delegates, in local, national and international events.

There has been international acclaim for the innovative use of educational weblogs, which operate as dynamic, online newsletters and live projects. The development of the wider vision allows the creation of a wide, wireless communication and laptop system to allow users access to their user secure learning area, their learning community and the resources within the digital treasure house from anywhere in the borough.

We recognise the importance of integrating ICT not only in our construction but in building intellectual and social capital so that families are able to participate in learning, and in the regeneration of their area. We empower parents to support their children when learning takes place at home, by providing access to teaching and learning materials, assessment and attendance data, from wherever it is needed. This will allow parents/carers to become better informed, active participants in their children's education through improved access to information and guidance relating to their school and learning opportunities in general, enabling parents to engage with wider school activities through online communication tools.

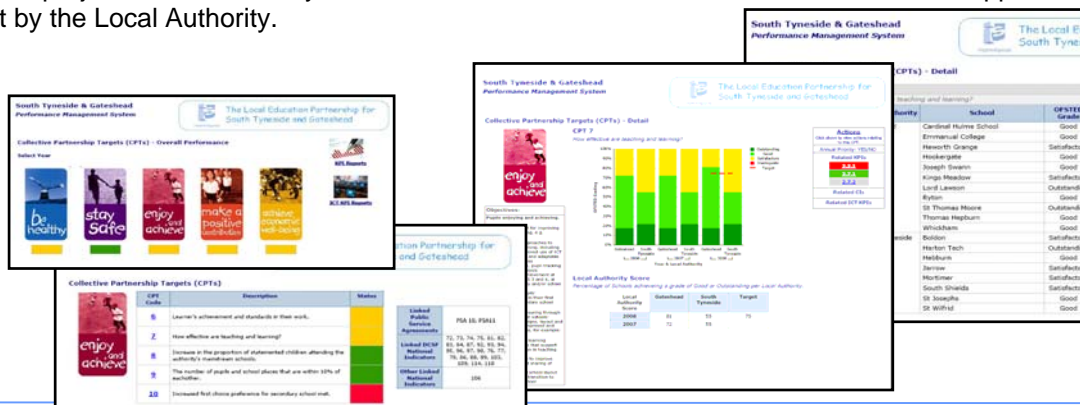
STaG signed a full ICT services contract with the LEP in Dec 2007. Mobilisation took 6-months prior to the first of Gateshead's Non-BSF PFI secondary schools (Lord Lawson of Beamish Community School) reaching service commencement in Jun 2008. Since then a further 4 schools have reached service commencement and are all receiving a full managed service supported by hardware, a payment mechanism, training and refresh programme in years 3 and 4. Over the next 3-years and remaining 10 schools within STaG's BSF programme will reach ICT service commencement. Gateshead intends to capitalise on this successful delivery, using the LEP to deliver the ICT managed service to the remaining schools in this BSF wave by extending the current contract.

3.1.11 KPI's

At the outset we stated our ambition; to transform the learning and achievement of our young people to create a skilled and educated workforce with an expectation of a high quality of life. This forms a fundamental part of our corporate regeneration and is rooted in our Sustainable Communities Strategies and Children and Young People's Plans. In order to achieve our vision we have set in place a comprehensive and integrated change management process capitalising on the resources and expertise of both local authorities and the LEP. STaG LEP has developed Collective Partnership Targets (CPTs) in accordance with the current Schedule 14 Part 1 from Pfs. They are a formal component of our change management processes. Within this the partnership has the CPT's under the five ECM headings and identified specifically how these linked back into the LSP plans and CYP plans of the two authorities, as well as the national framework of indicators for Local Authorities.

Our ambitions are for all of our schools therefore when setting this up for Wave 1 a decision was taken that CPTs needed to reflect all schools not only those involved in Wave 1 of the BSF programme. Baseline data was established and a target set. The timing of these targets is longer term to reflect time for the impact of the design, change management and establishment of new learning environments. Alongside this we agreed the actions of the LEP and each authority in achieving the target. With Wave 1 schools, as we have worked with each school on their Educational Vision and the Education Design Overview, we have reviewed the Collective Partnership Targets and specifically the key areas of focus for each school where necessary proxy PIs that would support achievement of CPTs. This process will be developed further with the next wave of schools in the Strategy for Change and each individual School Strategy for Change.

A CPT Monitoring system has been developed which links the CPT's to the KPI's and ICT KPI's and drills down from LEP through to school level. The system shows the progress with CPT's over a 3 year period and compares performance to the targets set. A performance group meets quarterly to review performance & priorities. This information has been used to drive decisions about the focus of school specific workforce projects and STaG wide transformation projects resourced by the LEP as well as the focus of intervention, support, challenge and development by the Local Authority.



3.2 Deliverability (6 pages)

3.2.1 Pupil Place Planning

The Authority uses a projection system in the primary sector based on a cohort survival model with PLASC data, supported by live birth data. Cohort Survival proportions use weighted averages of survival rates over 9 cohorts (heavily weighted to the last 3 cohorts as more recent trends are likely to be a better reflection of the future). In the secondary sector we project the progression from year 6 primary to secondary based on the recent 'market share' of each secondary school. The effect of cross border migration of students between Gateshead, Northumberland and Durham and South Tyneside and the CTC (Emmanuel College) is also factored into the forecasts as well as major housing developments and demolitions. There is no evidence that outside factors will significantly influence pupil forecasts in the west before 2020.

The Council began a borough-wide review of secondary education in Gateshead in 2007. Initially, this review concentrated on secondary school provision Gateshead's East Area. The outcome of this phase of the review is that the two secondary schools serving this area, Thomas Hepburn Community School and Heworth Grange Comprehensive School, are being developed on their current sites through BSF Wave 1 Programme with reduced capacity, which resulted in the removal of 500 places.

The total number of secondary-age students has continued to reduce in Gateshead over the last few years and is predicted to continue falling for at least the next 8 years as primary cohorts feed into secondary schools. It is estimated that by 2020 the total secondary school population in Gateshead will have reduced by a further 900 students.

The second phase of review on concentrated future pattern of secondary provision in the West Area of the Borough, with a particular focus on Hookergate School and Ryton Comprehensive School which covered improving standards and the wider community issues as well as securing an appropriate balance between the supply of and demand for places.

On 15th September 2009, Gateshead's Cabinet will consider a preferred option to close Hookergate School and work with all the west communities to increase the size of Ryton Comprehensive School. This approach was developed in line with discussions with the Office of the Schools Commissioner and will build on the proven strengths of Ryton Comprehensive School. Adjustments to the linked primary schools will restore an appropriate balance between supply and demand and offer a sustainable pattern of provision in line with parental preferences, particular in the context of an underlying reduction in the number of children of school age, The robust plans will address the demographic trends and parental preference and will remove a further 700 surplus places. The revised projections for 2020 indicate a borough wide surplus of 9% of secondary places based on the projected numbers and revised capacities of schools.

Post-16 numbers:

14-19 is an integral strategy for raising achievement and planning for Post 16 takes into account places in further education colleges and through other post-16 providers, alongside school places. Full account is taken of 14-19 collaborative arrangements on an area basis, so as to ensure sufficient places across the area's post-16 establishments for the range of courses (including the new 14 specialised Diplomas), having predicted the students likely interest or demand for such courses. The secondary review in the East resulted Post-16 provision is successfully being delivered as a collaboration between Thomas Hepburn Community, Heworth and Gateshead College.

Gateshead works closely with the Learning and Skills Council, schools with sixth forms and other post-16 providers (such as FE colleges and workplace providers) in order to calculate the numbers of the LA's students staying on to post-16 students in their schools sixth forms, taking into account year 11 predictions over the next 10 years.

SEN numbers:

Our SEN review is committed to educating children as close to their home as possible and this means that all of our refurbished or new schools will meet and, where possible, exceed DDA requirements. Further to the extensive consultation process we propose a developmental approach to developing SEN provision. Specifically we will : -

- Increase the number of local mainstream schools with specialisms in one or more areas of SEN;
- Develop the role of special school as a flexible resource of centres of excellence; and
- Provide a flexible range of provision between the mainstream and special school sectors.

The Council will develop additionally resourced mainstream schools (ARMS) for specific areas of need. The Council is already increased numbers of SEN pupils in mainstream school the buildings have inhibited the number of children and capital investment proposes to retain some separate special schools and is currently consulting on the pattern of provision in order to progressively reduce the numbers attending them to a level that is at or below the national average. We propose to address the results of this second phase of SEN review as Project 2.

3.2.2 Estate Planning

Gateshead Council has a successful track record of managing and improving its school properties. Its Schools' Asset Management Plan (AMP) is regarded as sound by DCSF who it commends as having "good practices". We believe good Asset Management is a key contributor to raising standards and attainment. Using the robust information within the AMP we focus attention on investment appraisals, and the approach to balancing initial capital investments against running costs, to enable the most appropriate decisions to be taken when evaluating identified problems and establishing long-term strategies.

There has been significant capital investment by the Council to provide new replacement schools as detailed in table below; however the anticipated next wave of BSF secondary and special schools are not fit for purpose and suffer from a range of suitability and condition problems. The maintenance backlog currently totals over £8.9 m, which will be reduced to £7.1 m upon completion of the Wave 1 projects at Thomas Hepburn Community School and Heworth Grange Comprehensive School.

School:	Age Range:	Completed / Proposed Development Works:
Secondary Schools		
Thomas Hepburn Community School	11 - 16	Wave 1 (D & B – On site)
Heworth Grange Comprehensive School	11 - 18	Wave 1 D & B – On site)
Lord Lawson of Beamish Community School	11 - 18	New Build PFI scheme complete 2007
Kingmeadow Community Comprehensive School	11 - 18	New Build PFI scheme complete 2008
Cardinal Hume Catholic School	11 - 18	Targeted Capital new build complete 2007
Hookergate School	11 - 18	Follow on Project 1
Whickham School	11 - 18	Follow on Project 1
Ryton Comprehensive School	11 - 18	Follow on Project 1
St. Thomas More Catholic School	11 - 18	Follow on Project 1
Joseph Swan School	11 - 18	Follow on Project 1
Special Schools		
Dryden School	11 - 19	Follow on Project 2
Furrowfield School	11 - 16	Follow on Project 2
Hill Top School (MBD)	11 - 16	Follow on Project 2
The Cedars School (PD)	3 - 16	Follow on Project 2
The Millway Centre PRU	7 - 14	Follow on Project 2
Bleach Green Centre Special School	7 - 14	Follow on Project 2
Heworth Hall Centre PRU	11 - 16	Follow on Project 2
Shipcote Centre PRU	11 - 16	Follow on Project 2

Gateshead's key priority in respect of the number of schools, their location and size is to secure an appropriate, sustainable provision of school places and complementary facilities in the right locations to meet demand. The Council's rationale for its BSF prioritisation of schools is based on the SEN review and addressing the significant condition and suitability issues of all remaining schools, and in particular the outcome of review of secondary school provision in the west of the borough.

Gateshead Council's vision of secondary education for the west area will be based on having a single, community, state of the art new school that offers the highest quality education opportunities for 11-19 year olds, through an inclusive approach. This vision can best be achieved by retaining and building on the strengths of Ryton Comprehensive School and further developing its offer to the whole community by incorporating the best features and

many strengths of Hookergate School. The new building will be designed to the highest standards of environmental sustainability, reflecting the strong rural character of the area. It is proposed that Hookergate School will close and that the primary schools currently serving as Hookergate catchment area schools will be linked to Ryton Comprehensive School and Whickham School.

Due to the size of the scope of works to address the needs of our remaining secondary schools, the special provision and pupil referral units it will be necessary to phase the investment over two projects. We propose to include the remaining secondary schools and the associated SEN provision as our first priority follow-on project: -

Follow on Project 1

Whickham School

- Whickham School has the most significant condition and suitability issues of all secondary schools in the borough, with the major of teaching areas being delivered from temporary accommodation on a restricted site. In addition, the School suffered an arson attack in mid 2007 when one of the central isolated blocks on the site was burnt to the ground and this creates an urgent need to bring funding forward for the school.
- In order to reprovide the facilities lost through fire, the school has been working on the school vision with the LEP to ensure that any new development is successfully integrated into the future redeveloped site which will rationalise the footprint from the 20 current separate buildings, maximising the opportunities to develop outdoor facilities.
- The school's popularity and success are significant. Currently 14% of the catchment of the primary schools linked to Hookergate School attend Whickham School (based on Jan 09 census). We will maintain the current size of the school and propose to realign the remaining Hookergate School linked primary schools to accommodate parental preferences. This will address the falling roles in the West of the borough.
- The new school will accommodate additionally resourced provision for Autism and ASD and enhanced provision for physical disabilities in line with the first phase of SEN review.
- We anticipate the proportion of new build at the development to be greater than 80% and therefore this project will be a PFI development.

Hookergate School

- Surplus capacity in the secondary sector continues to grow due to falling birth rates and in line with demographic trends, Hookergate School is suffering a reduction in pupil numbers greater than any other school in the borough and these reductions are projected to continue. In September 2009 the NOR will be 500.
- Hookergate School was a National Challenge school until last academic year. It is situated in a deprived part of the borough and has unsuitable accommodation in poor condition across a large site.
- As a result of the secondary review in the West we propose to close this school and realign the linked primary schools to Ryton Comprehensive School and Whickham School.
- The land and buildings at Hookergate School will be retained and developed as community resources. Land disposals will not factor into the BSF process at this stage.

Ryton Comprehensive School

- The school's popularity and success are significant factors and as a result of the secondary review in the West we propose to increase the size of the school by one FE to accommodate the closure of Hookergate School.
- Currently 17% of the catchment of the primary schools formally linked to Hookergate School, attend Ryton Comprehensive School (based on Jan 09 census). We propose to realign some of the linked primary schools to Ryton Comprehensive School to accommodate parental preferences.
- Ryton Comprehensive School is in poor condition over most of its buildings and has significant suitability issues impacting on the teaching of the curriculum.
- The new school will accommodate additionally resourced provision for Specific Learning Difficulties and Speech, Language and Communication needs in line with the first phase of SEN review.
- We anticipate the proportion of 100% new build on a new site and therefore this project will be a PFI development.

St. Thomas More Catholic School

- St Thomas More Catholic School is a very successful over-subscribed school located in an area of deprivation but drawing its pupils from a wide catchment area. There are significant condition and suitability issues with the existing site making it inaccessible.

- The school's popularity and success are significant. Currently 23% of the catchment of Hookergate School attend St.Thomas More Catholic School (based on Jan 09 census). Most do so from Roman Catholic feeder schools and are Roman Catholic. We will maintain the current size of the school to accommodate parental preferences.
- In addition one further catholic feeder school from Northumberland Local Authority area is now linked to the secondary school. This will further address the falling roles in the west of the borough and maintain and support the faith contingent at the school, because it will admit Roman Catholic children from that feeder.
- We anticipate the proportion of new build at the development to be less than 80% and therefore this project will be a Design and Build development.

Joseph Swan School

- In addition to the schools identified in the original Expression of Interest, Gateshead is requesting the inclusion of Joseph Swan in project 1 which will address all the remaining secondary schools in the borough as one project. This is now possible due to the school organisation proposals detailed above.
- Joseph Swan, received some capital development in 1999 however it still requires some capital investment to address residual condition and suitability issues and bring it fully up to 21st century standard.
- We will accommodate additionally resourced provision for physical disabilities in line with the first phase of SEN review.
- It is proposed to maintain the current size of the school to accommodate parental preferences and upward birthrate trends.
- We anticipate the proportion of new build at the development to be less than 80% and therefore this project will be a Design and Build development.

Follow on Project 2

The second priority follow-on project will include all the special schools and the pupil referral unit currently operating out of 3 centres. These schools are currently the focus of the final phase of consultation on implementation of the SEN review and are therefore included as Project 2 in this submission.

Gateshead proposes to retain some dedicated special school provision but aims to progressively reduce the numbers attending the schools to a level that is at or below the national average. This will be achieved in part through the provision of additionally resources in mainstream schools in Project 1. Project 2 will involve further discussions on co-location and federation opportunities and further development of additionally resourced mainstream schools.

Furrowfield is currently operating from two separate sites at Whitehills in the east and Bleach Green in the west. We will relocate the Bleach Green provision to the Whitehills site as part of Project 2. We currently operate one Pupil Referral Unit from three separate sites at Shipcote, Millway and Heworth Hall. We propose to rationalise to two sites in geographically coherent locations.

3.2.3 Sustainability

Gateshead Council is committed to the highest standards of design and construction solutions. It will implement development that contributes to the objectives of Vision 2030 by minimising carbon emissions and energy usage, reducing waste and promoting development which addresses objectives on bio diversity, access by public transport and generates local economic benefits.

The Policy for Sustainable Construction, which has been adopted by the LEP, sets out Ten Sustainable Project Criteria that must be achieved by all new and substantially refurbished Council buildings commissioned after April 2010:

1. **Design Quality** - The Council will adopt the use of the Design Quality Indicator (DQI) method for assessing the design quality for all buildings with immediate effect.
2. **BREEAM Design** - For all new buildings the Council will have to achieve a BREEAM rating of 'Excellent' at post construction from April 2010. For all substantial refurbishment schemes the Council will have to achieve a BREEAM rating of 'Very Good' at post construction from April 2010.
3. **Renewable On Site Energy Sources** - To minimise energy consumption and CO2 emissions the Council has set a target of producing 20% of all new building energy requirements from renewable on site energy by 2010, rising by 5% per year up to 50% by the year 2016.

4. **Zero Carbon Rating** - The Council will comply with UK Green Buildings Councils forthcoming Code for Sustainable Buildings that all new non-dwellings are zero carbon rated by 2019.
5. **Recycled Content by Value** - To encourage the use of recycled, sustainably produced, reusable and local materials for building and landscaping, all Council projects must derive 10% of the value of materials from recycled and reused content by 2010 rising to 30% by 2016.
6. **Whole Life Appraisal** - Whole Life Appraisal will be used to consider all relevant costs, revenues and performance associated with all Council projects from April 2010 onwards. This will ensure that total expenditure will be minimised over the physical/economic/ functional/service/design life of the building.
7. **Timber Materials** - All timber or timber products used in Council construction will come from legal and sustainable sources or issued under the EU Forest Law, Enforcement Governance and Trade Initiative with immediate effect.
8. **EPC Rating** - The Council will achieve an Energy Performance Certificate 'C' Rating or above on all new and substantially refurbished buildings from April 2010.
9. **Insulation** - The Council will achieve a 10% improvement on the Thermal Performance Requirements of current Building Regulations
10. **Building Management** - The Council will ensure that all new buildings are sustainably managed and operated in accordance with their design. All new buildings with a floor area greater than 200 m² will be linked to the BMS System. All new buildings and substantial refurbishment projects will undertake a post occupancy evaluation based on BREEAM In-Use from April 2010 onwards.

The Council will ensure the delivery of sustainable construction by ensuring that a sustainable assessment is carried out on all projects as part of the project gateway approval procedure. If a project cannot meet these criteria it will be reviewed by a Sustainability Steering Group and targets set at a level proportionate to the scope and nature of the project. BSF will provide Gateshead with the opportunity to embed sustainable development into whole-school management processes. This will in turn enable schools to showcase sustainability issues to pupils, staff and the wider community, thus instilling awareness and sustainable habits for life.

3.2.4 Consultation and Communications

Consultation is embedded in Gateshead's culture and has a strong record of close, productive working with our schools and stakeholders. BSF is a major project, which is already benefitting pupils, staff, parents and the wider communities across South Tyneside and Gateshead, our strategy for consultation is designed to inform and encourage feedback from all stakeholders by using and building upon variety of communication vehicles. STaG's work with their respective communities was recognised at the inaugural PfS *Excellence in BSF Awards 2008*, where the councils won the award for Best Community Integration.

As part of our change management process, Strategy for Change development sessions for secondary headteachers have been established. This group includes the headteachers and has evolved to include other representatives from each of the schools in their wave of projects. Key officers from the Council with responsibilities for school improvement, the BSF Project Manager and the Transformation Manager from the LEP are engaging with all schools to ensure aspects of transformation are implemented in advance of the next wave of BSF projects. In addition, we have held separate Strategy for Change meetings to specifically discuss SEN requirements with pupils with specific special needs, as well as parents of the children and SEN professionals.

A Consultation and Communications Strategy has been established as a key tool in ensuring that all stakeholders will have the opportunity to contribute to the project and that pupils, in particular, will experience maximum learning benefits from being part of the STaG BSF Project. The Strategy sets out the manner, medium and frequency proposed to communicate with stakeholders to ensure that STaG's aims and key messages are communicated effectively and understood.

As part of continual process of engagement *inspiredspaces* have a web site dedicated to the projects in STaG and have also prepared and circulated newsletters to schools across the project to keep them up to date with developments. Drop in community consultations are held as a matter of course for all projects during the scheme development and the precise nature of these is adapted to suit the specific requirements of each of the schools.

In the reviews of the secondary provision in the east and more recently the west of Gateshead we consulted a wide range of stakeholders to inform the Council's Cabinet decisions in the light of public opinion. The consultation aimed to get respondents to focus on the long-term educational needs of the young people and the communities of both

areas of Gateshead. We received 3,000 responses from the consultation process in the west which is seen as a key decision in terms of our Building Schools for the Future.

As part of the review process, a consultation document was designed to highlight the options available. The document also included a paper questionnaire for the readers to fill in and return to a FREEPOST address at Gateshead Council. Questionnaires were sent out, through the school network, to the parents, staff and governors at secondary schools and to parents and governors of the primary schools linked to the secondary schools. The survey was also available on the council's website in order to give members of the public options as to how they wanted to respond. The survey on the website was identical to that in the consultation document to ensure that online results could be fed into the analysis.

Stakeholder groups are already established for PE/Sport and Culture and have made significant progress integrating the Council's Building an Active Future developments in all our leisure facilities, with the BSF developments in the East of the borough. Through this group links have been forged with the Football Association's Football Federation on the development of the football facilities at Thomas Hepburn Community School and we are pursuing links with any proposed developments in the west of the borough as there is a lack of football facilities Boroughwide. Through the Leisure and Cultural Services team we have also identified opportunities to develop the tennis facilities at Heworth Comprehensive for use by the communities in the East of the Borough and are pursuing a partnership with a local gym club to maximise the use of the sports hall on site – currently not part of the BSF development.

Local needs analysis, provision mapping and strategic planning are well advanced. We will continue consultation and communication with Leisure and Cultural Services to ensure we align to the Council's Playing Pitch strategy which has analysed current levels of Playing Pitch provision in the borough and identifies the need for new pitches. These discussions will underpin current and future planning and allocation and will identify any further opportunities for external funding.

Our commitment to placing our rebuilt or refurbished schools at the heart of their communities is based on the cognition that, for many families, the school is their main regular point of contact with local services. We will therefore undertake to further develop extended schools by developing integrated multi-agency services focused on clusters of schools. We will continue to consult on the co-location of a range of family and community services in our schools as well as pursuing opportunities with the PCT.

We have consulted on our BSF proposals and potential co-location and multi use opportunities with partners at the Gateshead Property Forum which includes, Gateshead Housing Company, Northumbria Police, Tyne & Wear Fire & Rescue Service, Gateshead Voluntary Organisations Council, Gateshead Health NHS Foundation Trust, South of Tyne NHS and Gateshead College. Our proposals take into account the ambition of Gateshead College to create a dedicated vocational centre located in the west of the borough. The region's universities are also keen to work alongside the borough, to raise undergraduate and graduate numbers through direct and supportive engagement.

3.2.5 Project Planning

As detailed in section 3.5.3. Gateshead has been at the forefront of delivering award winning major investment projects. Given the delivery structure and split of functions between the LEP and Local Authorities the approach that has been developed for the BSF programme is a "thin client" structure. The BSF process mapping will be carried out by the BSF Project Team to ensure that the various Local Authority approvals are provided by each section to agreed timetable. This will enable the detailed production of a Project Initiation Document by ensuring that the key milestones and associated objectives and responsibilities of both Authorities and the LEP are clearly defined. This PID will bring together in a single document Gateshead's project plan, governance and management arrangements, the communications and resource plan. The BSF Project Initiation Document will be reviewed at each milestone by the BSF Project Team and reported to the Strategic Partnering Board.

Gateshead has a strong, strategic and corporate approach to risk management. The Council has a corporate risk strategy agreed by Cabinet and reviewed annually. This sets out the corporate roles and responsibilities in relation to risk management.

Elected members oversee the effective management of risk by Officers. They agree the Council's Risk Strategy and review its effectiveness. The Director of Finance reports to the Executive on the issues raised by the Corporate Risk Register.



Risk identification is an integral part of the service planning process in Gateshead and all service plans include a service-specific risk register. In view of the size, value, complexity and strategic importance of BSF it will be included on the corporate risk register and the Project Initiation Document. The Strategic Partnering Board will be updated on the progress against each risk factor. Gateshead has conducted an initial appraisal of the key risks of the BSF programme. Our detailed risk register will be developed from these issues.

3.3 Investment Strategy 1 page

3.3.1. Council Commitment

We have set out ambitious proposals in our Creative Gateshead Big Idea to ensure we have the ability to maximise everyone's potential. Our aspiration is to create a culture of achievement, aspiration and creativity with an emphasis on lifelong learning.

Gateshead Council has been committed to the BSF process since the pre procurement stages of the project and the initial development of the Strategic Business Case which was submitted in August 2005 and approved by the DfES on 25th January 2006. Working with South Tyneside on the only joint partnership the scheme achieved financial close in December 2007.

South Tyneside and Gateshead Councils have established a unique and forward thinking partnership to deliver BSF and transform the lives of future generations and *inspiredspaces* are now in the process of turning that vision into reality. The LEP is currently in the process of delivering nine secondary schools in the current wave of the BSF programme through a mixture of new build PFI or refurbished through a design and build contract. The LEP is also delivering ICT through a managed service to all schools across the project and provide facilities management services to the new build PFI schools over the life of the 25 year concession contract.

The Council recognises that BSF nationally is funded by a mixture of PFI and design and build and that commitment of local resources will have to reflect this. We accept that the use of PFI is more appropriate for new build schools and have experience of successfully delivering a school PFI project. All schemes developed through *inspiredspaces* STaG to date have followed these funding principles.

Gateshead Council, in partnership with *inspiredspaces* is committed to the delivery of educational transformation through the LEP delivery model for the remaining secondary and special schools through innovative design and ICT solutions. It recognises the benefits of procuring an integrated ICT managed service as part of the LEP arrangements and will commit to a managed service for the remaining schools within the authority.

The Strategic Partnering Board is overseeing the flow of projects through the LEP, and this is supported by officer groups and as indicated in section 3.5 Gateshead has the resources required to deliver the future wave of BSF projects.

The sample projects for the STaG BSF project involved schools in South Tyneside, as did the second two non sample schools to be developed through the project. The first two Gateshead schools have reached financial close and started on site and these project have used the standard PfS documentation.

Gateshead Council can confirm that there are no existing contractual arrangements that might impact on the BSF project.

This submission is written commitment from the Leader and Chief Executive of Gateshead Council giving continued commitment to the BSF funding model.

3.4 Affordability (1 Page)

3.4.1. Balanced Investment Proposals

Gateshead Council can confirm that the development of the proposals for the next wave of BSF projects have been set in context of the successful delivery of the multi school PFI project and BSF wave 1 projects through the LEP. The proposals have been developed using the pupil numbers across the schools projected to 2020 and using the standard PFS Funding Allocation Model (FAM). The FAM has been updated with the revised location factor for Gateshead (0.99) and public sector inflation indices for construction as at June 2009, resulting in:

School	SEN Type	KS3	KS4	Post 16	SEN	Total No.s	Fund Type	Ph	Start On Site
Whickham School	5	810	540	363	20	1,733	PFI	1	4Q10
Ryton Comprehensive School	5	720	480	300	40	1,540	PFI	1	4Q10
St. Thomas More Catholic School	N/A	720	480	281	0	1,481	D&B	1	2Q11
Joseph Swan School	5	690	460	150	7	1,307	D&B	1	2Q11
Hill Top School	3	0	0	0	87	87	D&B	2	2Q12
The Cedars School	3	0	0	0	74	74	D&B	2	2Q12
PRU Unit	1	0	0	0	68	68	D&B	2	2Q12
Total		2,940	1,960	1,094	296	6,290			

Notional capital funding allocation for each scheme:

School	New %age	Refurb %age	Min %age	Start Service	GIFA	Capex £'000	Carbon Fund £'000	ICT Fund £'000
Whickham School	100	0	0	Jan-13	14,550	31,779	821	2,513
Ryton Comprehensive School	100	0	0	Jan-13	13,314	29,197	751	2,233
St. Thomas More Catholic School	70	20	10	Jan-13	12,599	23,799	0	2,147
Joseph Swan School	10	80	10	Jan-13	11,299	16,310	0	1,895
Hill Top School	100	0	0	Apr-13	3,827	9,994	230	126
The Cedars School	100	0	0	Apr-13	3,554	8,281	213	107
PRU Unit	100	0	0	Apr-13	1,424	3,952	86	99
Total					60,567	123,312	2,101	9,120

Carbon funding of £55 per m² is included for the new build schemes, conditional on achieving a reduction of 60% carbon and max output of 27kg of CO₂/m²/pa. The notional funding equates to £135m. It is proposed to run the two phases consecutively to ensure smooth work flow through the LEP and maximise the opportunities to integrate the SEN strategy through both phases.

3.4.2. Funding

Gateshead Council has developed a detailed financial plan of the resources which are required to fund the delivery of this next phase of projects. This includes the procurement of advice from external consultants Grant Thornton (Finance), Gleeds (Technical) and Dickinson Dees (Legal) to support the BSF project team.

The Council's contribution to the PFI affordability gaps of up to £600k pa per school, project team and consultant costs will be included in the Council's Medium Term Financial Strategy. Support is to continue to be procured from the LEP to complete the stage zero and final business cases to PFS/DCSF. The LEP has a track record of strong LA support, delivering on time and within budget.

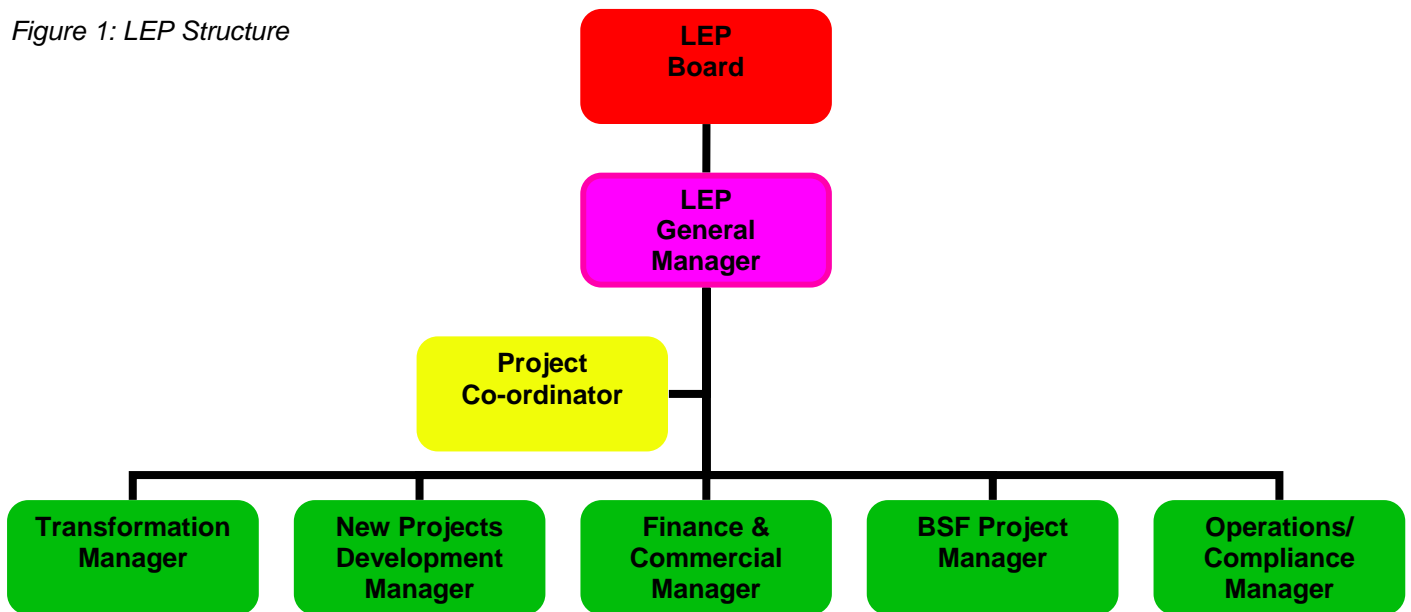
3.5 Resources and Capacity 4 pages

3.5.1. Governance

When instructed, Gateshead will produce a signed Memorandum of Understanding from the Chief Executive of Gateshead Council, our BSF Project Sponsor. This acknowledges and supports the respective roles and responsibilities of Partnerships for Schools and the Local Authority. This will confirm the continued commitment to the BSF process and the delivery of projects through the inspiredspaces STaG LEP.

The Strategic Director, Finance and ICT is the Council’s representative Director on the LEP Board. South Tyneside has appointed Helen Watson, Executive Director for Children’s Services as its Board Member. This provides a good balance of local authority input into the LEP Board.

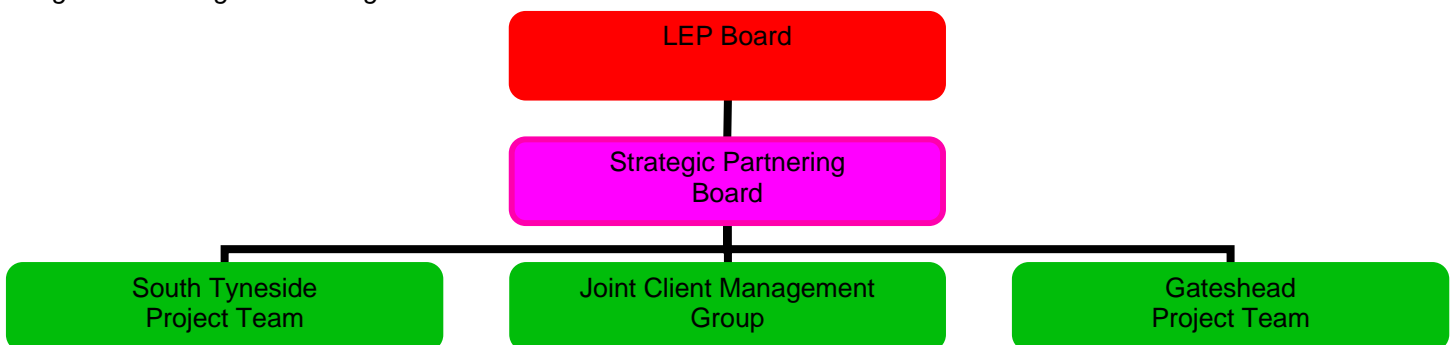
Figure 1: LEP Structure



In addition the Strategic Partnership Board (SPB) has already been established with its three main contractual functions of development of the Education Strategic Business Case, (SBC), New Project Requests and Approvals and monitoring the performance of the CPT’s and KPI’s etc. Portfolio Holders for Learning and Children both sit on (and the Lead Member from Gateshead Chairs) the SPB, and are providing active direction to the development of this project through regular meetings with senior officers in the Learning and Children directorate. The SPB also includes Headteachers from schools in STaG.

Reports on BSF development, including this Readiness to Deliver statement, have been submitted to the Council’s Chief Executive and Strategy Group. Continued strategic leadership to the project from Cabinet Members will come through the Strategic Partnering Board.

Figure 2: Strategic Partnering Board



3.5.2. Financial Commitment

Transforming secondary education in Gateshead has commitment from the highest level locally and significant capital resources have already been directed towards this project. This can be evidenced by the commitment made by Gateshead in the procurement of the *inspiredspaces* STaG LEP and the continued partnership to the project through the development of new projects and this submission.

The funding for the BSF Project team has been factored into our baseline revenue budget. This includes the procurement of advice from external consultants Grant Thornton (Finance), Gleeds (Technical) and Dickinson Dees (Legal) to support the BSF project team.

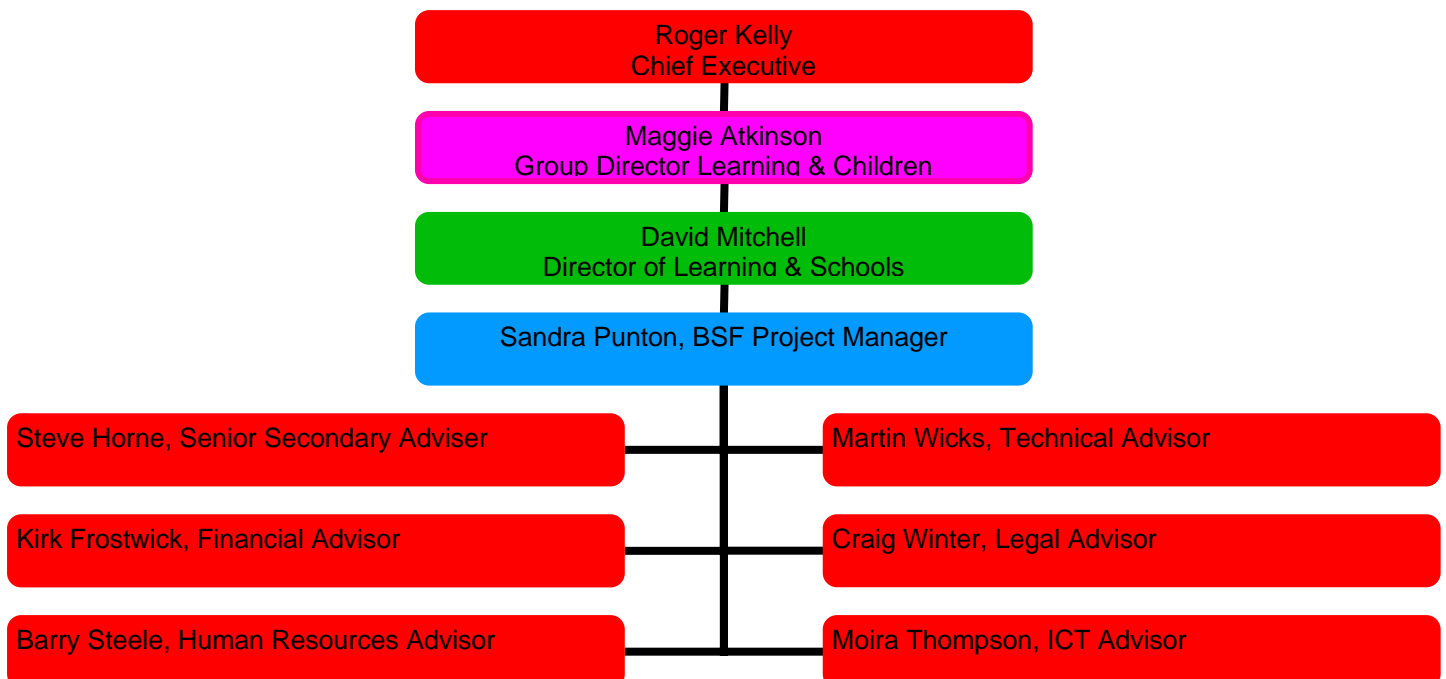
The structure diagram included in 3.5.3 below indicates the officers involved in our BSF project, working with the LEP to develop new projects and in the preparation and continued involvement of our Readiness to Deliver submission. The long term resource and funding commitment has been approved by the Executive Director of ICT and Finance, Derek Coates, (also a Director on the LEP Board) to support the client management of the LEP to ensure sufficient resources are provided to enable the successful delivery of the remaining BSF programme objectives. This model will allow BSF team members to remain fully connected to the corporate whole, whilst being fully committed to BSF. The continued success of the STaG Project in delivering projects on time and within budget further confirms the commitment and on going ability of the current project team to deliver in partnership with the LEP.

3.5.3. Project Team and Support

The Council recognises that a project of this scale requires significant resources, both internal and external and we have substantial experience of managing major procurement projects. Gateshead has been at the forefront of delivering award winning major investment projects. Projects like the Angel of the North, BALTIC, The Sage Gateshead along with a number of innovative solutions to residential accommodation. Corporate procurement experience gained in these and other projects is already assisting in the delivery of BSF across Gateshead.

In August 2008, the School Organisation and Development section within Learning and Children successfully delivered the rebuild of two new secondary schools and five new primary PFI schools as well as a new secondary school funded through Targeted Capital. We have also recently achieved financial close on Thomas Hepburn Community School and Heworth Grange Comprehensive School the first two schools to be delivered through the BSF process in Gateshead. We are therefore very clear about the areas where we already complement and supplement our expertise/capacity through the provision of additional internal capacity and external advice.

Figure 3: BSF Project Team



Given the delivery structure and current split of functions between the established LEP and STaG a “thin client” structure exists, as compared with a traditional council procurement. The BSF Project Team has been established to ensure that the various Local Authority approvals are provided by each section to the agreed programme.

The BSF Project Team is already contributing towards building capacity within the Council by co-ordinating the work of smaller teams drawn from across the Council i.e. education, technical, legal, ICT, financial, asset management. The Project Team meets on a fortnightly basis and feeds into the Strategic Partnering Board. The key drivers behind the structure are (1) that we continue and develop the existing partnership ethos with South Tyneside, *inspiredspaces* and PfS, and (2) we have a co-ordinated and sustainable client approach across the authority.

The primary Project Team functions will continue to be:

- New Project Requests;
- Scrutiny of the LEP Proposals;
- Programme delivery and Construction delivery;
- Monitoring the cyclical operational activities and overall LEP performance; and
- Relationship management with authority partners, *inspiredspaces* and PfS.

High level issues will continue to be discussed at Director level with the routine development proposals and PfS project approvals being managed at officer level. In order to ensure the rapid and effective continued direction and management of the project, an existing LA officer is working as Project Manager to direct the vital process of consultation and communication and ensure that we are ready to progress in the next wave. With education outputs and the funding envelope key requirements of the project requests the relationship with PfS will continue to be managed within the School Organisation and Development section within Learning and Children, with other officers from the BSF Project Team supporting.

Using the PfS Adviser Framework external advisers have been appointed to complement and support the work of the BSF Project Team. These advisers worked with us through the procurement process to set up the LEP and are still working with us, recently with the successful financial close of the first two Gateshead BSF schools and on schemes being developed through the Primary Capital Programme.

Gateshead Council and *inspiredspaces* share the vision to ensure that all places are planned, designed and developed to provide everyone, including future generations, with a decent quality of life and fair chances. The quality of place that we are dedicated to provide in terms of the overall design solution is set as excellent and we are committed to providing design solutions which exceed the CABE minimum design standards. Our principles of design are based on providing whole learning environments so the quality of design has to be high across the whole site and set within the community. Gateshead sets high standards for design and the Leader of the council is our Design Champion who is involved in ensuring that all projects achieve an excellent standard. Design advice is taken from within Gateshead’s award winning Design Services department and peer reviews take place regularly across the projects.

3.5.4. Corporate Strategy

Our Strategy for Change is centred around a commitment to the development of the whole child within a clear community context. Our continued programme of development will take account of the significant progress already made in the development of integrated services built around school clusters and the co-location of children’s centres within primary schools. This means that all school renewal will be set in a community context taking into account of local priorities and meeting local needs. Children and Young People are both a corporate and a Local Strategic Partnership priority in Gateshead and seen as “everybody’s business”.

We are developing the ‘Gateshead Offer’ by identifying a multi-agency ‘offer’ or basic entitlement of services which all children, young people and families will be able to access in Gateshead. This will help to join services together and enable children and young people to pass between those services safely and securely. It also has the responsibility for providing leadership, facilitates partnership working and commissions services to meet needs. We are developing area based, co-located teams where practicable within schools based in the five neighbourhood areas. Schools and their partners will be working collaboratively to develop the ‘Gateshead Offer’, as will services across all agencies.

Our proposals for Thomas Hepburn Community School and Heworth Grange Comprehensive School already include space for multi-agency teams and the Council has contributed additional funding to create dedicated community space to deliver the community offer.

We are already delivering our Primary Capital Programme having been successful in the first wave of authorities to receive funding and are taking account of the BSF timescales in prioritising projects, to maximise the possibilities of co-location or integrated provision within the resultant benefits of pooled resources.

Gateshead Council is committed to spending £29m to bring new and upgraded leisure facilities to Gateshead. It's the largest single investment ever undertaken in leisure here, and part of our commitment to 'build an active future' and improve the health of Gateshead people. These proposals have been developed alongside the PE and Sports facilities at our schools.

As well as the substantial upgrading of 3 existing leisure centres, there will be a new purpose built facility co-located to neighbour Heworth Grange Comprehensive School. In addition there will be a new facility co-located with a PCT health care facility in the west of the borough. Hydrotherapy facilities are incorporated into the new facility in the West, which will complement the SEN strategy of creating additionally resourced physical disabilities secondary provision within the BSF programme.

The work on Building an Active Future is staggered over a three-year period so we can offer as wide a variety of leisure opportunities as possible to Gateshead residents whilst this massive transformation to facilities takes place. The work will be completed by winter 2010 in time for the excitement surrounding the 2012 London Olympics and if successful in accelerating the BSF programme will align to the redevelopment of our schools in the West.

3.6 Benefits Realisation 1 page

3.6.1 Working with the Private and Third Sector

We have already shown our commitment to working with the private and third sector by working in partnership with South Tyneside to procure *inspiredspaces* and we continue to show our commitment by the wish to develop and enhance the partnership by the delivery of the next wave of projects. Our proposals for the next wave of schools have been designed to complement a range of existing and planned regeneration programmes in Gateshead.

As part of our 10 point plan for economic resilience, launched in March 2009, we have accelerated our plans for capital investment across a range of service areas and within a number of communities. This includes accelerating the schools £5.5Million Primary Capital Programme for 2009/10, accelerated housing growth and renewal and accelerated leisure spend. The Council, with Newcastle City Council, is also a successful Housing Growth Points area and has received new funding to support private sector development.

Gateshead Council has considered and estimated the value the BSF programme is already bringing, to the local areas, including regeneration, community employment opportunities, further service opportunities for co-location and service commissioning from private and third sector partners including training and capacity building.

As the largest employer within Gateshead, the Council has a role to play in developing the local skills agenda and being an active participant in providing opportunities to facilitate individuals gaining employment. Gateshead Council is set to double the number of apprenticeships on offer as part of a major plan to help support the local economy.

Already across STaG we are delivering on apprenticeships with 28 apprenticeships over five construction sites with more being considered with the Thomas Hepburn Community School and Heworth Grange Comprehensive School projects starting on site. We have also offered 30 places for each school in the project for one weeks training within the *inspiredspaces* supply chain across a wide range of professions including on site administrative opportunities to work in design practices, work shadowing etc. There is also the wider benefit of taking individuals off the unemployment register with employment offered across the construction sites. This is in addition to the huge range of curriculum opportunities that are offered through out the whole process for the schools, their feeder primaries (supporting transition). There are also close links with Connexions to ensure 14-16 year olds are aware of the construction training opportunities and there are also links with South Tyneside and Gateshead Groundwork to link to the NEET training programmes.

3.6.2 Joining up within the local authority

BSF investment will provide significant opportunities to enhance a range of public services. We are already taking into account the added demand that may be put onto services as a result of our current BSF projects and consideration will continue as part of the development of future projects. Already opportunities are being taken to enhance cycle routes around Thomas Hepburn Community School and Heworth Grange Comprehensive School as part of the Wave 1 projects.

The Gateshead Primary Capital Programme will deliver added benefits though using the LEP route. The refurbishment projects are being delivered through the LEP working in conjunction with the in-house design and construction services. Shared working is developing in-house services alongside those used by the LEP to ensure that the overall approach to schools across the borough is consistent. The in house design and construction services have set up a trading company and are working with *inspiredspaces* within their supply chain with the aim of working on projects outside the BSF and PCP projects.

3.6.3 Quality of Place

We share with *inspiredspaces* the vision to ensure that all places are planned, designed and developed to provide everyone, including future generations, with a decent quality of life and fair chances. The quality of the place that we are already proposing within our current projects will be an important influence on crime, health, community cohesion and prosperity and will have a major impact on wildlife and climate change. All of our schemes are developed taking into account the surrounding communities and the overall learning environments that we are creating and these go beyond the building and the overall school sites. We also have Vision 2030 and also a Sustainability Construction



Policy (described in 3.2.3) which sets high standards for the delivery of a high quality of place by creating opportunities and tackling inequalities.

3.9 Additional Criteria for Joint Local Authority Projects

3.7.1. Strategic Planning

The STaG BSF project was developed by the joint project team under one Project Director, based in one location and with the support at Chief Executive level from both authorities. The project team were dedicated through the whole process to achieving excellence through partnership and this started with the STaG partnership and the signing of the Memorandum of Understanding between both authorities confirming their commitment to the project. Joint Cabinet meetings were held at significant points during the process to give approval to proceed to the next stage and this continued the confirmed commitment to the partnership.

The STaG BSF project was conducted under the Competitive Dialogue Procurement Procedure in accordance with EU Procurement Rules and PfS guidance. All documentation included within the procurement process was developed by the project team made up of representatives from both authorities and under the one Project Director. All approval documentation to PfS and DCSF included information from across both authorities and was approved at Cabinet level by both authorities prior to submission and publication.

The South Tyneside Council and Gateshead Council Joint Cabinet Committee approved *inspiredspaces* being appointed as selected bidder on the 9th October 2007, and the project team with representatives from across STaG moving in with *inspirespaces* representatives to develop the projects to financial close, further confirming the partnership commitment. The project financially and contractually closed on 21st December 2007.

In May 2009 the STaG BSF Project was awarded the Best Public Sector Project Team and the Best Education Project by Public Private Finance acknowledging the continued success of the project.

From the period of selected bidder to financial close *inspiredspaces* formed a shadow LEP in order that the project timetable could be advanced quickly during the first quarter of 2008. In January 2008, the LEP was formally established with seven full time secondees from Carillion Plc being appointed as officers in the LEP management team between February and March 2008. A number of these officers were recruited into Carillion Plc from the STaG's original BSF project team. This further supported the smooth transition from financial close to the full operation of the LEP. Running alongside the LEP the client team is established within both local authorities. These client teams consist of client managers with corporate financial, legal and technical support and support from external advisors where appropriate.

A copy of our BSF Project Team and Management Structure is included in 3.5.3.

inspiredspaces and the two local authorities have continued to work in true partnership to establish a management team to ensure that all schemes moving forward advance in line with the project timetable and follow the agreed New Project Development process in line with PfS standard form procedures. This successful process has to date resulted in the successful completion of the first phase of the Design and Build sample project on site, Financial Close on a further six projects with the LEP and local authority project teams working closely together to prepare all of the appropriate documentation and get the appropriate approvals.

LEP Board meetings take place monthly alongside monthly Strategic Partnering Board meetings. A thorough reporting process takes place at both the LEP Board and SPB meetings and these include a full update of the project risk register. The LEP Board is made up of representatives at both member and senior officer level from both authorities and also BSFi.

Client team meetings are held with representatives from both authorities and the LEP on a fortnightly basis and weekly sessions are held for specific projects. Lessons learned from each of the projects are being shared between the authorities and the LEP to ensure the smooth process of all projects.